



Youth Engagement in Arts and Humanities Education: Policy Implications in Mozambique's Youth Sector

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Abstract

Youth engagement in arts and humanities education is crucial for fostering cultural identity and intellectual development in Africa's youth sectors. A qualitative approach was employed to analyse existing policies and interviews with stakeholders representing the youth sector, education authorities, and cultural organizations. The analysis revealed a significant proportion (40%) of current youth engagement programmes in arts and humanities lack formalized policy support, highlighting the need for structured integration into national curricula. Current policies on youth participation in arts and humanities are fragmented and often underfunded, leading to inconsistent educational outcomes. Policy recommendations include establishing a dedicated ministry or department focused exclusively on youth engagement in arts and humanities education, alongside increased funding for relevant programmes.

Keywords: *Africanization, Cultural Identity, Diaspora Studies, Intellectual Development, Youth Policy, Heritage Preservation, Community Engagement*

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