



Youth Led Participatory Research on Youth Engagement

VOLUNTARY SERVICES OVERSEAS Mozambique



Young people are not just the future, they are the present.

VSO Mozambique, 2019

Table of Contents

Acronyms	3
Acknowledgment	4
Definitions of the key terms.	5
Executive Summary.....	6
1. Introduction	9
1.1 Background	9
1.2 VSO in Mozambique.....	10
1.2.1 VSO-M Programming in Youth Engagement.....	10
1.2.2 VSO Partner Organizations and Youth	10
1.3 Youth in Mozambique.....	11
1.3.1 Context of Maputo city	12
1.3.2 Context of Manica Province.....	13
1.4 Enabling Environment: Laws, Policies and Strategies.....	13
1.5 Youth Engagement Participatory Research	15
1.6 Objectives.....	15
Research questions	15
2. Methodology.....	15
2.1 Study Design.....	16
2.2 Sampling of respondent.....	16
2.3 Research team	18
2.4 Field data collection process.....	18
Key Informant Interviews (KII)	18
Semi-Structure interview (SSI)	18
Focus Group Discussion (FGD)	18
2.5 Ethical Procedures	18
2.6 Data management and analysis.....	18
2.7 Limitations of the study	19
3. Research Findings	21
3.1 Introduction	21
3.2 Sociodemographic characteristics of the participants.....	21
3.3 Participants understanding of Youth Engagement.....	22
3.3.1 Definition of concept of youth engagement.....	22
3.3.2 Involvement of young people	23
3.4 Factors that impact youth engagement.....	27
3.4.2 Factors that promote youth engagement	36

3.4.3 Factors that make young people disengage	38
3.4.4 Support, resources, skills to facilitate youth engagement	38
3.5 Enabling environment for youth engagement.....	39
3.5.1 Effectiveness of platforms and spaces for youth engagement.....	40
3.5.2 Gaps that need to be strengthened to ensure more engagement of young people at different levels.	40
3.5.2 Good practices supporting youth engagement	41
4. Conclusions	42
5. Recommendations	43
5.1 Recommendations for VSO Mozambique.....	43
5.2 Recommendations for Partners Organizations and others Stakeholders	43
5.2 Learning /Lessons on Youth Engagement in Research	44
5.3. Young researcher’s feedback on youth engagement experience.	45
6. References	46
7. Annexes.....	47
Figure 1: Disposition of participants per province	17
Figure 2: presentation of the thematic areas.....	21
Figure 3: Factors that impact youth engagement	27

Acronyms

CSO	Civil Society Organizations
HIV/SIDA	Human Immuno-deficiency Virus / Auto-Immune Deficiency Syndrome
IMASIDA	National Survey of Malaria and HIV and AIDS Immunization Indicators
VSO	Voluntary Services Overseas
VSO-M	Voluntary Services Overseas Mozambique
INE	National Institute of Statistics
SP	Signature Programmes
KII	Key Informant Interview
SSI	Semi-Structure Interview
UNICEF	Fundo das Nações Unidas para a Infância
CECAP	Coligação para a Eliminação dos Casamentos Prematuros
CBO	Community based organisations
SAAJ	Serviços Amigáveis para Adolescentes e Jovens
SDGs	Sustainable Development Goal
SEGA	Social Exclusion and Gender Analysis
TV	Television
PARPA	Action Plan for the Reduction of Absolute Poverty

Acknowledgment

VSO would like to extend a special thank you to the Department of International Development (DIFID) for supporting this research under the Volunteering for Development grant. VSO would also like to express its deepest appreciation to everyone that contributed to this report. Without you, this study would not have been possible.

Moreover, VSO sincerely acknowledges the local authorities, partner organizations, and provincial and national government offices, willing to give VSO permission to carry out this research. To VSO's study participants, especially the young people, thank you for welcoming us and sharing your insights, we will eternally be grateful. We thank also all VSO staff and volunteers for giving time to support us technically and also help us improve our understanding of youth engagement in Maputo and Manica, as well provide us with key documents.

On behalf of the Research Team, I say thank you.

Nilsa Zibane Ribeiro, Research Lead and Coordinator

April, 2019

Definitions of the key terms.

Youth: although there are a number of definitions, the majority of African governments and others focus on the age dimension. In Mozambique, youth are understood to be individuals 15 to 35 years old. (Youth National Policy, 2012)

Youth programming: is seen by VSO as the rich contributions and expertise that young people from different backgrounds bring to development. Whether as primary actors, agents of changes, peer educators or advocates. Youth are best placed to understand and address the issues that concern them most (VSO, 2018).

Youth volunteering: is understood as those young people who volunteer and have a lasting impact in their communities, nationally, regionally, globally and within VSO's programmes, as they create a vast pool of youth leaders and change agents (VSO, 2018).

Youth Engagement: aims to create inclusive enabling environments where young people's voices can be heard. This entails empowering and actively supporting youth to share their ideas and bring fresh insights to intergenerational dialogues with other key stakeholders. (VSO, 2018)

Primary Actors: these are poor and marginalised people that benefit from a broad range of interventions across VSO's core programme areas (education, health and livelihoods), (VSO, 2016).

Gender Equality: this refers to equal rights, responsibilities and opportunities between women and men and girls and boys. Women and men will not become the same but women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female (VSO, 2017).

Social Exclusion: the process that occurs when individuals for political, economic, socio-cultural reasons are prevented from enjoying their basic rights relating to education, health, and livelihoods such as: housing, food and employment. The primary consequence of this process is the separation of individuals from social and work relations (VSO, 2017).

Signature Programme: a set of strategic interventions through which VSO delivers development impacts in one or more of its core programme areas (education, health and livelihoods) in a specific country or region.

Marginalised groups: people who experience multiple and intersecting forms of discrimination such as gender, age, sexual orientation, dis(ability), race, marital status, socioeconomic status, etc. (VSO, 2017)

Vulnerable groups: it describes when people because of their condition, be it poverty, disability, gender, age, or sexual orientation, are deprived from exercising their rights or resisting external shocks and risks (VSO, 2017).

Executive Summary

This report presents the results of research conducted to understand how young people are engaged in development programs, within partner organisations (community based organizations-CBOs and non-government organizations-NGOs) and in their own decision-making processes. The information gathered during this study will help refine VSO-M's Signature Programmes on Inclusive Education (IE) and Adolescent/Youth Sexual and Reproductive Health and Rights (AYSRHR) to ensure that youth engagement is strengthened in current and future projects. In addition, the findings will help ensure greater inclusion of all young people so they can fully participate, without discrimination, and regardless of gender, age, social background, disability, sexual orientation and location.

The study sought to answer the question: How are youth engaged in VSO's programmes and that of its partners, organizational operations and governance in Health in Maputo and Chimoio, Mozambique. Specific research questions were as follows: a) How do the participants understand and define youth participation, how have they been involved in community and health programs provided by VSO partners organizations and others organizations at local, regional and national level; b) What are the factors that promote and prevent youth participation in programmes by VSO and those of partner organizations at local, regional and national level; c) What existing opportunities, networks and platforms for youth participation at local, regional and national are they aware of.

The study used the following methods: i) Literature review including VSO reports ii) Youth perspectives were captured by using Key Informant Interviews (KIIs), Focus Group Discussions (FGDs) and Semi-Structure Interviews (SSI) supplemented by a desk review to understand the policy and socio-economic context in Mozambique. The fieldwork was conducted in February 2019 in Maputo province (Kaphumo and Kamavota districts and Manica (Gondola and Chimoio districts). The study included a total of 162 participants, from which 90 were female and 72 were male.

Key Findings:

1. Participants understanding of youth engagement

The research showed that there are several understandings depending on a number of factors relating to the respondents such as, level of education, knowledge, location, access to information, experience, and others. The study highlighted that this is mainly seen by the participants as both a passive involvement of young people in the execution of activities and can also contribute to an idea for social change.

2. Factors that impact youth engagement

The study identified 3 main factors that interacted with each other: Socio-cultural norms, vulnerability and social accountability. These can impact youth engagement both negatively and positively and at different levels: individual, household, community and institutional. Although power relations are addressed under social and cultural norms, this stood out across all factors as a common denominator.

Socio-cultural norms:

The results showed that there is a set of expectations and rules regarding the behaviour of the young that limit their participation in the family, community, health programs and society in general. The negative social construction of youth impedes youth engagement. A common understanding is that age and lack of experience rooted in patriarchal culture, socioeconomic context and imbalance of power, prevent the involvement of young people at various levels of society. Negative gender norms, specifically the construction of masculinity was also identified as a key challenge that prevent boys and young men to participate in health programmes in urban areas. However, in rural areas girls and young women are prevented from participating in programmes including those in health, because of their role is concentrated in domestic duties. These prevent young people to access services and realise their rights that enable them to participate in society.

Vulnerability:

The results highlighted some factors that put the lives of young people at a disadvantage and as a consequence limit their active participation. These are: disability, education, location, poverty, and sex work. This social exclusion of some young people arises as a consequence of the power and privilege some sections of society hold over others.

Social Accountability:

Research demonstrated that lack of accountability was said by all participants to be the major issue relating to youth engagement. Lack of transparency on management, lack of unity and a common agenda among young people, lack of space for dialogue, lack of information, lack of incentives, poor leadership and inadequate services, together with entrenched negative socio-norms influence participation of young people in the community, organizations and society in general. This once again, prevent young people in accessing services and fulfilling their rights.

In spite of these challenges, organizations develop mechanisms facilitate youth participation: *youth empowerment, create favourable dialogue spaces, recreational activities and incentives*. However these are not fully sustainable, as due to lack of resources organisations providing this support often have to close and discontinue services, highlighting how more is needed to help to improve young people's coping mechanisms.

3. Enabling environment for youth engagement

The data shows that opportunities and networks are limited: they are highly centralized and available for only some young people (urban, experienced, advanced education, middle and upper social class, and affiliated to certain political parties). These are also restricted to factors such as gender, poverty and physical ability. Regarding platforms, virtual ones were identified as most used and effective for young people because they promotes citizen leadership and facilitate interaction between young and adults, regardless their location. Although these spaces exist, they are not inclusive, due poverty, accessibility, gender roles, lack of transparency and accountability.

Key Recommendations

- **Invest more in youth empowerment** (training, apprenticeships, internships for various areas of the program cycle). **Build youth capacity through activities, public speaking and career guidance**, to ensure they have access to resources, skills to support their own sustainability and to promote behavior change in the community and consequently promote youth engagement.
- **Use social media to engage more young people**, as young people indicate that this makes them feel empowered and safe.
- **Provide activities such as sports, singing, dance, theater to attract young people in the community**. This attracts young people and allows them to have fun while they are discussing important issues.
- **Create safe spaces (youth clubs) so that young people can relax and also talk about their issues**. This space can help unite youth and build solidarity to help them claim their rights.
- **Include incentives in the projects' budget**, such as scholarships and allowances for food, transport, training, travelling and opportunities to exchange ideas. As most young people are involved in unpaid activities, this will help with increasing engagement.
- **Train young people on gender and social inclusion, social accountability and resilience**, so they can be empowered and reduce their vulnerabilities, better understand the systems of exclusion and how to change them and make duty bears accountable.
- **Train service providers and duty bearers** in ethics in assisting people, gender, social inclusion and social accountability to ensure service quality improvement.
- **Improve monitoring of public services for youth and engage young people in this process** as this directly affects them.
- **Advocate for integrated AYSRH services, to ensure fulfilment of their rights, especially the privacy**. This will increase the effectiveness and efficiency of the health system and meet young people's needs for accessible, acceptable, convenient, client centred health provision.

1. Introduction

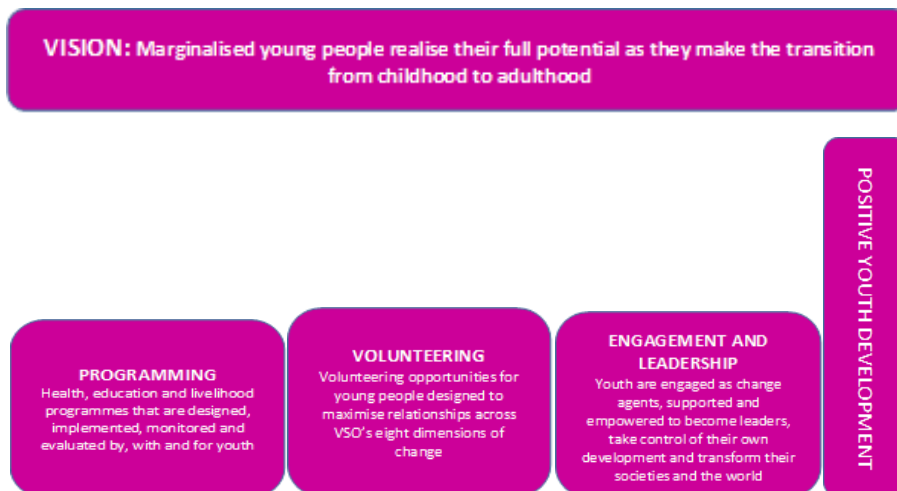
VSO has conducted this participatory research on the engagement of young people in development programs, within VSO and partner organisations (community based organizations-CBOs and non-government organizations-NGOs) and in their own decision-making processes in Maputo and Chimoio, Mozambique. The study involved 17 young people who were trained to conduct the study, following participatory and qualitative approaches and ethical procedures.

1.1 Background

VSO has extensive experience working with and for young people around the world and at all levels: community, national, international. Long-term, specialist youth volunteers work alongside communities and VSO's partner organisations, delivering a broad range of programmes that are designed to improve livelihoods, education and health. Based on this experience, VSO understands that youth have been facing many challenges regarding participation and involvement at all levels of society. VSO also understands that these challenges can be overcome when young people are engaged as partners in programming across society so that the sustainable development goals can be truly achieved for all.

According to VSO's Youth Paper Position, 2018, Youth Engagement seeks to create inclusive enabling environments where young people's voices can be heard in new or existing programmes; they are engaged to ensure they are empowered and actively supported to share and express their ideas, seize opportunities and bring a fresh approach to intergenerational dialogues with other key stakeholders. Genuinely involving youth benefits VSO and its programmes as well as young people themselves. Programmes that are developed with youth are much more likely to succeed in engaging other young people and therefore have a greater impact. Involving youth in making decisions that affect them, increases the chance of the decisions being accepted, adopted, and becoming part of everyday life.

VSO YOUTH PAPER POSITION



1.2 VSO in Mozambique

For twenty years, VSO Mozambique (VSO-M) has been working in collaboration with the government and local partner organizations, contributing to strengthening the capacity of the country's education system, health and livelihoods programmes. VSO-M views promoting youth engagement as central to creating and strengthening inclusive and enabling environments where young people's voices can be heard in order to reduce their vulnerability and consequently build their resilience. This is reflected in VSO's core approaches which cut across VSO-M's thematic areas: social inclusion and gender, social accountability and resilience. This research was conducted by VSO-M to gain insight into how youth have engaged in areas where it has implemented projects, so as it can improve understanding of social exclusion, in its wider and specific terms. This will contribute to supporting the global commitments in the Sustainable Development Goals (SDGs) and especially Mozambique's ambition for inclusive national development.

1.2.1 VSO-M Programming in Youth Engagement

Currently VSO-M does not have any specific youth engagement projects. However, it has Signature Programmes in the areas of **Inclusive Education** (provision of literacy and numeracy for vulnerable girls and young women and people with disabilities) and **Adolescent/Youth Sexual and Reproductive Health and Rights** (provision of comprehensive sexual and reproductive education). Those Signature Programmes have been developed in consultation with young people from Maputo and Manica, along with existing and potential partners and other key stakeholders in the health and education sectors. The process involved a situational analysis, focus group discussions with adolescents and young people, a partner workshop and theory of change process and consultation. Specific projects under these SPs have not yet started, however youth engagement has been integrated as part of the implementation strategy.

1.2.2 VSO Partner Organizations and Youth

This section provides an overview of the services that the partner organizations (community based organization-CBO, non-government organizations-NGO) provide for youth. It is important to mention that all the partners focus on HIV/Aids, GBV, and Sexual Reproductive Health Rights (SRHR) for girls and young women.

Name of the organization	Region	Highlighted areas
ACM (Associação Cross de Moçambique) CBO	Maputo	Promotion of Sexual Reproductive Health Rights (SRHR) for adolescents and young girls to eradicate Gender Based Violence (GBV); Training of young people to disseminate SRHR awareness in the communities; Provision of basic school material for orphans girls;
Coalizão CBO	Maputo	Community mobilization with community leaders and church leaders on understanding SRHR;

		<p>Facilitating the teaching of CSE;</p> <p>Promotion and hosting of safe spaces for young people;</p> <p>Development and dissemination of IEC materials on SRHR focusing on girls and young women;</p> <p>Male engagement in promoting SRH for girls and women;</p>
Reencontro CBO	Maputo	<p>Community mobilization: Door to door promotion of HIV services and support;</p> <p>Work with community leaders to sensitize them on SRHR issues and to promote openness in communities to discuss these issues;</p> <p>Supporting young people monitor programmes impact, completing reports and raising issues from their work;</p> <p>Activists and peer educators provide SRHR information in schools and health units, advice to young people on HIV testing, pregnancy;</p> <p>-Currently working closely with 6 health units;</p>
TV surdo	Maputo	<p>It is an information and advocacy platform for people with disabilities;</p> <p>It is an organization created by a group of young people with hearing impairments that want an inclusive and conscious Mozambican society, a society in which all speak the same language;</p> <p>Support access to SRHR for people with hearing impairments;</p>
Girl Child Rights (GCR) NGO	Chimoio	<p>Dedicated to improve the condition of the girl child through high impact and in-depth multidisciplinary interventions and projects;</p> <p>Improving the girl child's situation through knowledge and empowerment. GCR has, as its top priority, Girl Child Education. Child Protection, SRH and Youth Development are other key areas of focus;</p>
OMES CBO	Chimoio	Promote SRHR for female sex workers;
OJM	Chimoio	The Mozambican Youth Organization, created by a Mozambican Frelimo political party, promotes and defends the legitimate interests of Mozambican youth, is always inspired by the noble ideals of Democracy, Justice, Peace and Social Progress, taking into account the guiding principles of the Frelimo party;

1.3 Youth in Mozambique

Mozambique is geographically located on the eastern coast of Southern Africa and has 11 provinces distributed in three regions: North (Cabo Delgado, Niassa, Nampula), Central (Tete, Zambézia, Manica, Sofala) and South (Inhambane, Gaza, Maputo Province and Maputo City). According to the last census (2017), Mozambique is a country with a population of 28,861,863 million people. 13,800 857 million (48.7%) of the population, are male, 15,061,006 million

(51.3%) of the population, female. Recently, the country was hit by the cyclone IDAI that affected thousands of people in the central part of the country, Manica and Beira. Over 600 people have been killed, with many still missing and left thousand at risks, including young people and children. In addition, the cyclone has destroyed schools and health facilities.

According to the VSO Mozambique Health Signature Program (2017), Mozambique is a country in which 52% the population is younger than 18 and 33% (7.3 million) are adolescents and young people aged 10-24. These young people are living in a country affected by a history of conflict, economic crisis, high levels of food insecurity and the devastating impacts of HIV. National data from the Ministry of Health in Mozambique and from VSO previous research indicates that adolescents and young people are vulnerable to significant health challenges. Eight million people of the 28+ million population are illiterate. Five million are between the ages of 15-19 and most are female. Nearly 1 in 2 girls in Mozambique are married before the age of 18. Married girls are 13 times less likely than unmarried girls to be in school, and 3 out of 4 are not literate. According to UNICEF (2016) Mozambique has one of the highest rates of early marriages in the world.

With regards to youth participation in the public and political sphere, there is limited access to information, poor dialogue between the State and youth. This contributes to their poor participation in informing public policies. Furthermore, barriers like poverty and structural norms, power relations, religion, ethnic and socio-historical issues, and lack of accountability increase their lack of participation in decision making within the community (Youth Parliament of Mozambique, 2014).

1.3.1 Context of Maputo city

Maputo is Mozambique's capital and occupies a central position in terms of infrastructure, economic activity, education and health. According to the preliminary results of the 2017 census, the city of Maputo has a total of 1,101,170 inhabitants, of which 529,510 are men and 571,660 are women. Of these, 52.9% are adolescents and young people. (INE, 2017)

As a result of access to information, Maputo City registers the lowest proportion of girls who are married before age 15 (11.5% in urban areas vs. 16.1% in rural areas) and before 18 (55.7% in rural areas vs. 36.1% in urban areas). However, according to the national survey on the prevalence of behavioural risks on HIV and AIDS (INSIDA, 2009), Maputo city is among the provinces that present the highest prevalence rates (13.8%) of HIV and AIDS among adolescents and young people. This affects women more with 16.6% being affected compared to and 7.5% of men. These statistics can be explained by the construction of masculinity where men attend hospitals less frequently and where young women are more exposed to risks from sexual activities because of their low decision making abilities regarding SRHR.

With regards to the illiteracy rate, the city of Maputo has nationally one of the lowest. However, the gender disparity remains pronounced: 4.4% of men did not know how to read or write, compared to 14.8% of women. Although there is a greater concentration of infrastructure and services, access to employment is a major challenge for young people. The

factors behind this are limited job availability, poor qualifications, lack of transparency in the selection process and lack of inclusive employment policies (organization of employees of Mozambique, OTM. 2015)¹

1.3.2 Context of Manica Province

The Province of Manica is located in the Centre-West of the country, along the border with Zimbabwe. The total area of the province is 61,661 Km², about 7.7% of the total area of Mozambique. According to the preliminary results of the 2017 Manica census, it has a population of 1,911,237, 915,621 are males and 995,616 are females. Most people live in rural areas, only 25.3% live in urban areas. There are significantly more women than men in Manica. Amongst these 45.5% are young people, which 47.6% are men and 52.4% are women (INE, 2017).

Manica has the third highest rate of early marriage nationally due to the low socio-economic status of the province, e.g. girls from poorer families are much more likely to marry early than girls from rich ones, as well as harmful traditional practices such as massunguiro (the selling of virginity). Manica has the highest number of widowed, divorced and separated women in Mozambique with 36% of them being young from 15 to 30 years old. More girls and women are out-of-school, living below the poverty line, affected by HIV/AIDS and illiterate compared to boys and men. Statistics are even worse for key populations, such as girls who are married or living with different disabilities (Mozambique, Gender Profile, 2012).

VSO-M's Social Exclusion and Gender Analysis (2018) conducted in Manica, has also shown that adolescent and young people face challenges finding employment or jobs, because of the lack of transparency around the employment process, which has led many to be less interested in obtaining an education since they not see its value in being able to secure work. The research has also shown how the manifestation of power dynamics in society determine whether people will be able to realise their rights, share their voice and participate, access services and build their resilience. Power dynamics pervade all relationships at all levels of society. Regarding gender inequality, issues of Gender Based Violence (CEFM, domestic violence against women and children, adolescent sex and pregnancy, bullying, and trafficking of women) which it is also related to power dynamics, was highlighted as a factor that directly and negatively affects girls, young women and women. This prevents girls and women from fulfilling their human rights, causing them physical, psychological and spiritual trauma and low-esteem leading to disengagement from participating in the communities where the VSO-M SEGA took place in (2018).

1.4 Enabling Environment: Laws, Policies and Strategies

To address these issues, the Mozambican government has developed action plans such as:

- National Youth Policy 2012;
- Mozambique Five-Year Government Plan 2015-2019;
- African Charter for Youth;

¹ OTM, 2015, Dinâmica Actual do Mercado de Trabalho e Desafios do Movimento Sindical em Moçambique

- Youth Charter of the Community of Portuguese Speaking Countries (CPLP);
- Mozambique Constitution (2004);
- Government Support Plan for Youth;
- Adoption of the Sustainable Development Goals;
- African Union Gender Strategy 2018-2027;
- Agenda 2063;
- Agenda 2020;
- PARPA (Poverty Reduction Programme);
- PES (Social and Economic Plan) of the Government of Mozambique;
- The National Gender Policy;
- The National strategies of child marriage elimination 2016-2019;
- Creation of a youth parliament;

Despite this regulatory framework to tackle issues that the young people face, there are some limitations such as:

- There is a wide gap between what is proposed in these documents and what happens in reality. This is largely due to weak implementation of the laws and policies. Resources and mechanisms to implement laws and policies are scarce, and monitoring is barely carried out.

- From the evaluation of the implementation of these instruments, there have been positive developments in terms of macroeconomic context, however these plans are very centralized in large cities. Young people in rural areas, especially the vulnerable ones such as those with disabilities and LGBT do not know about them and so are constantly excluded.

-There is a superficial conception that youth engagement is only being part of the economy and political processes, where young people exert the right to vote and encourage other young people to vote. There is little literature on youth engagement in decision-making processes, and in the designing of programs that concern them, because young people's views are not taken into account.

-The concept of social accountability is new and delicate in Mozambique. It is in most cases considered highly political. People are hesitant to speak out, claim entitlements, hold leaders accountable or to complain about their inability to fulfil rights.

-VSO-M's Health Signature Program sees youth as partners for bringing development, whether as being consulted as primary actors as agents of change (peer education and supporters) and advocates raising awareness about services, but their level of involvement has been limited during decision making processes in all stages of the program (design of the projects, implementations and monitoring).

1.5 Youth Engagement Participatory Research

As part of integrating VSO's social accountability approach, VSO-M has conducted participatory research on the engagement of young people in development programs, within partner organisations and in their own decision-making processes. The researchers were young people that were guided, supported and trained by a Youth Participatory Research specialist together with the VSO Mozambique programme team as well as the country Monitoring and Evaluation focal person. This was to support them to learn, engage other young people, and also talk about the subjects they themselves experience daily in the participation of the intervention programs.

1.6 Objectives

The objective of the study is understanding how youth are engaged in VSO's programmes and that of partners, organizational operations and governance in Health in Maputo and Chimoio, Mozambique. Specifically we want to:

- 1) Identify how youth are engaged in VSO programming and other organizational operations and to inform youth priorities at different levels
- 2) Understand the barriers and enablers to youth engagement in VSO health programmes and other external organizations
- 3) Explore opportunities and platforms for youth engagement at local, national, regional and global levels.

Research questions

The study sought to answer the question, *"How youth are engaged in VSO's programmes and that of its partners, organizational operations and governance in Health in Maputo and Chimoio, Mozambique.* Specific research questions were as follows:

1. *How do the participants understand and define youth participation, and how the participants have been involved in community and health programs provide by VSO partners organizations and others organizations at local, regional and national level?*
2. *What are the factors that promote and prevent youth participation in community and health programmes in VSO, partner's organizations at local, regional and national level?*
3. *What are the existing opportunities, networks and platforms for youth participation at local, regional and national that you know?*

2. Methodology

This research involved participatory approaches, where young people were seen as active subjects and the main researchers. Researchers was guided, supported and trained in ethical research, techniques and methodologies of data collection, recording, analysis and writing of reports. This supported the youth to build their capacity.

The research was comprised by four phases: 1st Induction - planning research, training on data collection tools and pre-testing; 2nd Data Collection - training in data analysis; 3rd Report Writing training; 4th Report Dissemination. All the phases were carried out by youth.

The first phase of the research took place in Manica and Maputo province of Mozambique, because these are the geographical areas where VSO operates. In total it comprised of **17**

young researchers from 17-34² years old (9 in Maputo and 8 in Manica) including **9 females** and **8 males** belonging to partner's organizations namely: OMES, Associação Kurera-Wana, Coalizão, Reencontro and ACM. Some of the youth were recruited through partner organizations mentioned above and others that had been engaged from VSO's previous research. VSO used this strategy because of: i) reach and ii) model of working through partners.

2.1 Study Design

This research was conducted as part of a multi-country study in four countries – Nigeria, Bangladesh, Paquistan and Mozambique. A qualitative approach was used to gather information from participants that were selected by the youth themselves through a power and stakeholder mapping. Qualitative data was collected through:

- Literature review of previous VSO reports as well as external research and reports.
- Community perspectives were captured by using Key Informant Interviews (KIIs), and Focus Group Discussions (FGDs), Semi-Structure Interviews (SSI) supplemented by desk review to understand the policy and socio-economic context in Mozambique.

2.2 Sampling of respondent

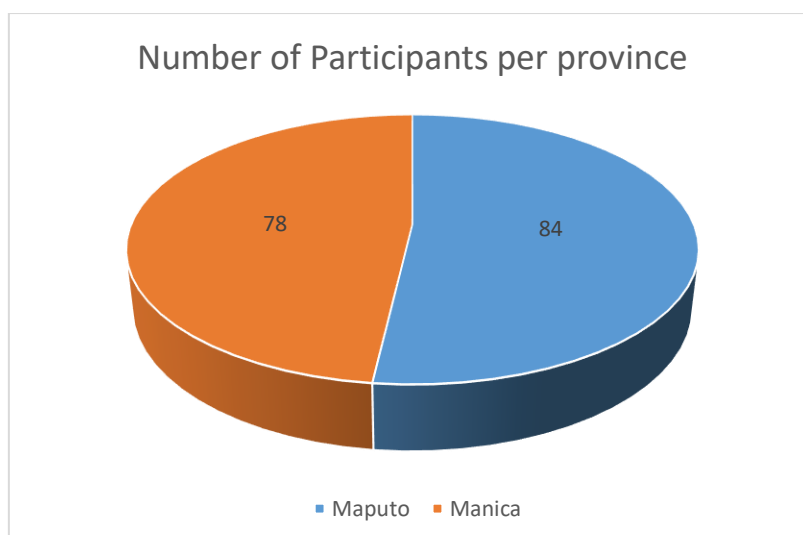
The participants were purposively selected by the youth to get insights, opinions and perspectives. They were sampled through stakeholder and power mapping reflecting a range of people that they consider important to get insights about youth engagement. In total, there were **162 participants** in the study. The groups of activists interviewed were identifies by partner organizations. Within the community the research team was accompanied by the community leader who helped the researchers reaching the participants and provided information on the local context.

² In the Republic of Mozambique, a Youth is defined as any individual within the age group of 15-35 years. (Youth National Policy, 2012).

Table 1 of Participants/respondents per category

Target Group	Number of Respondents in total	Female	Male
FGD			
Young Activist girls 15- 24		36	-
Young Activist boys 15-24		-	30
Young people in community mixed (Primary Actors)		7	13
Parents /Guardians	19	14	5
Sex workers 18-30	13	13	-
Youth Platform (OJM)		4	6
Sub Total		74	54
Semi-structure interview – Marginalised			
People with Disability (Deaf TV-Organization) Hearing impairment and physical disability	4	2	2
Sub Total		2	2
Community Leaders	5	-	5
Religious Leader	1	-	1
Sub- Total		4	6
Key Informants – Services Providers			
Health Center	2	2	
Community Counselors	4	4	
NGO (FHI, Rede Crista)	2		2
Child Protection Committee			1
Family care office, and child victim of domestic violence		1	
Partner organizations (Kurewana, COALIZAO, Reencontro, ACM, Horizonte Azul)	9	2	7
VSO Staff	1	1	
Sub- total		10	10
Total per gender		90	72
Total of all Respondents	162 Participants		

Figure 1: Disposition of participants per province



2.3 Research team

No	Research team	Roles
1	Nilsa Zibane Ribeiro	Coordinator /Research Lead Manica and Maputo
2	Rute dos Santos	VSO-M 's Head of Programmes
3	Gigo Sumbane	VSO-M's Monitory and Evaluation Coordinator
4	Elisabeth Kisakye	Co-coordinator in Manica
5	Pity Custodio	Co-coordinator Assistant Manica
6	Shanice Dos Santos; Francisco Ananias; Ancha Simbine; Elias Salvador; Nota Chocutonga, Xadrique António; Enia Julcina Ussivane; Luís Marcelino; Ana Matusse; Rassul Nassigo; Inocência Vegove; Etelvina José; Maria Luís, Rosa Luís, Enia Dos Anjos, Praid Chivururo, Antónia Ponda	Young Researchers – Maputo and Manica

2.4 Field data collection process

Fieldwork was conducted in February 2019 in Maputo and Manica province in the following districts: Manica (Gondola and Chimoio), Maputo (Kaphumo, Kamavota). Established ethical protocols and good practice guidelines were also taken into account.

Key Informant Interviews (KII)

There were **20** KII undertaken. They were selected by youth from the partners organizations they belong to and other important stakeholders that could provide a holistic and insightful view of youth engagement in Mozambique.

Semi-Structure interview (SSI)

The study used SSIs to capture a deeper understanding of personal experiences, taking account their cultural context. **Four SSIs were conducted with** people living with disabilities in order to give them a safe space and also gain deeper insights and personal experiences on youth engagement.

Focus Group Discussion (FGD)

10 FGDs were held in different locations within the two provinces (Manica and Maputo) with **five** different groups as identified in the table above.

2.5 Ethical Procedures

All questions concerning ethics in human research were taken into account. An information sheet was developed where the researchers informed the participants about the study, including its goals and how the results would be used. The information sheet also described the risks and benefits relating to participation. Informed consent was given to ensure the confidentiality and privacy of respondents.

2.6 Data management and analysis

The FGDs and KIIs were audio-recorded and then transcribed. The transcribed texts were transferred to Excel and analysed by the research team. Following coding, a full list of themes was available for categorization within a hierarchical framework of main and sub-themes.

2.7 Limitations of the study

Data collection was done during five days in Maputo and Manica, reaching the majorities of the primary actors and representative organizations identified. However, there were some challenges, such as:

1. Weather. Significant rain during the data collection in Maputo prevented some of the participants to come. Mozambique has been affected by Cyclone IDAI including the areas where the research took place. As such the activities in planned in the affected areas had to be stopped.
2. More young girls than young men participated. A driver highlighted for this was men's lack of interest and gender roles (this will be discussed more in the findings of the report).
3. Issues relating to delays with bureaucracy with the Department of Health, stemming from delayed authorization from the director.
4. Some youth groups such as sex workers were hesitant to participate in the research due to fatigue from several groups that collect data from them and do not give anything back in return. Some were asking for cash motivation so as to participate. However the research team managed to have a conversation with them and explain that this research will benefit all young people, including them and so they were willing to participate.
5. Youth from the community were very reserved in contributing during discussions, but using ice breakers helped them to open up more.
6. Time for data collection was limited due to the schedules of some key informants. To accommodate this, the time data collection was extended.
7. Although same tasks/responsibilities/roles were given to the men and women in the FGDs and KII discussions, some women preferred to let men be the facilitators and the woman the note taker, because they were less of confident. Support sessions during the activities was created to help young women to participate more.
8. In disability organizations there were issues communicating with deaf people as initially a sign interpreter had not been arranged as part of the research team. However the organizations provide to the team their interpreter. In addition, this was a barrier to include people with disabilities (PWD) researcher as VSO's is not accessible, and find another place was very expensive. This was a good reminder how VSO has to always consider accessibility and different communication needs when working with people with disabilities.

9. Regarding sign language, it was difficult to translate some words into sign language.



Picture 2: Fieldwork focus group discussion with young men in partner organization in Chimoio, Manica

3. Research Findings

3.1 Introduction

Here the research findings that led to the understanding of *“How youth are engaged in VSO’s programmes and that of its partners, organizational operations and governance in Health in Maputo and Chimoio, Mozambique* will be presented. This was composed of 4 main questions, namely:

Understanding Aspects of Youth engagement in Health programmes

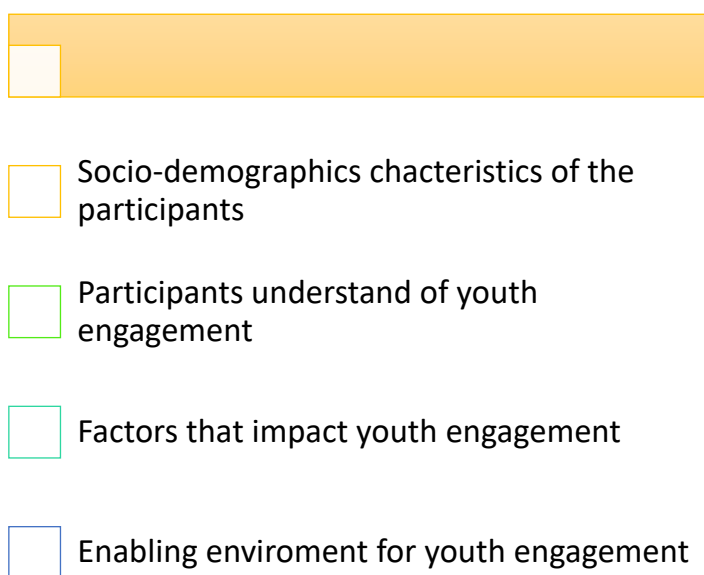


Figure 2: presentation of the thematic areas

3.2 Sociodemographic characteristics of the participants

This section provides an overview of the socioeconomic characteristics of the participants such as age, gender, occupation, education level, marital status that might matter to the results of the research.

A total of 162 participants were interviewed, 90 were female and 72 were male from Maputo and Manica. Among the participants 4 had a disability, 13 are sex workers, 20 were representatives of partner organizations, service providers and community leaders. The majority of respondents were aged between 17-35 years old, except community leaders who were 45-55 years old.

In terms of education, apart from the representatives of the organizations, the majority of respondents only attended school until grade 10, few until grade 12 and a few young women had not attended school at all. In terms of marital status, the majority of the youth interviewed were not married; but the study found that 3 (2 men and 1 woman) were

married, with 1 woman being pregnant. Related to occupation, the majority of youth are community activists who sometimes have activities in the community, such as cleaning, and lectures. Those youth from the community that do not have another occupation, a part from household activities.

3.3 Participants understanding of Youth Engagement

The research showed that there are several understandings depending on a number of factors relating to the respondents such as, level of education, knowledge, location, access to information, experience, and others.

3.3.1 Definition of concept of Youth Engagement

Regardless of sex and location Youth Engagement was understood by most as meaning youth can equally participate in all community activities and exercise their voice as highlighted below:

"Youth participation is like being in the community to give their opinion, for young people to participate and be included in the community. I think it's a way for young people to have a word in the community, it's a way for young people to express themselves, and it's the young man's chance to say something that he deserves to speak of"(Young activists, FGD, Maputo)

"For me the participation of young people is the union to do a work in the community; Involvement to support and collaborate on HIV/AIDS, and Dissemination of prevention methods"(Youth Activist - FGD, Manica)

The above citations demonstrate that the meaning of youth engagement for these participants is seen as both a passive involvement of young people in the execution of activities and can also contribute to an idea for social change.

However, a small number of the representatives of the organizations and few young activists in Maputo region, considered youth engagement as the most active involvement of young people in the communities and throughout the programme cycles, starting from the conception, planning, development and decision-making to the implementation and monitoring.

Participation means the young person is involved in a significant way in the community and society, that the young person participates in the design and the involvement of the implementation of plans and programs"(Representatives of Organizations, KII, Maputo)

Thus, there was no consensus among the meanings and these varied according to factors such as education, experiences, knowledge, and socioeconomic context that exposes youth to different levels of opportunities. In terms of youth engagement in all stages of the programme cycle was only mentioned by Maputo participants, as Manica being a provincial town, the participants of this regions are not getting the same exposure in terms of programmatic areas

related to youth engagement, showing how location can also affect participant's definition of youth engagement.

3.3.2 Involvement of young people

To better understand the concept of youth engagement, participants were asked how young people contributed at different levels namely: family, community, organisations, and finally national level.

Contribution of youth in the Family

The data collected in both regions does not mention any contribution of the young person at the family level. The reasons behind the absence of this data can be explained by the power relations between parents/adults and children/young people and the preconception that young people do not have the ability to decide on home affairs as highlighted below:

"Our parents do not listen to our ideas, they do not want to listen because they think it's going to take them time. Affairs are not for us" (Young people in the community, FGD, Maputo)

Those parents who participated in the research did not say anything that demonstrated that young people do not have opportunities to give their opinions within the family, as parents assume that their children are not prepared to make decisions on matters that warrant respect or contribute to the good of the family. This attitude causes a weak dialogue between parents and children that ends up influencing the participation of young people.

Contribution of youth in the community

At the community level, youth involvement is mostly limited to some community support activities. The most common forms of involvement mentioned in both regions were: cleaning, provision of help to people with disabilities, and home visits. In addition, it was noted that some contribute in another ways such as through lectures and community debates, at health centres and through awareness campaigns:

We work with others women sex workers and young clients of Sex Worker Women (MTS) who have participated because they have information on community health counselling and testing; young people create debates about prevention of various diseases, our role as a community activist is to look for people at high risk of contracting HIV to raise (Women Sex workers, FGD, Manica)

This shows that although there are variations of young people's contributions, their involvement still remains limited to the execution of activities in the communities.

Contribution of youth in organizations, health programs and other projects

Regarding contributions at organizational and program level, the majority of the participants stated that youth involvement is limited to the implementation of activities as a way of increasing the demand for the projects. The most common involvement is through discussions in communities and counselling.

"Young people hold debates, lectures on SRH at community and school level. Activists are multiplying agents, they increase demand and share information, and agents of changes in schools, the participants here are agents of change." (Representative of the organization, KII, Maputo)

"We give lectures, do theatres, searches for beneficiaries who give up the treatments, a session of male encouragement and a session in the tents and the girls" (Women Sex workers, FGD, Manica)

In these quotes it is perceived that young people are seen as agents of change, being responsible for promoting behaviour change in communities and as a bridge between community and organizations. Young people are seen as instruments for the operationalization of projects and programs.

In addition, two representatives interviewed from Maputo argued that the role of youth in organizations goes beyond their role as a change agent as they contribute in all phases of the project / program:

They have room for project preparation, so in the context of budget projects our organization invites a number of young people who understand what an expense is, and what is the need for a program. (Representatives of organizations, KII, Maputo)

According to the information gathered, although there is this involvement of some young people in all phases of the project, the level of engagement is still. Those who have some knowledge participate in these phases making it clear that education is important for the full involvement of young people.

Although the representatives of the organizations mentioned that young people have been involved in all phases of the project and programs, the analysis of the responses showed a lack of clarity between the responses of the representatives of the organizations and the young activists of the same organization. This may mean that although there is knowledge about the process of youth engagement in projects and programs at the level of organizations, this is not fully translating in practice and the youth are not involved in the level they wanted.

Contribution of youth at the national level

Regardless of location, the contribution of youth at the national was not reported by any of the participants of the survey. According to the young activists, their contribution begins and ends in the communities because not everyone has the opportunity to participate in the programs and discussions at national level because the selection is not democratic: there is no transparency, the selection criteria are unclear and inclusion is not integrated within this. Thus this leads to a weak representation of young people.

"I have seen a group of youth and children's parliament are people who have better living conditions and a certain party, who do not live what we live, so I think they should take people from the neighbourhoods to parliament." (Young mixed activists, focus group)

This affirmation reinforces the idea of favouritism by some to the detriment of others. It is once again clear that location, education, connections and party affiliation are elements that enable the participation of young people from other social contexts.

The data demonstrated that although there is knowledge about youth engagement by some actors, this still rarely happens in practice.

3.3.3 The reported impact of youth involvement

Relating to youth engagement this study explored the impact this can have including on youth, adults, community, and organizations.

Impact of youth engagement on youth

As far as young people are concerned their participation has benefitted them as they have gained knowledge, experience, motivation, and thereby changed their attitude and gained self-confidence and autonomy in making decisions about their lives as demonstrated below:

"Well I think it was positive all the participations I had in my neighbourhood, and changed my life a lot in financial terms, they opened my eyes, I learned how to decide, how to do things, and to do things well." (Young Activists, FGD, Maputo)

Corroborating the same perspective some representatives of the organizations also mentioned that the involvement of young people even brought changes in terms of behaviour and communication to their peers.

"Some people with disabilities are already able to communicate with each other, especially those who are our beneficiaries by the work that the agent does." (Representatives of organizations, KII, Maputo)

In addition, young people's involvement also has impacted on other young people.

"The young people when they talk with other young people, they already accept to talk, before they did not talk, when they were adults they did not even want to know what they had to say" (Young Activist, FGD, Manica)

It is noted that involvement enriches and empowers young people in a variety of ways, especially in a context of social vulnerability, poverty and social exclusion. Being involved as peer educators also brings emotional and psychological well-being. For people with hearing impairments the fact they had sign language training, enabled them to communicate, to access information about rights and other issues through deaf TV and consequently feel empowered and part of the community.

The impact of youth engagement on adults

There were limited insights provided with regards to the impact of youth engagement on adults. Only one young woman reported that her involvement in some programs within her organization has had an impact on adults in the family. According to her, the fact that she obtained training, made her parents have more respect for her and gave her ideas more credibility. To some parents and guardians in Manica province, youth involvement in SRHR programmes, diminish their obligations and responsibilities as parents to provide SRH information to their children. As quoted below:

"With the involvement of young people in health sexual programs, mothers are already able to preserve themselves. These health programs diminish the work of parents in the education of their children, because they hear many people like them or young people like them "(parents in charge - focus group discussion, Manica).

This statement shows, that when young people acquire training they gain autonomy and recognize their value as people who can contribute to change not only in their lives, but to the adults around them and the communities in which they are in.

Adults see this involvement as a means of closing the gap between parents and children regarding the sharing of information on SRH Issues. This can be understood as socio-cultural norms on sex education influence the relationship between parents and their children, where the latter are seen as intellectually incapable of contributing to decision making in their family and the community.

The impact of youth involvement in the community

Most participants mentioned that youth involvement is acutely felt in communities as they are agents of change and role models. From this involvement, young people feel responsible for promoting behaviour change among their peers, reducing cases of gender-based violence and influencing decision-makers.

"One day I had a meeting in my area to talk about cigarettes to say what damage they cause. As this engaged the young people, my goal was to participate and change the mind-set of young people to stop smoking and to understand that smoking cigarettes is harmful to health. And with that work some young people changed their attitude. "(Young Activists, FGD, Maputo)

Like the young activists, most key informants also shared the same perception.

"On early marriage, this drastically reduces, with the help of young people in raising community awareness for parents not to deliver their daughters to early marriage," (Representatives of the organizations - KII, Manica)

This is highlighted as a critical role in the process of community change: youth expand ways of becoming agents for change in the communities in which they work or in which they live in.

The impact of youth engagement on the organizations

In this instance most of the organizations' representatives reported that the involvement of young people has contributed to better project implementation and increased demand. Since the projects are aimed at young people there is nothing better than to engage young people as promoters of change.

"Young people are multipliers, increase demand and share information. "(Representatives of organizations, KII)

As mentioned above, the involvement of young people in organizations is beneficial in carrying out project activities because they bring sustainable results to projects. Young people are vital to community mobilization because they work with them through activism in the

expansion of their disease prevention programs including HIV/AIDS, malaria, and tuberculosis, child marriages, cases of domestic violence and also build channels of interaction between the youth community and organizations. Although this reiterates how youth engagement is limited to implementation activities, it can still be impactful.

3.4 Factors that impact youth engagement

The factors highlighted during this study that promote and prevent youth are presented in the framework below.

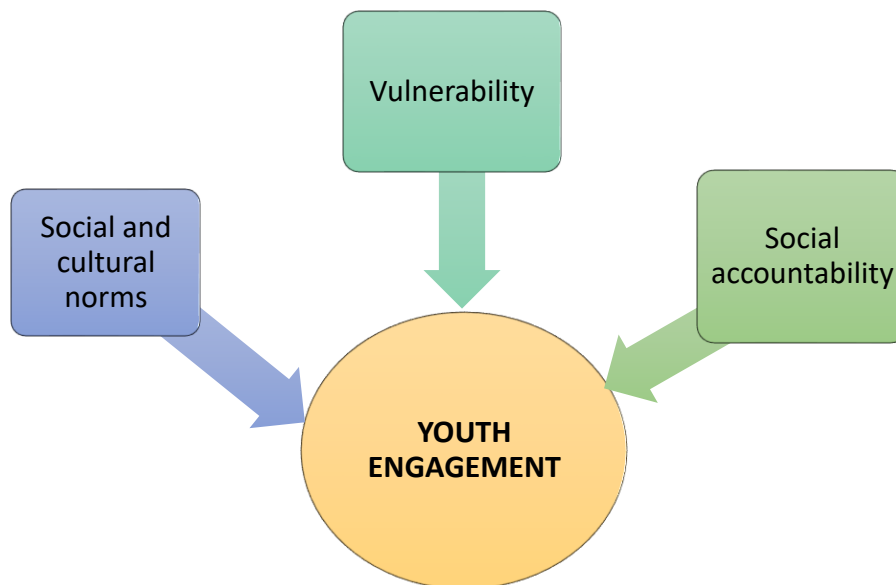


Figure 3: Factors that impact youth engagement

The study showed that these factors interacted with each other also mirroring VSO’s core approaches of social inclusion and gender, social accountability and resilience. This impacts youth engagement both negatively and positively at different levels: individual, household, community and institutional and also highlights how young people may need different support, resources and skills to feel and be more engaged. Although unequal power relations are addressed under socio-cultural norms, this stood out as a cross-cutting theme across all factors.

3.4.1 Barriers to youth involvement

Research has shown that these barriers are complex and multidimensional, starting from the micro to the macro level of society. The pillars mentioned (Figure3) were identified as the ones that prevent youth engagement at different levels.

Socio-cultural Norms:

Socio-cultural norms are a set of social expectations referring to the behaviour model relative to a social group in a society. Society agrees with a culturally constructed system of values, codes, rules, beliefs, taboos and norms, which are in turn transmitted in childhood by family and community as a means of integrating into society’s system.

These socio-cultural norms may be beneficial to some groups and harmful to others. According to Fuma (2012)³, although Mozambique is undergoing economic, social and cultural transformations resulting from globalization, tradition and cultural practices still exert an invisible power especially in rural and suburban communities such as those participating in this research. For the context of the research, the results showed that there is a set of expectations and rules regarding the behaviour of the young that limit their participation in the family, community, health programs and society in general. From these social and cultural norms we find that the social construction of youth negatively influences youth engagement. A common understanding is that age and lack of experience prevent the involvement of young people at various levels of society.

"Young people's opinion is invalid, because people say that they are not old enough to decide, are inexperienced. It is disrespectful for young people to talk to adults about sex"(representative of organizations, KII, Maputo)

The youth in turn shared:

"Adults look at young people as children. We young people are not given opportunities to attend the meetings. Youth of the Communities, Focus Group of discussion)

Regarding SRH this study found that the existence of taboos and beliefs prevent young people from extensively participating in programs of this nature. Parents and the community believe that access to SRH information causes young people, especially girls to enter into their sexual lives very early, thus leading to the increase of early pregnancies. Moreover, activists are discriminated by the community, they are seen as a person with HIV/AIDS, because they share information about it:

"Discrimination makes it difficult for young people to participate, people were very afraid to be an activist, because they said that as they work on AIDS programs they are POSITIVE. I worked in Sussudenga and suffered from discrimination, they called me PARAFINO AIDS" (Representative of organizations, KII, Manica).

As noticed, the social construction of youth is seen as the incapacity and intellectual immaturity. Crucially, the representation of youth is socially and culturally associated with disorder and lack of autonomy to make decisions about their life and society. This perception is also reflected in Mozambique's National Youth Policy (2012), where youth are seen as a trouble and going through an uncertain and confusing stage in life. As this policy was written by adults who are also guided by these negative socio-cultural norms, this understandably does not accurately capture the realities and aspirations of youth.

In addition, beliefs, myths and taboos about activists interfere with the participation of young people, proving to be a great barrier in the participation of young people in health programs such as HIV/AIDS. Lack of education and information may be behind this factor.

³ Fuma (2012), identidade sexual e normas sociais e culturais, Maputo.

Gender roles

These refer to a set of socially constructed expectations for men and women. These roles are related to patriarchal behaviours, obligations and norms. The research showed that most participants in Maputo province reported that boys and men are the least engaged in communities and organizations. The respondents reached in this research also reflect this gender disparity. The reasons identified behind this were: the constructions of masculinities, lack of interest, prioritization for girls and women in health programs, social responsibilities and constructions of masculinities.

"Young men participate in fewer numbers because of lack of interest in community affairs and even more in health matters." (Young female activists, FGD, Maputo)

On this basis it is understood that the limitations of engagement are associated with the social constructions of what it is to be a man. Boys and men are socially conditioned to believe that a real man does not get sick and participate in health activities or programs. Especially SRH make them feel weak in front of their peers and all other members of the community. It is also taught that a young boy should concentrate on arranging means of income for the sustenance of his (future) family. As most of the youth engagement activities are not for profit the young boys/men lose interest and disengage.

Participants mentioned that the opportunities and activities in the communities are very focused on girls and women. Health service providers gear their work towards women and their needs, including awareness raising and the way patients are treated, with little focus and understanding of related issues to men.

"Opportunities only exist for girls because they are the ones who participate most in the activities that take place in the neighbourhood compared to the boys" (Young mixed in the communities, FGD, Maputo)

This positive discrimination that favours women as opposed to men, as a way of eliminating the gender inequalities that affect girls and women, provokes a push back from boys and men, which in a way reinforces social norms in relation to masculinities, which in turn discourages boys/men to be involved.

Participants from Maputo reported that women have more access to activities and programs developed in neighbourhoods by grassroots community organizations. However, Manica's results showed the women in rural areas are less involved because of their concentration on domestic work and because they are seen as less capable to do so as they did not go to school. According to VSO-M's SEGA in 2018 in Manica's districts, the roles of woman are concentrated in the domestic sphere and because of that school is not seen as priority for girls. However, this denies their access to knowledge and information which could be facilitated by their involvement.

Research has shown that with regard to SRH programs in both regions, girls and young women are denied the right to access information on these issues because some parents and caregivers believe that accessing this information causes an increase of early pregnancies and

others believe that having access to contraceptive methods will make them never get pregnant again.

In addition to parents and caregivers, participants reported that health centers especially the service of SAAJ (services that are friendly to adolescents and young people), deny access to information to girls who approach them because of the clothes they wear are not conservative.

"In the SaaJ, health center, the service is based on the control of the women's clothes, if it is badly in the way or it is not answered, it is barred, what I think is wrong" (Young activist's girls, FGD)

Services providers adopt social norms and expectations that violate the rights of young women and girls in particular, thus giving rise to discrimination and therefore denying them the possibility to enjoy their human rights including those as young people.

Early marriages

The data showed that early marriages are also a social practice that prevent and limit the engagement of girls and young women in communities, programs and in broader society.

"when someone with a lot of money comes into some families, even though it is an adult wanting to marry his daughter who is a teenager, the parents force their daughter to join that guy because of money to be able to gain monetary benefits" (Representative of the organizations, KII)

Early marriages are a form of gender-based violence very common in Mozambique, with data from CECAP in 2014)⁴ showing that 11.4 percent of girls aged 20-24, and 51.8 percent of them married before the age of 18. While not as prominent in Maputo, Manica to the contrary, is represented as the third province with the highest rates nationally. The victims of this harmful practice are adversely affected, inhibiting their development, depriving them of access to protection, education, health, access to information and decision-making about their own lives. In the context of this research, the lack of access to these rights limits the effective participation of girls and young women at different levels of the society.

Power relations

Power relations are defined by the unequal distribution of power in society leading to unequal relationships. This unequal distribution of power may result from domination of some and exclusion of others. These powers can be given by law, tradition or because of individual characteristics such as gender (VSO, 2018)⁵. During the field work it was common to hear that parents have power over their children, regardless of the region. In this case, youth are seen as the properties of the parents, to the point where the latter determine what activities and programs the children have to be involved in.

Regarding SRH programs, the challenge is even bigger because of the socio-cultural norms that still permeate people's behaviour, as discussed above. Parents enjoying their authority

⁴ CECAP (2014) SITUAÇÃO DOS CASAMENTOS PREMATUROS EM MOÇAMBIQUE: TENDÊNCIAS E IMPACTO.

⁵ VSO, 2018, social Exclusion and Gender Analysis in Manica

deny their children access to SRH information and because all young participants are economically dependent on their parents, they accept.

Sensitize parents to allow their daughters to be involved in health programs because we have many parents who still have that idea created a long time ago, that says if by sending my daughter or my son in the group of activists will apprehend to have sex early, will leave me in her hand as her father, because they learn many things. **(Young mixed in the community, FGD, Manica)**

In addition to this weak parental support, community leaders were also referred to by the majority of participants as part of the problem. According to them, community leaders are the reference in communities, they have the power to select participants for a particular project, meetings and community activities. But they abuse their power by discriminating against young people because they believe young people lack the capacity to participate and contribute to community decision-making processes, thus youth are limited in meaningful participation. And for this reason the young man is limited to the execution of the tasks.

"Community leaders are a barrier because when projects that involve money are not called much less informed about the value of project financing they are called to take the position of executors to those who go to the field sometimes without having incentives" **(Young Activist, FGD, Maputo)**

It is also notable from the findings that because of lack of information and opportunities young people do not have the agency to deal with the obstacles imposed by society and nor do they have support to overcome these. These micro-relations in their family and community based on unequally distributed power between adults and young people has negative effects on young people's engagement, as they are exposed to the risk of infection from sexually transmitted diseases, are denied their rights of citizenship and of SRHR as reflected in the ratified conventions signed by Mozambique. In Mozambique the age to access SRH information is from the age of 10.

Vulnerability

According to VSO (2018), vulnerability refers to people's susceptibility to factors that can put lives and livelihoods at a disadvantage. These factors may be natural, social, and cultural. The research results highlighted some factors that put the lives of young people at a disadvantage and as a consequence limit their active participation. These are: **disability, education, location, poverty, and sex work.**

Education

There have been improvements in education in Mozambique, such as abolishing tuition fees and charges for school materials, as well as building more schools in suburban and rural neighbourhoods. However, challenges still exist, such as automatically passing students to secondary education as a means of reducing repeat rates and reducing crowding of primary classrooms; the lack of a transparent and equitable processes to access places in schools and lack of qualified teachers (UNICEF). These challenges influence low literacy levels, which in

turn limit young people's participation and increases their vulnerability. As most of the participants said:

"The barrier for the participation of young people is the degree of schooling, because for the young people to participate in some projects they must follow some requirements, have experience and be of a certain age to be accepted in such an organization" (representatives of the organization, KII, Maputo)

Young people also said:

"Many projects hire the same people because they have experience and knowledge in the dissemination of information", (young women- focus group discussion, Manica)

Access to secondary and further education was highlighted as they key factor by participants enabling youth engagement, as it opens the door to access opportunities, training, employment, and other mechanisms that would help develop their basic skills and facilitate their engagement at various levels of society. This can also contribute to reducing the risk of juvenile crime and marginalization and helping to build young people's resilience.

Disability

Disability in Mozambique is a structural and social challenge, although data is limited to the 2007 National Census and the SINTEF survey on disability⁶. The lack of up-to-date and accurate information limits the implementation of related development plans and programs. Moreover, the discrimination deriving from the unequal distribution of power, negative socio-cultural norms, and the lack of accessibility, further increase the vulnerability of this group.

It was important to hear the voices of some young people with disabilities and how they are involved in different levels of society. According to the participants, young people with disabilities, including for those with mobility, hearing and visual impairment face many barriers to participation, most prominently structural and social ones:

"Not having a ramp is an attack, is discrimination; the ramps at schools are worse, there are people who make ramps without following the rules that must be followed to compose a ramp." (Person with physical disability)

It is clear that people with disabilities are constantly excluded and discriminated in schools, health units, campaigns and other events; their participation is very limited to that of being a passive spectator. This is often because society does not create inclusive environments, as accessibility, non-confidentiality between doctor and patient, and the lack of qualified staff in schools and health centres has been highlighted as major challenges. Limited access to these services and rights means that young people with disabilities do not have the means to participate and to express their opinion, to act and to demand that changes be made according to their needs and interests.

Location

Regarding this factor, it was commonly reported that there is a greater concentration of

⁶ Mozambique National Census, 2007

activities and opportunities in urban areas such as Maputo city and Manica city and those in rural areas are left behind.

"Not everyone who has access to information; the problem is that information is only in the city, here there is no information, there are still premature marriages, early pregnancy "(Parents and Guardians – FGD, Manica).

In addition, organizations tend to select young people living in the city to participate in various forums and platforms as they are easier to reach and consider them more capable to contribute. This means that young people in remote areas are excluded and many give up because of lack of information, meaningful platforms to participate in, discrimination and distance and lack of subsidies.

Poverty

According to all research participants, poverty and low socio-economic conditions that facilitates access to certain services, resources and opportunities, constitutes a huge barrier to their active involvement at different levels of society. To address and influence Mozambique's sustainable development, the Mozambican government has embarked on plans for the eradication of poverty, highlighting the youth's role and responsibilities as part of that (PARPA, 2009).⁷ Although these efforts stand out, their implementation are still very weak and this has an impact on the Mozambican youth which constitute the largest part of Mozambique's population.

Sex workers

The study interviewed 13 female sex workers. According to them, being a sex worker attracts discrimination by society and leads to their mistreatment by their clients. People assume that because of the work they carry out, sex workers are not worthy of being heard or respected. The study showed that they are constantly excluded from community meetings, employment opportunities, access to information, health services and protection from violence and abuse.

"Sex workers do not have police protection, we call the police and they do not appear here, in the meetings they say that the laws defend us but in practice there is no law"
(Female Sex Workers, Manica)

The quotation above, shows again how power dynamics and discrimination compromise the realisation of some groups' human rights. Although service providers are aware of the law, its implementation is far from being a reality due to the embedded socio-cultural norms.

Social Accountability

According to VSO social accountability "is a process of change that empowers poor and marginalized people to lead their own development by exercising voice, claiming rights and holding those in power to account. This requires an effective accountability system such as: answerability - the space and right to ask questions, demand answers and get a response and enforceability - the right to apply sanctions or incentives to ensure that the rules, rights and entitlements that are guaranteed by the duty are upheld and delivered".

⁷ MEF(2009; PARPA)- Poverty Reduction Programmes, Mozambique

In Mozambique social accountability refers to the way in which institutions (state and private), organizations and individuals fulfil their rights and responsibilities with one another. It also relates to the existence of good governance, democracy and rights-based development. This concept is relatively new and delicate in Mozambique. Theoretically, there is recognition that individuals' have rights and responsibilities and thus groups and institutions must protect against discrimination, vulnerability and help build resilience. In practice, negative socio-cultural norms, power relations, lack of information, lack of interest and the absence of mechanisms by which to complain, promote non-compliance and increase the vulnerability and exclusion of people from systems and services that allow them to enjoy their rights.

During this research lack of accountability was commonly said by all participants to be the major issue preventing youth engagement. Lack of transparency, lack of unity and a common agenda among young people, lack of space for dialogue, lack of information, lack of incentives, poor leadership and inadequate services negatively influence participation of young people in the community, organizations and society in general.

Lack of transparency in accessing opportunities at all levels

During the study participants stressed that the lack of opportunities to participate in certain activities and meetings is due to the lack of transparency and due process in the selection of young people. According to parents, family connections is the determining factor for their sons and daughters being involved.

"In the neighbourhood so that young people have more opportunities, they must be connected because people prefer to give places to their families or people who participate more in neighbourhood meetings." (Parents, FGD)

A young activist corroborated this:

"I feel excluded by the chief of the Quarter because he does not call us when there is a certain subsidy. Those who are close to the bosses have had opportunities." (Young activists mixed, FGD)

These quotes show that the selection criteria are not clear or fair. Community leaders use their positions and power to give opportunities to their own families and those close to them, showing how power relations prevent people from enjoying their human rights. Due to this lack of democracy and transparency and the lack of reporting mechanisms, young people become less interested in getting involved.

Lack of space for dialogue at all levels

The lack of space for dialogue between adults and young people was mentioned by most of the participants in the research, especially by young people. According to them, the leadership of the organizations across sectors do not provide vacancies for the young – instead they expect bribes to listen to their needs and to influence decisions that concern them.

"In the meetings, the issues addressed there are not for us, there is no openness for the broad participation of young people because they want a space to intervene, but there is no such openness on the part of the leaders." (Young Mixed Activists, FGD)

The above statements show once again that power relations and social beliefs that young people have no say and that making decisions requires intellectual maturity, influence their ability to engage. The creation of this space for dialogue not only facilitates youth involvement but also promotes positive change in intergenerational relations and provides social balance to share ideas needed to achieve sustainable and lasting development.

Lack of information

The right to access information is guaranteed in the Republic of Mozambique's Constitution and Law No. 34/2014, which outlines one ability to so as a fundamental right of all Mozambican citizens. The results of this research indicate that the access to information by the young people is very limited, demonstrating a poor implementation of the law.

The drivers for this are once again negative socio-cultural norms around gender/age/disability/location, accessibility, lack of education, lack of interest, power relations, and the absence of the means and places by which youth can access information. For people with disabilities (hearing impairment and physical disability), the issue of accessibility, lack of skilled professionals and inclusive communication have been highlighted as factors that exclude them further.

"Usually it has been complicated with deaf people so they do not participate, and even in hospitals we do not have facility. I wish I could do a lot of things but because of my condition it has not been easy. (People with Disability, SSI, Manica)

"We do not have information about the SAAJ, but here the health agents do not provide this information, because they say that we know a lot. We would like to have our own clinics, it will be better." (Female, Sex Worker, FGD, Manica)

The lack of information makes young people, especially the most marginalized, unaware of their rights and responsibilities, and they are obliged to conform to the situation. Those that have access to technology resort to it for information. Those without, especially those most marginalized, are inhibited from expressing their opinion, their wishes and needs and contributing to the decision-making processes on the issues that concern them. This further increases their vulnerability and leaves the youth disengaged from themselves.

Inadequate Leadership and Services

This study has highlighted that the service delivery system is weak. People responsible for protecting and responding to the basic needs of young people are unable to provide adequate support and services due to lack of knowledge and information about the rights and duties of the state, organizations, services and people. Lack of training, resources and transparency processes have also been mentioned as contributing to this. In addition, negative socio-cultural norms and unequal power relations are embedded within service providers, which influence the effective enjoyment of rights. The lack of privacy in health services was also a factor highlighted during the study:

"Services that have to do with the young person lack of privacy in hospitals; regarding people living with HIV, there is discrimination because they separate people" (Representative of organization, KII).

This issue is even more complex for people with hearing impairments:

"We hardly have the privacy and this is due to the lack of communication between the service provider and the deaf person because we always have to be there with someone that is able to help translate test results. This is difficult especially when talking about HIV/AIDS tests. It is something that we know must be confidential, but this has not existed because we have to always be accompanied by another person. (Person with hearing impairment, SSI)

Findings such as these shows that the barriers in communication between those with hearing impairments and health professionals due to the lack of training of sign language professionals leads to several difficulties, such as access to information and clarification of queries. In addition, the presence of the companion was frequently reported as a determinant that affects the privacy and autonomy of those with hearing impairments.

The lack of a mechanism by which they can complain and demand the fulfilment of their rights and hold duty bears to account, was mentioned as further exacerbating their vulnerability. According to the youth this is not working because no one seems to monitor the complaints' box, with comments staying in them for years. So these barriers lead to social exclusion and limit youth from participating in activities and inhibit them from contributing and demanding positive change where their interests are observed and their rights are met.

3.4.2 Factors that promote youth engagement

Some of the participants stated that there are processes that have facilitated their participation namely: *youth empowerment, favourable dialogue spaces, recreational activities and incentives.*

Youth Empowerment

The idea of youth engagement is summed up in the active participation of young people in all stages of development. Participants emphasized their empowerment as a prime factor in boosting youth participation. With empowerment comes the transfer of knowledge, information, and skills, resources, which allow the young to develop themselves and the community they leave or work in.

"I am an activist, now I am included in meetings because I have information, while others are seen as children." (Young activist Girls, FGD)

In order for the young person to be actively engaged, it is necessary to empower, educate, and improve their skills, so that they can transcend the role of mere agent of change and create and increase their demand as active, essential and collaborating partners during development.

According to young people's recommendations, organizations should seek to align youth specific programs (for example in livelihoods) with youth empowerment initiatives. To this

end, it is also essential to involve local authorities to make their parents understand the value of participating. The Ministry of Education and the Ministry of Youth and Sport are also called upon to intervene as they are responsible for the training and supporting the participation of young people.

Enable spaces for dialogue

Here two dimensions stand out in terms of spaces for dialogue: the **virtual** and **physical**. With regard to the virtual space, it was observed by the research results that virtual platforms facilitate youth participation because they promote the practice of citizenship and bring people closer to their leadership, regardless of their geographical location. As these spaces reduce the hierarchies that constitute a barrier to dialogue, in these spaces there is a greater possibility of broadening their voice and influencing decision-making processes on the issues that concern them.

*"We publish on the website and people can visit and certify some things"
(Representatives of organizations, KII)*

A participant with hearing impairments added:

"Yes we use here WhatsApp, SMS Biz, generation biz, Facebook and to communicate through videos, we make video calls, TV Deaf" (person with hearing impairment, SEI)

As they suggest, although this strategy promotes youth citizenship and better projects the voice of young people, it is not inclusive due to demographic factors such as: location, education, and multidimensional poverty. Regarding the physical spaces for dialogue, the research found that only the minority of young people have the support, including financial, to access education and participate in some neighbourhood activities, including those by some associations. The female sex workers interviewed cited how the community dialogue organized by OMES with other sex workers activists helped them discuss their problems and together think about various solutions. According to them they feel safe and confident in those spaces.

Recreational activities

It is noteworthy that the data shows that spaces with the inclination for entertainment like theatre, dance, sport, and drawing facilitate the participation of young people. According to all the participants, young people like eye-catching and participative tools. Traditional tools of dissemination of information and youth involvement cause them to lose interest and give up participating. A person with hearing impairments also mentioned that visual tools such as drawing and writing are their great resilience allies to give opinions and communicate with others within and outside their home.

Incentives

This factor was highlighted by all participants as one of the main elements that promotes youth engagement. However, only one representative from an organization said that it gives incentives and that this has greatly facilitated the participation of young people.

"In terms of incentives for these young people we give scholarships, we guarantee that they can participate in national and international conferences" (representative of organizations, KII)

These incentives are seen by young people as a way of motivating other young people in their communities and have a positive impact on older people as they can see the benefit of their participation. Some young men reported that they saved some incentives and this helped them to buy food, with one mentioning that he bought a telephone that enabled him to access the internet and more information related to SRHR, as his parents were unwilling to share that with him.

3.4.3 Factors that make young people disengage

In addition, this research also highlighted factors that lead young people to disengage from the activities of the family, community, and programs at various levels. The main factors are: *lack of funding that leads to the disappearance of youth associations, the distance* from services and organizations.

"When the association ceased to exist, young people became vulnerable in several situations, which is why young people do not participate in almost anything in the community" (Parents FGD)

The disappearance of civil society organizations (CSOs) has negative implications for young people, especially the vulnerable ones, because the State and the market cannot on their own respond to the needs of all young people, given their large numbers in the country and the lack of financial, material and human resources. CSOs also support the voices of marginalised groups. Without it the youth become more vulnerable.

The *lack of incentives* was once again highlighted as a factor leading to disengagement. According to the young people the absence of transport subsidies and food, contributes to their lack of interest in continuing, since the majority of young people are of working age and others already have families to care for. As stated below:

"Young people leave the training because they do not have monthly allowance to support their family" (Representatives of organizations)

The involvement of young people in organizations and communities is further limited to factors ranging from demographics to structural issues. Lack of space and recognition of their abilities, the long distances travelled and lack of funding to maintain CSOs, has a negative impact. Once young people have no occupation, the likelihood of getting involved in risky activities is greater, thus making their engagement even more important.

3.4.4 Support, resources, skills to facilitate youth engagement

All participants advocated the need for youth entrepreneurship training, as skills development will help young people remain actively involved. Access to training in small businesses such as sewing, bookbinding, computer science, have been highlighted as resources that guarantee youth engagement.

"if they had sewing machines, computers, they could take care of their learning and they would feel more motivated." (Mixed group parents, FGD)

Thus once more incentives such as training and youth-oriented capacity building for income generation, are the great stimulants of young people to remain involved, as they guarantee their future progression and reduce the probability of engaging in risky activities such as physical violence, drugs, prostitution and gender-based violence.

Institutions responsible for issues related to youth also reported how key **information** on rights and duties, health, especially SRHR and on various opportunities for dialogue and debate. Information can help unlock access to improving the peoples' needs and asks and promotes a cultural, social and political involvement that allows young people to challenge negative socio-cultural norms and participate in social life in a more critical, dynamic and autonomous way.

The financial incentive is also key: according to the participants the retention of young people depends on the creation of some subsidies such as transportation and food allowances.

3.5 Enabling environment for youth engagement

The data shows that various platforms, opportunities, networks, spaces promoting youth engagement are limited: they are highly centralized for a certain group of young people (urban, experienced, advanced education, middle and upper social class, and affiliated to certain political parties), and are conditioned to factors such as gender, poverty and physical ability.

"Those that can provide opportunities given them family members, those with low economic conditions do not get any." (Young activists, girls)

Similarly a community leader said:

"The factors that impede it have to do with leadership, this leadership is afraid to see the positions they occupy disappear in favour of these young people. They are always the same young people to take up tasks and there is never any change with this" (Community leader, KII)

Article 35 of the Constitution states that all citizens are equal before the law, they enjoy the same rights and opportunities and are subject to the same duties, regardless of who they are. The results of the research reveal that this does not take place in practice. Nepotism, accessibility, schooling and experience, poverty, gender, condition access to various opportunities.

Platforms

The research found that there was no consensus on what constitutes 'a platform'. However, responses were subdivided into physical platforms namely youth parliament, Mozambican Youth Organization (OJM), and National Volunteers Council (CNV), Geração Biz, Kubatsirana association, and virtual platforms: SMS BIZZ (a mobile phone service, which seeks to answer

all the doubts and needs of the adolescents and young people), and debates and discussions in WhatsApp, Facebook groups and television programs.

"As for the networks, platforms we have the organization of volunteers for example CNV, SMS BIZZ." (Representative of the organization)

A young female activist stated:

"We use WhatsApp for activities, normal SMS, to speak with other young people and our leaders." (Young activists, girls)

The above contributions imply that these platforms are used by activists and beneficiaries as they are linked to the organizations. The most used platforms are: SMS BIZZ, WhatsApp, Facebook, debates, because these are the ones that facilitate the interaction and involvement of young people more. As for the youth of the community, especially those in rural areas such as Manica, no platform was found, which shows that there is a limitation in the dissemination of the information and as well as a space for discussion and debate.

Networks:

Some networks that establish communication between organizations and young people were noted namely: youth clubs in schools, savings group, Jossoal, Community Development Agent – ADC (a network of activists, leaders of organizations, local authorities that discuss work challenges).

For people with disabilities, some related organizations organise debates and recreational activities to discuss issues regarding their daily challenges. These networks of dialogue, enable communication between the young people and the organizations for which they are involved in.

3.5.1 Effectiveness of platforms and spaces for youth engagement

Participants were asked to assess the effectiveness these opportunities, platforms, networks and spaces. Although these spaces exist, they are not inclusive, due to several such as poverty, gender roles, location, disability, education and lack of transparency and accountability.

3.5.2 Areas that need to be strengthened to ensure more engagement of young people at different levels.

Areas that need to be strengthened to ensure more involvement of young people in different sectors such as health and education exist at different levels - **individual, community** and **systemic-structural**.

Individual

Participants reported that lack of skills training is one of the factors that makes it harder for youth involvement. This also relates to low level of literacy. For all of the participants, this is the key element that needs strengthening.

Community

At this level, gaps identified relate to the selection of young people. All participants have mentioned that the lack of transparency is the driver for this. Thus, engaging and intensive training of local authorities in governance would be an appropriate measure to address this.

Systemic-structural

Some gaps were identified in the area of **health** and **education**. Regarding **health care**, most participants reported that health services are inadequate due to lack of resources and training, and because health providers, due to negative socio-cultural norms, discriminate thus increasing young people's vulnerability. The lack of privacy, services and medicines was also mentioned by participants, especially those with disabilities.

Moreover, some young people, highlighted that the lack of a complaint and inspection mechanisms exacerbates the poor service delivered by health providers and youth services. In addition, people with hearing impairments have several difficulties in accessing health services, due to the lack of qualified health services providers in sign language.

Regarding **education**, the study highlighted that the absence of sign language makes it difficult for young people with hearing impairments to communicate in society and constitutes a great barrier to accessing the information that they need. In addition, the education system should provide recreational activities, such as lectures, singing and sports, as this encourages young people to engage more.

3.5.2 Good practices supporting youth engagement

It was noted that some good practices exist as the organisations motivate young people to engage. The qualities that drive these good practices are: respect, recognition of young people as driving forces, and openness on the part of adults to listen to different ideas.

- ✓ Activities (activism joining with Art and Culture / theater and dance).
- ✓ Use of information technologies and social networks;
- ✓ Encouraging young people, through training and information resources, to develop their potential.
- ✓ Assist in school materials, facilitating a poverty certificate that guarantees exemption from enrolment.
- ✓ Face-to-face interaction between young people and adults, through workshops, training, awareness raising, etc.
- ✓ Awareness raising with community leaders, civil organizations, government, youth, community in general.
- ✓ Use of visual participatory tools such as art, writing and theatres for all people, especially those with hearing impairments.

This list of good practices, show that although there are many challenges, youth engagement at various levels of society is possible.

4. Conclusions

The data collected for this study has helped provide a holistic view of the complexity of the concept of youth engagement in Mozambique, especially in the regions in which the research was carried out, highlighting how this concept must be understood in terms of the participants' cultural and socioeconomic context.

The study showed also that the majority of participants understand some aspects of youth engagement, however because of many barriers are still unable to participate to the degree they would like. They mostly see themselves as either agents of change or as a bridge between communities and service providers. According to VSO's definition of youth engagement this is not the same as youth involvement in social change and full participation in all stages of programme cycles including planning, implementation and monitoring, (VSO, 2018).

The data has showed that there is an interdependence between these barriers to engagement. Unequal power dynamics permeate all factors and massively influence inter-generational relationships and define who can and cannot be involved. This is based on strong hierarchical and patriarchal world-views that shape Mozambique as whole, that promote inequalities between the young and adults. Besides, social, economic, geographical and gender inequalities influence the social exclusion of people from political decision-making processes, as well as decisions about their lives.

Lack of accountability (at household, community, organizational and national level) was highlighted as a key driver (lack of information, incentives, democracy, dialogue spaces, monitoring, privacy and inexistence and inadequate services for health, education, and employment), directly and negatively affecting young people, especially those who are already more vulnerable. This prevents young people from fulfilling their rights, causing physical, emotional and social disengagement that may reflect in their health and in their social relationships. This prevents youth from living the full potential and the more disengaged a person is as a young person, the likelihood increases that this will continue into adulthood.

The results presented in this study reveal that the perception of youth engagement is still somewhat ambiguous and it is a very important field to further explore, especially with regard to the various factors that promote and prevent youth engagement and the best strategies to promote it.

5. Recommendations

5.1 For VSO Mozambique

- **VSO should support partners to help strengthen the selection** of young people in the community during project design, to ensure that transparency is in place, as participants in this research noted there was room for improvement in the due process and inclusion.
- **The Signature Programmes need to be updated to involve young people more strongly in the programme cycle.** The desk review showed that VSO-M's Health Signature Program sees youth as partners for bringing development across the programme cycle, but currently their involvement with regards to decision making is limited.
- **The Health SP needs to take into consideration the social norms which lead to exclusion of the young men** in SRH that might affect the impact of the program. The desk review highlighted that more is needed to understand the social norms and practices as well as the power relations that impact young people's lives, especially young men.
- **Train partner organizations and other key stakeholders in VSO's three core approaches.** The study has shown that partner organizations have limited understanding of social inclusion and gender, social accountability and resilience related to youth engagement, thus inadvertently increasing their vulnerability and exclusion.
- **Use peer monitoring across programme cycles** so as to improve intervention methods and influence behavior change, attitudes, and beliefs, while also empowering youth with new tools.
- **Create safe interface spaces, where young people can share their ideas and challenges with services providers, partner organizations and the duty bears,** so that their voices can be heard and together they can propose improvements.
- **Building on existing good practices, establish partnerships and networks with other stakeholders to share resources, learn, inspire, encourage and support youth participation** in order to increase capacity to implement the youth engagement approach.

5.2 For Partners Organizations and others Stakeholders

- **Invest more in youth empowerment** (training, apprenticeship, internships for various areas of the program cycle). **Build youth capacity through activities, public speaking and career guidance,** to ensure they have access to resources, skills to support their own sustainability and to promote behavior change in the community and consequently promote youth engagement.

- **Use social media to engage more young people**, as young people indicate that this makes them feel empowered and safe.
- **Provide activities such as sports, singing, dance, theater to attract young people in the community.** This attracts young people and allows them to have fun while they are discussing important issues.
- **Create safe spaces (youth club) so that young people can relax and also talk about their issues.** This space can help unite youth and build solidarity to help them claim their rights.
- **Include incentives in the projects' budget**, such as scholarships and allowances for food, transport, training, travelling and opportunities to exchange ideas. As most young people are involved in unpaid activities, this will help with increasing engagement.
- **Train young people on gender and social inclusion, social accountability and resilience**, so they can be empowered and reduce their vulnerabilities, better understand the systems of exclusion and how to change them and make duty bearers accountable.
- **Train service providers and duty bearers** in ethics in assisting people, gender, social inclusion and social accountability to ensure service quality improvement.
- **Improve monitoring of public services for youth and engage young people in this process** as this directly affects them.
- **Advocate for integrated AYSRH services, to ensure fulfilment of their rights, especially the privacy.** This will increase the effectiveness and efficiency of the health system and meet young people's needs for accessible, acceptable, convenient, client centred health provision.

5.2 Learning /Lessons on Youth Engagement in Research

- ✚ **Allow for enough time:** Due to the lack of experience of the youth that were trained for this research, it took much longer than planned to build their capacity.
- ✚ **Start with a smaller group:** with a group of six this will enable the team to be better supported both in terms of the data gathering and logistics.
- ✚ **Be aware about the gender roles and norms:** girls and young women may feel less comfortable and confident on carrying out research as a result of negative socio-cultural norms and power inequalities. It is important to reflect on ways girls and young women can be supported including through peer to peer support by their male

counterparts while in field. It is important to ensure that when they do FGDs together that they have equal roles / tasks etc.

- ✚ **When planning ensure research stages follow without any substantial gaps in time so as young people locally can remain engaged**, don't lose the information, energy and motivation.
- ✚ **Involve youth in decision making about the process**, so they can feel included and valued.
- ✚ **Be open and friendly** and use interactive and youth friendly tools such as singing, dancing, and poetry while discussing important issues.
- ✚ **Incentives such as food allowances** help increase the youth's interest in being involved, however it is always good to communicate from the outset how the process will help build their capability and increase the skills that can help with future opportunities.

5.3. Young researcher's feedback on youth engagement experience.

"Well, at the beginning it was not easy but in the course of time everything was clear to me and I learned a lot. Today I see that I must fight for my rights as a young man" **Ancha Simbine, Maputo**

"For me, as a young man I felt valued and included, because I had the right to give my opinion and space to discuss and make decisions regarding all process of the research. I have acquired other tools that will be useful to me in my life" **Elias Salvador, Maputo**

"To do this work was a very good experience, not only for the learning and for the subject itself that is of interest to me as a young person, but also for the impact it has brought and will bring in my life. It is good to know more about research and respective tools and without any doubt it motivated me to realize that young people should fight for their rights and objectives. I had difficulties at the beginning but with the support that was given, I surpassed all of them" **Shanice dos Santos, Maputo**

"For me everything was a new experience, but very interesting. I discovered that, as a young person, I should know my rights and differences, give opinions and have space to discuss and make decisions with older people. I really enjoyed learning" **Enia, Maputo**

"As an activist it was a great experience to do this research as the main subject is to understand the youth's role. Not as a simple performer of research and projects thought by others as is normal, but rather as active young people involved in all phases. Today I spread to all the other young people that we have to have a voice and fight to enjoy our rights. Despite many stops during the research we managed to overcome our barriers" **Francisco, Maputo**

6. References

- ❖ VSO, 2018 *Social Exclusion and Gender Analysis (SEGA)*
- ❖ Youth Parliamentary 2013, *Youth Participation in Political issues*
- ❖ INE, 2017 *Mozambique National Census- Preliminar Results*
- ❖ UNICEF (2016); *Premature Marriage and Pregnancy in Adolescence in Mozambique*
- ❖ Mozambique National Youth Policy, 2012
- ❖ VSO (2016) *Adolescents and Youth Sexual and Reproductive Health Needs Assessment Report, Mozambique*

7. Annexes

Focus Group Discussion Guide Questions for Youth in Community and Activists

Moderator:

- Thank the participants for coming to the discussion
- Introduce yourself and the organization that is conducting the research (VSO, Mozambique), in youth participation in community and health programs (e.g :We are from VSO Mozambique and are doing a research about youth participation in Health programmes in Maputo and Manica province , Mozambique)
- Tell them that they were selected strategically because they are important targets to understand youth participation on health programmes and other levels of society.
- Tell that their opinion and views will be very helpful for us to understand the determinants that hinder or facilitate youth participation in health programmes and others spheres of society.
- Also say that this information will help VSO Mozambique and other interested stakeholders to develop a more suitable strategy to ensure that all young people fully participate in society.
- Say that there are no right or wrong answers, so please feel free to express all ideas and opinions.
- Say that their Participation is VOLUNTARY and make sure you guarantee that all information that they provide will be considered private and confidential and will be used only for this research. Also tell them that names will not be used in any reports. Seek their consent. Let the participant sign a copy of the consent form or if they want to give verbally, it is ok.
- Tell that if they are not comfortable with a question, they may choose not to answer it. They may leave the discussion without penalty. They are free to ask questions at any time.
- Tell them that during the discussion, the research team would like to take photographs of them for use in the report. Their names will not be used with any photos without their permission.
- Before starting, ask if they have any questions and if not, then introduce an ice breaking activity to let participants feel comfortable.
- After the ice breaker ask if you can begin the session.

Facilitators: before start the discussion please fill the questions below.

Date:

Locality:

Numbers of Respondents

Designation of group of respondents

Name & Phone Number of Facilitator:

Name & Phone Number of Note taker:

Our discussion will start asking a question about how do the participants understand and define youth participation, and how the participants have been involved in community and Health program provide by VSO partners organizations and others organizations.

1. What do you understand about youth participation?
2. How have you been involved in community and Health programs? What is/was your role?
3. In your opinion, what was the key impact of your contribution in this process?
4. What impact did your participation in the programs have on you as a young person at, family and community level?

Having discussed what youth engagement/ participation is, we would like to also discuss the factors that promote and prevent youth participation in community and health programmes.

1. In your point of view, what facilitates your participation in community and health programmes? If the participant haven't participated, ask: what could help you to participate in health programs?
2. What prevents youth or could prevent you from participating? And Why?
3. Are the challenges mentioned experienced equally by all young people in this community? If yes, Why? If not, Why not?
4. What kind of support (skills, resources and competences) do you need to ensure your participation in community, Health programmes or others platforms? And Why?
5. Who do you think we could involve in this process, to ensure your full participation? Why?

Thank you for the interesting discussion we are having. To finalise our discussion, we would like to hear from your point of view what concerning opportunities, networks and platforms for youth participation at local, national you know.

1. Is there any opportunities, networks and platforms that help you to participate at community level, and national level?
 - Are they for all? If not, mention who does not have access to them and why? If yes, also say why you think they are for all.
2. How do these platforms and networks involve youth? Could you talk more about that?
3. What are the gaps/areas that need strengthening to ensure full youth participation in health programs within VSO and other youth-focused organizations you know?
4. What do you think should be done to ensure participation of young people?

Thank you...That concludes our discussion. We talked about many things today and you have shared some very important and valuable experiences. I want to thank you for being honest and sharing your thoughts and feelings about all the issues we have explored. I want to remind you that what you have told me will not be shared with anyone else. Is there anything else that you would like to share? Do you have any questions about what we talked about today?

Thank you again for the valuable ideas.

Key Informant Interview Guide Questions for Health Services Providers

Moderator:

- Thank the participants for coming to the discussion
- Introduce yourself and the organization that is conducting the research (VSO, Mozambique), in youth participation in community and health programs (e.g :We are from VSO Mozambique and are doing a research about youth participation in Health in Maputo, Mozambique)
- Tell them that they were selected strategically because they are important targets to understand youth participation in health programmes and other levels of society.
- Tell them that their opinions and views will be very helpful for us to understand the determinants that hinder or facilitate youth participation in health programmes and other spheres of society.
- Also say that this information will help VSO Mozambique and other interested stakeholders to develop a more suitable strategy to ensure that all young people fully participate in society.
- Say that there are no right or wrong answers, so please feel free to express all ideas and opinions.
- Say that their Participation is VOLUNTARY and make sure you guarantee that all information that they provide will be considered private and confidential and will be used only for this research. Also tell them that names will not be used in any reports. Seek their consent. Let the participant sign a copy of the consent form or if they want to give verbally, it is ok.
- Tell them that if they are not comfortable with a question, they may choose not to answer it. They may leave the discussion without penalty. They are free to ask questions at any time.
- Tell them that during the discussion, the research team would like to take photographs of them for use in report. Their name will not be used with any photos without their permission.
- Before you start, ask if they have any questions and if not, then introduce an icebreaking activity to let participants feel comfortable.
- After the ice breaker ask if you can begin the session.

Facilitators: before starting the discussion please fill the questions below.

Date:

Locality:

Numbers of Respondents

Designation of group of respondents

Name & Phone Number of Facilitator:

Name & Phone Number of Note taker:

Our discussion will start by asking a question about how the participants understand and define youth participation, and how the participants have been involved in Health programmes provide by VSO partner organizations and others organizations.

5. Describe what services the institution provides for youth?
6. What do you understand about youth participation?
7. How are youth currently involved in the services, programmes that Health Centers provide for young people??
8. What are their role?
9. What impacts do you think youth participation brought and can bring to the services as well as community level (young people, adult, family) and national level?

Having discussed about youth engagement/ participation is, we would like to also discuss the factors that promote and prevent youth participation in community and health programmes.

1. What do you think prevents and promotes youth participation in the health programmes?
2. How do the health centers address this challenges in order to overcome them?
3. What Kind of support do you think the youth need to fully participate (Skills, resources and competences)?
4. What areas need to be strengthened in order to enhance meaningful youth participation?

Thank you for the interesting discussion we are having. To finalise our discussion, we would like to hear from your point of view which opportunities, networks and platforms exist for youth participation at local, national you know.

5. Are there any opportunities and platforms that help youth participate at health center, community level, and national level?
6. How do these platforms and networks involve youth? Could you talk more about that?
7. What are the gaps/areas that need strengthening to ensure full youth participation in health programmes?
8. What do you think should be done to ensure participation of young people?

Thank you...That concludes our discussion. We talked about many things today and you have shared some very important and valuable experiences. I want to thank you for being honest and sharing your thoughts and feelings about all the issues we have explored. I want to remind you that what you have told me will not be shared with anyone else. Is there anything else that you would like to share? Do you have any questions about what we talked about today?

Thank you again for the valuable ideas.

Key Informant Interview Guide Questions for Partner Organizations, others NGOs and Government institutions

Moderator:

- Thank the participants for coming to the discussion
- Introduce yourself and the organization that is conducting the research (VSO, Mozambique), in youth participation in community and health programs (e.g :We are from VSO Mozambique and are doing a research about youth participation in Health in Maputo and Manica province, Mozambique)
- Tell them that they were selected strategically because they are important targets to understand youth participation on health programmes and other levels of society.
- Tell them that their opinions and views will be very helpful for us to understand the determinants that hinder or facilitate youth participation in health programmes and others spheres of society.
- Also say that this information will help VSO Mozambique and other interested stakeholders to develop a more suitable strategy to ensure that all young people fully participate in society.
- Say that there are no right or wrong answers, so please feel free to express all ideas and opinions.
- Say that their Participation is VOLUNTARY and make sure you guarantee that all information that they provide will be considered private and confidential and will be used only for this research. Also tell them that names will not be used in any reports. Seek their consent. Let the participants sign a copy of the consent form or if they want to give verbally, it is ok.
- Tell them that if they are not comfortable with any question, they may choose not to answer it. They may leave the discussion without penalty. They are free to ask questions at any time.
- Tell that during the discussion, the research team would like to take photographs of them for use in report. Their name will not be used with any photos without their permission.
- Before starting, ask if they have any questions and if not, then introduce an ice breaking activity to let participants feel comfortable.
- After ice breaker ask if you can begin the session.

Facilitators: before starting the discussion please fill the questions below.

Date:

Locality:

Numbers of Respondents

Designation of group of respondents

Name & Phone Number of Facilitator:

Name & Phone Number of Note taker:

Our discussion will start by asking a question about how the participants understand and define youth participation, and how the participants have been involved in Health programmes provide by VSO partners' organizations and others organizations.

10. Describe what services the organizations you work with provide for youth?
11. What does your organization understand about youth participation?
12. How are youth currently involved in the programmes or services the organizations/institutions you work with provide??
13. What are their role?

14. What impacts do you think youth participation has and can bring to the programmes as well as community level (young people, adult, family)?

Having discussed about what youth engagement/ participation is, we would like to also discuss the factors that promote and prevent youth participation in community and health programmes.

5. What do you think prevents and promotes youth participation in the health programmes?
6. How do you address these challenges in order to overcome them?
7. What Kind of support do you think the youth need to fully participate in health programs (Skills, resources and competences)?
8. What areas need to be strengthened in order to enhance meaningful youth participation?

Thank you for the interesting discussion we are having. To finalise our discussion, we would like to hear from your point of view what opportunities, networks and platforms exist for youth participation at community and national level that you know.

9. Are there any opportunities and platforms that help youth participate at community level, and national level?
10. How do these platforms and networks involve youth? Could you talk more about that?
11. What are the gaps/areas that need strengthening to ensure full youth participation in health programmes?
12. What do you think should be done to ensure participation of young people?

Thank you...That concludes our discussion. We talked about many things today and you have shared some very important and valuable experiences. I want to thank you for being honest and sharing your thoughts and feelings about all the issues we have explored. I want to remind you that what you have told me will not be shared with anyone else. Is there anything else that you would like to share? Do you have any questions about what we talked about today?

Thank you again for the valuable ideas.

Key Informant Interview Guide Questions for VSO Mozambique Staff

Moderator:

- Thank the participants for coming to the discussion
- Introduce yourself and the organization that is conducting the research (VSO, Mozambique), in youth participation in community and health programs (e.g. :We are from VSO Mozambique and are doing a research about youth participation in Health in Maputo, Mozambique)
- Tell them that they were selected strategically because they are important target to understand the youth participation on health programmes and other levels of society.
- Tell them that their opinion and views will be very helpful to us to understand the determinants that hinder or facilitate youth participation in health program and others spheres of society.
- Also say that this information will help VSO Mozambique and other interested stakeholders to develop a more suitable strategy to ensure all young people fully participate in society.
- Say that there are no right or wrong answers, so please feel free to express all ideas and opinions.
- Say that their Participation is VOLUNTARY and make sure you guarantee that all information that they provide will be considered private and confidential and will be used only for this research. Also tell them that names will not be used in any reports. Seek their consent. Let the participant sign a copy of the consent form or if they want to give verbally, it is ok.
- Tell them that if they are not comfortable with a question, they may choose not to answer it. They may leave the discussion without penalty. They are free to ask questions at any time.
- Tell them that during the discussion, the research team would like to take photographs of them for use in report. Their name will not be used with any photos without their permission.
- Before starting, ask if they have any questions and if not, then introduce an ice breaking activity to let participants feel comfortable.
- After the ice breaker ask if you can begin the session.

Facilitators: before start the discussion please fill the questions bellow.

Date:

Locality:

Numbers of Respondents

Designation of group of respondents

Name & Phone Number of Facilitator:

Name & Phone Number of Note taker:

Our discussion will start by asking a question about how the participants understand and define youth participation, and how the participants have been involved in Health programmes provide by VSO partners organizations and others organizations.

15. Tell us about VSO. Describe what services or programmes VSO provide for youth?
16. What does VSO understand about youth engagement?
17. How youth are currently involved in the programmes or services VSO provides??
18. What are their role?
19. What impacts do you think youth participation has and can bring to the VSO programmes as well as community level (young people, adult, family)?

Having discussed about what youth engagement/ participation is, we would like to also discuss the factors that promote and prevent youth participation in the community and in health programmes.

9. What do you think can prevent and promote youth participation in the health programmes?
10. How does VSO address these challenges in order to overcome them?
11. What Kind of support do you think the youth need to fully engage in health programs (Skills, resources and competences)?
12. How does VSO support partner organizations that work with youth to ensure full engagement of young people?
13. What areas need to be strengthened in order to enhance meaningful youth participation?

Thank you for the interesting discussion we are having. To finalise our discussion, we would like to hear from your point of view what opportunities, networks and platforms exist for youth participation at local, national that you know.

13. Are there any opportunities and platforms that help youth engagement at community level, within VSO and at national level?
14. How do these platforms and networks involve youth? Could you talk more about that?
15. What are the gaps or areas that need strengthening in these platforms, and network to ensure full youth participation in health programmes?
16. What do you think should be done to ensure participation of young people? Who can be involved?

Thank you...That concludes our discussion. We talked about many things today and you have shared some very important and valuable experiences. I want to thank you for being honest and sharing your thoughts and feelings about all the issues we have explored. I want to remind you that what you have told me will not be shared with anyone else. Is there anything else that you would like to share? Do you have any questions about what we talked about today?

Thank you again for the valuable ideas.

Key Informant Interview Guide Questions for Community Leaders

Moderator:

- Thank the participants for coming to the discussion
- Introduce yourself and the organization that is conducting the research (VSO, Mozambique), in youth participation in community and health programs (e.g :We are from VSO Mozambique and are doing a research about youth participation in Health programmes in Maputo and Manica, Mozambique)
- Tell them that they were selected strategically because they are important targets to understand youth participation in health programmes and other levels of society.
- Tell that their opinions and views will be very helpful for us to understand the determinants that hinder or facilitate youth participation in health programmes and others spheres of society.
- Also say that this information will help VSO Mozambique and other interested stakeholders to develop a more suitable strategy to ensure all young people fully participate in society.
- Say that there are no right or wrong answers, so please feel free to express all ideas and opinions.
- Say that their Participation is VOLUNTARY and that you will guarantee that all information that they provide will be considered private and confidential and will be used only for this research. Also tell them that names will not be used in any reports. Seek their consent. Let the participants sign a copy of the consent form or if they want to give verbally, it is ok.
- Tell them that if they are not comfortable with any question, they may choose not to answer it. They may leave the discussion without penalty. They are free to ask questions at any time.
- Tell them that during the discussion, the research team would like to take photographs of them for use in report. Their names will not be used with any photos without their permission.
- Before starting, ask if they have any questions and if not, then introduce an ice breaking activity to let participants comfortable.
- After the ice breaker ask if you can begin the session.

Facilitators: before start the discussion please fill the questions below.

Date:

Locality:

Numbers of Respondents

Designation of group of respondents

Name & Phone Number of Facilitator:

Name & Phone Number of Note taker:

Our discussion will start asking by a question about the participants understand and define youth participation, and how the youth have been involved in community and Health programmes provide by VSO partners organizations and others organizations.

20. What is your role in the community?
21. What do you understand about youth participation in community and health programmes?
22. How youth are currently involved at the community level and health programs??
23. What is their role?
24. How is the selection of the young people who participate the community health programmes done?

25. What impacts do you think youth participation has or can bring to the community as well in health programmes (for others young people, adult and community itself)?

Having discussed about what youth engagement/ participation is, we would like to also discuss the factors that promote and prevent youth participation in the community and in health programmes.

14. What do you think prevents and promotes youth participation in community and health programmes?
15. How do you address these challenges in order to overcome them?
16. What Kind of support do you think that young people need to fully participate in community and health programs (Skills, resources and competences, other)?
17. What areas need strengthening in order to enhance meaningful youth participation?

Thank you for the interesting discussion we are having. To finalise our discussion, we would like to hear from your point of view what opportunities, networks and platforms exist for youth participation at local and national level that you know and how do they function. .

17. Are there any opportunities and platforms that help youth to participate at community level, and national level? If yes, could you please describe it and describe also how it works?
18. How do these platforms and networks involve youth? Could you talk more about that?
 - Are the opportunities for all? If not, why?
19. In your point of view, what are the gaps/areas that need strengthening in these platforms to ensure full youth participation in community and health programs?
20. What do you think could be done to ensure participation of young people at the community and national level?
 - Who do you think should be involved?

Thank you...That concludes our discussion. We talked about many things today and you have shared some very important and valuable experiences. I want to thank you for being honest and sharing your thoughts and feelings about all the issues we have explored. I want to remind you that what you have told me will not be shared with anyone else. Is there anything else that you would like to share? Do you have any questions about what we talked about today?

Thank you again for the valuable ideas.

Semi Structure Interview Guide Questions for Parents and People in charge of Education (Guardians)

Moderator:

- Thank the participants for coming to the discussion
- Introduce yourself and the organization that is conducting the research (VSO, Mozambique), in youth participation in community and health programs (e.g :We are from VSO Mozambique and are doing a research about youth participation in Health in Maputo, Mozambique)
- Tell them that they were selected strategically because they are important target to understand the youth participation on health programmes and other levels of society.
- Tell that their opinion and views will be very helpful to us to understand the determinants that hinder or facilitate youth participation in health program and others spheres of society.
- Also say that this information will help VSO Mozambique and other interested stakeholders to develop a more suitable strategy to ensure all young people fully participate in society.
- Say that there are no right or wrong answers, so please feel free to express all ideas and opinions.
- Say that their Participation is VOLUNTARY and make sure you guarantee that all information that they provide will be considered private and confidential and will be used only for this research. Also tell that names will not be used in any reports. Seek their consent. Let the participant sign a copy of the consent form or if they want to give verbally, it is ok.
- Tell that if they are not comfortable with a question, they may choose not to answer it. They may leave the discussion without penalty. They are free to ask questions at any time.
- Tell that during the discussion, the research team would like to take photographs of them for use in report. Their name will not be used with any photos without their permission.
- Before start, ask if they have any questions and if not, then do some ice breaker to let participants comfortable.
- After ice breaker ask if you can begin the session.

Facilitators: before start the discussion please fill the questions bellow.

Date:

Locality:

Numbers of Respondents

Designation of group of respondents

Name & Phone Number of Facilitator:

Name & Phone Number of Note taker:

Our discussion will start asking a question about how do the participant understand and define youth participation, and how youth have been involved in community and Health program provide by VSO partners organizations or/and others organizations.

26. What do you understand about youth participation in community?
27. Are young people involved in communities and health programs? If yes, which programs?
28. How they are involved in the community and health programmes or activities that organizations provide in the community??
29. What impacts do you think youth participation brought and can bring to the community (for others young people, adult) as well in health programmes?

Had discussing the Understanding of what youth engagement/ participation is, we would like to also discuss the factors that promote and prevent youth participation in community and health programmes.

18. What do you think helps youth participation in community and health programmes?
19. What do you think prevent young people participation in community and health programmes?
20. How do you as parent support your son/daughter to overcome that challenges?
21. In your opinion what are the support young people need to ensure their fully participation in the community and in health programmes? (Skills, resources, etc)
22. What can VSO and others organizations can do support youth fully participation?
23. Who have to involved?

Thank you for the interesting discussion we are having. Now on we would like to hear from your point of view what's opportunities, networks and platforms for youth participation at local, national you know.

1. Do you know any platforms, opportunities, partners, and networks which facilitate youth engagement at local, community and national level? If yes, could you tell us more about them?
2. What are the gaps/areas that needs strengthening to ensure fully youth participation in health program within VSO and other youth-focused organizations you know?
3. What do you think should be done to ensure participation of young people?

Thank you...That concludes our discussion. We talked about many things today and you have shared some very important and valuable experiences. I want to thank you for being honest and sharing your thoughts and feelings about all the issues we have explored. I want to remind you that what you have told me will not be shared with anyone else. Is there anything else that you would like to share? Do you have any questions about what we talked about today?

Thank you again for the valuable ideas.

Youth Participatory Research on Youth Engagement

Informed Consent form

The VSO is currently conducting a participatory research on youth engagement in Mozambique, Maputo and Manica "and aims to understand how young people are engaged in programs, organizational operations and governance, as well as inform decision-making on youth-related issues. This will facilitate the development of VSO's youth engagement structure and the articulation of youth's contribution to VSO's Global Engagement Framework.

To reach this goal, we would like you to participate by answering some questions. The conversation will take a maximum of one and a half hours. The information collected will be conducted through interviews / conversations and discussion groups. Your name will remain anonymous as a means of ensuring confidentiality. Photos may be taken if allowed. Your participation in this study is voluntary and may be withdrawn at any time, or refuse to participate, without this having consequences for you. The study will not bring you any expense or risk, however the information collected here will be summarized in a report and will be used to improve the VSO's work, policies, programs, strategies and laws.

In addition, the information that will be disclosed to VSO within the limits of this interview, spoken and or in the form of an image or photograph, will be used by this organization in marketing and communications publications. Understand that these materials will be distributed around the world so that VSO can raise your profile and awareness of your programs among potential donors and partners.

After hearing the above explanations, I declare that I agree to participate in this interview.

Do you agree to participate?	{ ___ } Yes	No { ___ }
Would you agree to take photos?	{ ___ } Yes	No { ___ }
Signature of Participant _____		
Verbal Consent { ___ }		
Name of person obtaining consent / Interviewer _____		
Date: _____		

If you have any questions or concerns, please contact Nilsa Ribeiro Contact: 860401254 or by email: nilsa.zibane@vsoint.org