African Union

AGA
African Governance Architecture

YOUTH PARTICIPATION IN POLITICAL AND ELECTORAL PROCESSES IN AFRICA

PARTICIPANTS MANUAL

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INTRODUCTION

This participants' manual will assist participants follow the sessions related to the African Governance Architecture (AGA) capacity building training of trainers' programme for youth participation in political and electoral processes. The participant manual also provides information on methodologies and strategies to be adopted during training sessions.

It is important for the youth to note that training content for youth participation must be context specific. The content of this manual must be adjusted to the local, social, geographical, cultural, and political circumstances, and there is no standard training methodology and approach that can be replicated everywhere on the continent.

The participant manual has benefitted from the materials previously developed and compiled by:

- Democracy Works Foundation (DWF) and Freedom House (FH)
- Shalestone Consultants
- Save the Children
- United Nations Development Programme (UNDP)

Training outcomes:

At the end of the training, participants will:

- Be able to articulate reasons why the youth must participate in political and electoral processes, identify continental best practices, and contribute to the increase and sustenance of youth participative value in political and electoral processes.

- Be able to name the social, cultural, economic, political, and other barriers to youth participation and proffer alternative approaches to break the barriers.

- Be able to articulate the electoral processes and explain why the youth must participate in elections and how.

- Be able to articulate the importance of leadership to youth participation in political and electoral processes and name the different leadership types and how each type impacts on youth participation.

- Be able to articulate requisite communication skills for youth participation and name different media platforms ideal for youth participation.

- Be able to distinguish between advocacy and lobbying, articulate why they are important to youth participation, and when it is appropriate to use them.

The manual consists of the following six (6) modules which can be delivered over 5 days:

MODULE 1: YOUTH ACCESS TO POLITICAL AND ELECTORAL PROCESSES

MODULE 2: BREAKING BARRIERS FOR YOUTH PARTICIPATION

MODULE 3: YOUTH PARTICIPATION IN THE ELECTORAL CYCLE

MODULE 4: LEADERSHIP

MODULE 5: COMMUNICATION AND ENGAGEMENT

MODULE 6: ADVOCACY

Each of the modules in this manual contains module title, timing/duration of every module, learning objectives, and a step-by-step methodology to be followed by the facilitator.

Icons used

ASK

Poses a question which requires a response from participants.

EXPLAIN

Provides an answer to questions posed by the facilitator or explains a topic.

EXERCISE

Requires participants to do an exercise often with the support of a handout.

NOTES

Facilitator and participants' notes in the manual.

WORKSHOP REGISTRATION, INTRODUCTION AND OPENING

Welcome

Set the stage with introduction of the training including training objectives, modules, and topics to be covered during the training workshop, facilitation methodologies to be used, key points on communication and interaction during the training, and the importance of creating a conducive environment for learning, respect, and the knowledge test.

Introduction exercise: Friends Indeed!

Purpose: Have the participants move around while getting introduced to each other .

Materials Required

Name card for each person and markers

Preparation

Have participants fill out their name card. Then, ask participants to stand in a circle, shoulder to shoulder. They should place their name card at their feet. Then they can take a step back. You as the facilitator should take the place in the center of the circle.

Activity explanation.

Indicate that there is one less place than people in the group, as you are in the middle and will be participating. You will call out a statement that applies to you, and anyone to whom that statement applies must find another place in the circle.

Examples:

- Friends who have cats at home
- Friends who are wearing blue
- Friends who don't like ice cream

The odd person out must stand in the centre and make a statement.

The rules:

- You cannot move immediately to your left or right, or back to your place.
- Let's be adults: no kicking, punching, bodychecking, etc.

Play a few rounds until everyone has had a chance to move around.

Workshop objectives:

On the flip chart bearing the title "WORKSHOP OBJECTIVES" discuss the participants' understanding of the objectives and training and any further expectations. At the end of this discussion, summarise the workshop objectives and write them on the flip chart below the ones provided by the participants.

Participants' expectations:

Invite participants to list their expectations for the training programme. Use these to steer the training such that it deals with the question of access for participation, effective means of participation, management of the gains from the participation strategies and approaches, as well as sustainability of those gains

Ground Rules:

Ask the participants to set down their own ground rules for the training and how and what can create a more conducive learning environment. Post on a flip chart and stick to the wall.

PRE -KNOWLEDGE TEST:
To determine the participant's level of understanding on the subject matter before the training workshop and to ensure an appropriate pitch to the workshop, request that participants take the knowledge test below.

PRE -KNOWLEDGE TEST

Participant Name:_____**Date:**_____

1. What is youth participation? Why is it important?
2. Should the youth partake in political and electoral processes? Explain.
3. Name barriers to youth participation you are aware of.
4. Name three ways of breaking the barriers you mentioned in question 3.
5. Does leadership matter in youth participation? What kind of leadership?
6. What are the communication skills required for effective youth participation?
7. Do youth require advocacy and lobbying skills to partake in political and electoral processes? Why?

MODULE 1:

YOUTH ACCESS TO POLITICAL AND ELECTORAL PROCESSES

Allocated Time in Minutes: 210 Minutes

MODULE 1: YOUTH ACCESS TO POLITICAL AND ELECTORAL PROCESSES

MODULE OVERVIEW

To effectively participate in political and electoral processes, the youth must be given the proper tools such as education and access to credible and requisite information that enables them to understand their role in the socio-political national discourse and actions that can promote meaningful participation. This module seeks to enhance the youth's knowledge of different tools for accessing relevant spaces and platforms for political and electoral participation.

Topic 1: Unpacking youth participation in political and electoral processes

Learning Objective:

To enhance participants' understanding of the rationale of youth participation in political and electoral process and to enable them to list different ways in which the youth can access these processes.

▶▶ **Step 1: Brainstorming-**

The facilitator will ask you to explain your understanding of the role of the youth in political and electoral processes. Give reasons why it is important for the youth to be involved.

Note all contributions on a flip chart to be used for the next steps throughout this session.

▶▶ **Step 2: Explain**

The facilitator will Explain the importance of youth participation as follows:

a Firstly, youth participation in political and electoral processes is a fundamental right to citizenship (Hart 1992).

b Out of an estimated population of 1.3 billion, the youth demographic makes up an estimated 430 million of Africa's population.

c According to the Mo Ibrahim Foundation 2019 assessment, "Almost 60 per cent of Africa's population was under the age of 25, making Africa the world's youngest continent."

d The sheer statistics on the total number of youths compared to adult population on the continent befits their political and electoral inclusion.

e Youth participation, not only as voters but also as contestants and electoral officials is a fulfilment of their civic role in governance processes. The Afrobarometer (2016) survey across 36 African countries noted that 78 per cent of the youth believe in the civic responsibility of voting. Therefore, their participation cannot and should not be a subject of debate but a certain and obvious reality.

Topic 2: Regional, Continental, and International normative frameworks for youth participation

Learning Objective:
To familiarise participants with the regional, continental, and international instruments promoting youth participation.

Step 1: Brainstorming

The facilitator will ask you to name the regional, continental, and international instruments that promote youth participation in political and electoral processes. You must indicate if:

a Their country is a signatory to any of the instruments they have listed. If so, which ones?

b Their country has ratified the said instruments. If not, they have to explain if they know the reasons for the non-ratification.

Step 2: The facilitator will Introduce the African Youth Charter (AYC) and Explain that:

The AYC is a continental framework for youth empowerment and participation in political and electoral processes. The Charter is cognizant of the fact that youth are not a homogenous group and it comprises young men and women between 15 and 35 years old who are in urban areas, rural areas, diaspora, minority groups, political Parties, tertiary institutions, and professional world. Therefore, the AYC addresses the rights, duties, freedoms, and responsibilities of the youth in all these spaces.

Step 3: Work in your designated groups to discuss the excerpts from the following frameworks:

1. Universal Declaration of Human Rights
2. Convention of Political and Civil Rights
3. African Charter on Democracy, Elections and Good Governance
4. African Youth Charter.

a identify the legislative provisions in your country that conform to the posted excerpts. If such provisions do not exist, explain what provisions obtain for youth participation in your country.

b list other regional, continental, and international frameworks you know other than those not listed in step 3. Indicate if your country is a signatory to those frameworks. Explain your answer.

Step 4: Present your group work in the plenary

Topic 3: Youth participation Assessment

Learning Objective:
To enhance participants' understanding of different levels of participation.

Step 1: Brainstorming

The facilitator will ask you how youth participation manifests in your country. Indicate whether:

- The youth are taking initiative or are being nudged into action.
- The youth initiate activities or they join activities initiated by government authorities and other entities.
- This is uniform in various parts of the country.
- There are similarities between what obtains in your country and other countries.

Step 2: The facilitator will explain that:

- In Africa there is a youth category that chooses to participate in political and electoral processes and finds innovative ways to get involved and make a difference.
- The other category does not participate because they are either politically marginalised and frustrated because their needs are not met or because they lack requisite tools for participation.
- The third category is youth that are exposed to violent extremism due to economic factors such as unemployment. They end up participating in terrorist activities in countries such as Kenya (Al Shabaab) and Nigeria (Boko Haram). This group is also recruited by political leaders to carry out violence. The third category of youth participation is predominant on the continent.

Step 3:

The facilitator will ask you to give examples of violent youth participation in political and electoral processes.

Handout 1: Examples of youth participation through violence

Malawi Young Pioneers (MYP) (Malawi

The MYP was founded in the mid-1960s by the then ruling Malawi Congress Party (MCP) as a paramilitary youth wing disguised as a national youth programme. It operated under the direct control of President Kamuzu Banda and served to ensure that his political ambitions and tenure were guaranteed. This type of youth instrumentation has become a common feature of African politics particularly where there are high levels of unemployment.

Global security (2017)

Mungiki gangs (Kenya)

The Mungiki is an ethnic sect which was banned in 2003 but resurged again in 2007 following the disputed election results. Comprising large numbers of the Kikuyu tribe, this group was fingered in the deaths of over one thousand people in the aftermath of the 2007 elections and was alleged to have financial backing of the political leaders.

Mail & Guardian (2016)

Chipangano (Zimbabwe)

The Chipangano was a youth militia that ran amok in Zimbabwe in the late 1990s and early 2000s. Like the Mungiki, the group was suspected of serving political party interests.This was later confirmed by its former leader, Jim Kunaka in 2015.

Bradfield (2013)

Vigilante Groups and Macho Men (Ghana)

These groups are common in Ghana and other West African countries where political parties recruit the youth to carry out violence against political opponents. In Ghana this phenomenon started in the Northern Region of Tamale but has spread rapidly across other regions. In central parts of the country, the youth are also recruited as "macho men" (ballot box snatchers) to disrupt polling processes by snatching bollox boxes on polling day and to carry out violence after the elections.

Commonwealth (2017)

Step 4:

The facilitator will introduce Harts degrees of participation model (Handouts 2A and 2B) to systematically explain the levels of participation.

Handout 2 (A) : Hart's levels of participation

8. Young people initiated shared decisions with adults

Descriptions   young people develop initiatives and invite adults to be involved in decision-making to share their skills and experience.

7. Young people initiated and directed

Descriptions   young people develop and implement an activity or initiative without adults taking a directive role.

6. Adult initiated shared decisions with young people

Descriptions   adults have the initial idea, but young people are involved in every step of the planning and implementation. Their views are not only considered but they are also involved in making decisions.

5. Consulted and informed

Descriptions   a project is designed and run by adults, but young people understand the process and their opinions are treated seriously.

4. Assigned but informed

Descriptions   young people understand the intentions of the project, know who made the decisions about their involvement and why, have a meaningful role and volunteer for the project after the scope and purpose of the project has been made clear to them.

3. Tokenism

Descriptions   young people are apparently given a voice but have little or no choice about the subject or the style of communicating it and little or no opportunity to formulate their own opinions.

2. Decoration

Descriptions   young people are used to "perform" at an adult event related to an issue that they have little or no idea about – it's different from manipulation because the adults don't pretend that the cause is inspired by young people.

1. Manipulation

Descriptions   young people do or say what adults suggest they do but have no real understanding of the issues. Or young people are asked what they think, and adults use some of the ideas but do not tell them what influence they have on the final decision.

Source: Roger Hart (1992)

Handout 2 (B): Hart's levels of participation

DEGREES OF PARTICIPATION

RUNG: 8 Young people and adults share decision making.

RUNG: 7 Young people initiate and lead action.

RUNG: 6 Adults initiated, shared decisions with young people.

RUNG: 5 Young people consulted and informed.
RUNG: 4 Young people assigned but informed.

NON-PARTICIPATION

RUNG: 3 Young people tokenised.

RUNG: 2 Young people as decoration.

RUNG: 1 Young people manipulated.

Source: Roger Hart 1992

Step 5: Work in your designated groups and follow the instructions below:

1. Explain: Hold a community meeting about youth participation.

2. Your group represents a civil society organisation that would like to raise the issue of youth participation in the community where you work.
It is up to you to decide how to do it by talking, by using role plays, singing, whatever. Both meetings have to involve the community.

- Group 1 will conduct a community meeting based on genuine youth participation.
- Group 2 will conduct a community meeting based on token youth participation.

3. Perform your meeting with the other group as the audience. Engage in discussion, ask critical questions, and make suggestions.

Source: Save the Children (2016)

List some of the key points you are taking away from this module

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MODULE 2:
BREAKING BARRIERS FOR YOUTH PARTICIPATION

Allocated Time in Minutes: 210 Minutes

MODULE 2: BREAKING BARRIERS FOR YOUTH PARTICIPATION

MODULE OVERVIEW

Access is a key pillar for youth participation in political and electoral processes. However, youth face barriers that interfere with their access to their civil rights. There is therefore the need to create innovative means to break the barriers. This module focuses on capacity development for the youths to map out barriers to their participation in political and electoral processes as public representatives and as voters, and create alternatives to participate.

Topic 1: Understanding Barriers to youth participation

Learning Objective:
To enable participants name and explain barriers to youth participation.

Step 1: Brainstorming-
The facilitator will ask you to name barriers that affect youth participation in their social setting in communities and in political and electoral processes.

Step 2: Explain
The facilitator will Explain that there are several barriers to youth participation in political and electoral processes in Africa. Some of these barriers are invisible because they mainly manifest within the youth psyche. That is, they are self-rationalised limitations where the youth establish mental barriers and resolve not to participate.

On the other hand, there are visible barriers which make youth participation a distant mirage leading to most youth ruling out any attempt to participate in any form.

These barriers can be classified into 5 broad categories namely, social, cultural, economic, political, and other barriers.

Step 3:
Work in your designated groups to name and explain barriers to youth participation. Each group must work on the different barrier clusters (social, cultural, economic, political, and other barriers) and write their work on flipcharts.

Step 4: Present your work to the plenary

Step 5: The facilitator will use handout 3 below to give you more details on barriers.

Handout 3: Barriers to youth participation

Social barriers

Poor civic education
Illiteracy

Economic barriers

Poverty
Lack of employment and financial resources
Infrastructural Challenges

Cultural Barriers

Cultural impediments

Political Barriers

Structural political hostility
Political marginalisation
Dominant party systems
The lack of quotas for youth in Parliaments and in political parties
The lack of government-led funding or aid

Other Barriers

Digital Barriers
Legislative exclusions
Administrative barriers
Lack of Role models /Mentorship for Youth
Lack of effective communication skills
Lack of technical capacity
Access

Topic 2: Strengthening youth participation in political and electoral processes

Learning Objective:
To enhance participants' capacity to develop alternatives to barriers to youth participation in political and electoral processes.

Step 1: Brainstorming:

The facilitator will ask you to mention different ways in which the youth can participate in political and electoral processes. Indicate if these are practical in your country and explain your answer.

Step 2:

The facilitator will make the following presentation strategies that could be adopted to ensure a meaningful youth participation in political and electoral processes. The presentation will be supported by case studies.

1. Capacity building:

Specific actions that may be formal and non-formal measures such as:

a Introduction of civic and political education curriculum in the formal education system. Such a curriculum is critical to ensuring that the youth appreciate what it means to be citizens and what their contribution must be their communities and country.

b Holding training workshops for the youth-led and youth representative non-governmental organisations (NGOs) to ensure that the youth understand their rights, democracy, politics and political processes, elections and electoral processes and how they can participate as voters and candidates for elective positions.

List some of the key points you have noted from capacity building

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Handout 4: Selected case study on capacity-building strategy

Case study: Youth training- Organisation for Youth and Elections in Botswana (OYEBO) (Botswana)

Problem:

Poor youth participation and representation in positions of local and national leadership. Negative youth perception of politics in Botswana and general voter apathy.

Strategy:

OYEBO Capacity building through several initiatives where issues on positive leadership and the intricacies of constitutionalism are addressed.

a There is the "Future Leaders Training Programme" for young people (target: 13–15 years) in junior secondary schools in collaboration with the Ministry of Basic Education. The programme involves speaking to young people on leadership and leadership qualities.

b Training programme for political parties where party structures such as the youth wings and women wings are trained on leadership and election campaigns.

c Training workshops for student bodies on elections and electoral processes including election campaigns, voting, and counting procedures and processes. Implemented jointly with the Botswana Independent Electoral Commission (IEC), the workshops use simulation methodologies where mock elections are held to highlight critical components of the election process. These include, how to conduct campaigns, voting, and counting of results. The Student Representative Council (SRC) leadership elections are also used for training of the students as far as elections are concerned.

Results:

- There are future leaders programme alumni who have contested SRC elections in high schools and some of them have won.
- Other alumni have participated in other spheres of leadership including leadership in business.
- An increase of the election of young people in political offices and appointment of young people into government position.

Lessons:

- Leadership training should begin at the earliest stage.
- Simulation increases interest and ownership in the programme.
- The ability to strike a balance between the hard skills (how to partake in political and electoral processes) and the soft skills (commitment to acquiring knowledge, awareness, patience, and tolerance) is essential for the capacity-building strategy to work.

Key Considerations

Capacity building works well in environments where the political and legislative framework is accommodative.

- ◇ While employing the capacity-building strategy, be mindful of socio-political, cultural, and legal factors.

- ◇ There is inadequate infrastructure support for participation of youth living with disability. Therefore, issues of access must include among other things, the provision of infrastructure for people with disabilities such as election education material in Braille, or sign language for the deaf to register and vote.

- ◇ Gender representation, given that females comprise the bigger percentage of the youth bulge.

- ◇ Economic sensitivities between the haves and have-nots, formal and informal settlements.

- ◇ Literacy disparities between rural and urban youth in the country to ensure that language barriers are removed, and information is broken down and simplified for young people and the rural and illiterate.

2. Strengthening youth representative bodies:

These include student representative bodies, youth parliaments, youth councils, youth forums and non-governmental organisations, and political party youth wings.

a Student representative bodies:

Students' involvement in decision-making in tertiary institutions is vital because it may facilitate their introduction to democratic ideals and practices (Oni and Adetoro 2015). Therefore, student representative councils (SRCs) are a form of proactive, self-driven mechanism for students' participation in tertiary institutions and in social and political activities

b Youth parliaments, youth councils, youth forums and non-governmental organisations:

Institutional and legal arrangements in most countries provide for the establishment of youth parliaments, youth councils or youth forums to deal with a gamut of political, socio-economic, and cultural issues affecting youth participation. Youth must understand how democracy works, to contribute to shaping youth policies, promote transparency, accountability and accessibility and take part in decision-making and legislative processes. To achieve this, they must be connected with governance institutions and processes including local authorities and parliaments.

c Youth wings:

Political parties on the continent are typified by youth wings and leagues that are glaringly weak in ensuring meaningful youth participation. Youth wings must provide a training ground for youth who wish to excel within party structures. Examples of training include skill-building workshops, mentoring programmes, and policy development activities. They must influence party policy development and leadership selection, extend outreach to young voters, in a bid to make parties more credible to young people, and use the appropriate language, platform, material, and tone in communicating political messages to younger voting bases during election and recruitment campaigns.

Handout 5 (A): Selected case study on strategies for sstrengthening student representative bodies.

Case study: SRC Colloquiums-Independent Electoral Commission (South Africa)

Problem: lack of youth participation in public policy formulation

Strategy:

Supporting student representative bodies through dialogue. In line with its mandate contained in Sections 4 and 5 of the IEC Act, the Election Management body (EMB) in South Africa through its Gauteng Provincial Office convened annual SRC colloquiums attended by SRCs from all universities in Gauteng Province. These colloquiums were meant to equip the youth with public policy formulation skills and skills to identify stakeholders as well as engage them. The colloquiums covered different thematic issues including and not limited to corruption, mining energy, integrated development planning (IDP). Multi-sectoral experts were engaged as resource persons to dialogue with the youth.

Results:

- SRCs paradigm shift from a narrow student welfare focused agenda of organising demonstrations around food and transport to policy agenda setting role. The initiative contributed to shaping student critical thinking around the time of the emergence of the FeesMustFall Movement that altered the imbalance in university access between the rich and the poor students in South Africa.

- Revision of previously normalised undemocratic practices by student representative bodies. For example, some SRC constitutions barred first-year students from contesting SRC elections. These provisions were reviewed by some SRCs after the colloquiums.

Lessons:

- Capacitation of student representative bodies prepares the youth to engage directly with policy-makers.

- SRCs in most universities in South Africa serve as proxies for political parties. Therefore, support to SRCs may only work where political parties are mature and embrace an open democratic society.

- The programme only succeeds where there is maturity and nuance of EMB officials because of potential political sensitivities.

- Dialogue creates safe spaces for youth to engage with policy-makers.

Key Considerations

○ Politics is about the ability to drive through policy using different institutions including the executive and parliament. Therefore, part of the support to youth representative bodies must be geared towards enhancing the youth understanding of the policy landscape required to address the country's needs.

○ Youth come from different socio-economic backgrounds. The strategy to support student representative bodies must therefore be mindful of the differences in funding opportunities for students and their exposure levels.

○ In countries that experience discrimination within the education system, the university culture may vary between public and private universities. The intervention must avoid widening the gap between students from previously advantaged and previously disadvantaged communities.

Handout 5 (B): Case Study on Strengthening youth representative bodies strategy

Case Study: Support to youth in political parties- National Democratic Institute (NDI)-Kenya

Problem:

a Involvement of youth in the 2007 post-election-related violence.

b Lack of youth participation in decision-making and peacebuilding initiatives. Non-prioritisation of youth issues.

Strategy: **Support to political party youth wings through skills development training.**

Activities have included:

1) Support to the establishment of the Inter-Party Youth Forum (IPYF) in 2009: The IPYF is meant to provide a platform for constructive interaction of, and to strengthen the participation of youth within and across political parties in Kenya. Given the sheer number of political parties in Kenya, criteria that focused on parliamentary parties were developed. Each of the parties in the National Assembly was required to nominate two representatives to the IPYF. To date, about 1500 young people have participated in this structure. This innovation combined support for a coalition of youth wings with skills training on conflict resolution, negotiation, and advocacy as well as support to a broader network. Capacity development at the organisational level was facilitated through knowledge-sharing workshops, provision of technical advice and/or study tours. The IPYF value addition was that it carried out county-level initiatives including identification of key challenges facing the youth. The report that came out of this exercise was used to inform interventions at county and national levels.

2) The Establishment of the Kenya Young Members of County Assembly Association (KYMCA) in 2018. This is a platform to voice the needs of the youth and their representation in the 47 counties assemblies as the medium for voicing the needs of the youth within counties and championing their development priorities at the national level. With the support of the IPYF and technically assisted by an expert engaged by NDI, the KYMCA produced a gap analysis report which was used to inform key advocacy activities targeting stakeholders. These stakeholders are broadly classified into government, private sector, CSOs and development partners. Issues covered include education sector development, unemployment, poor governance and corruption, poverty and economic challenges and ethnicity and ethnic politics.

Results:

- Successful mobilisation of the youth to partake in the electoral process. The IPYF structure contributed to youth mobilisation and voter registration drive.
- Enhanced youth skills through peer learning following the exchange programme with the youth from Norway and Sierra Leone.
- Trained youth wing members developed capacities for non-violent resolution of conflict. The IPYF issued a joint statement renouncing electoral violence.
- The youth's shift of focus from personality-based politics to issue based politics.
- Improved political accountability because of increased awareness, capacity and voice of the youth represented by the IPYF and KYMCA structures.

Lessons from the IPYF and KYMC

- Introducing issue based focused politics works well with the youth because they are more receptive than adults.

- Carefully planned and executed inter-party youth initiative has the potential to be an effective tool for youth capacity building and constructive participation in political and electoral processes. The large number of youth legislators within county assemblies, currently 1027, gives the KYMCA a huge potential to actively influence programs and policies with great impact on the welfare of the Kenyan youth at county and national levels.

- There is need for stable financial and technical support to supporting youth wings.

- Young people do not respond as well to lectures as they do to activities. The design of interventions such as the support to political party youth wings must factor in practical experience. The KYMCA's involvement in the actual budget analysis and practical assessment of allocations and expenditure is a case in point. The NDI county-level support to the KYMC allowed the latter to learn by doing.

- Thoroughly researched and well-argued submissions are most likely to be accepted by targeted stakeholders. Therefore, capacity building in research and policy development are key.

Key Considerations

- The success of an intervention targeting youth wings is dependent on the context of the country and party systems. The intervention may not work well in fierce political competition and broken inter-party relations. It may also not work if it is introduced during an election time as parties are in a combative campaign mode.

- Most political parties' constitutions provide for the establishment of youth wings as integral organs of parties. Therefore, prior and expressed consent by political parties is required to ensure the success of the intervention. NDI worked with parties to nominate IPYF representatives.

- Political parties must be encouraged to ensure a gender balance representation and inclusion of people with disabilities (PWDs) in interparty structures akin to the IPYF.

- Organisations supporting youth leagues must maintain a non-partisan posture so that they can be accepted by all political parties and universally increase youth participation.

- Contrary to the dictates of the African Youth Charter, members of the youth wings in some countries are not necessarily aged 15 to 35 years. This means the intervention may only work if it is targeting the right beneficiary, not just anyone who happens to be in the youth wing.

- Poverty, political marginalisation, and other economic factors inhibiting youth participation on the continent may lead to a high turnover of youth wing membership either because they are disillusioned or looking for economic opportunities. This means that support to youth wings may not always yield the desired results if it is done in isolation. Other measures including attending to the socio-economic needs of the youth must be addressed.

3. Adopting innovative programming for amplification of the youth voice:

a Developing innovative programmes that support the voice and choice of the youth. This must be practical, directly link youth participation with development, and address social and community problems.

b Developing youth specific information campaigns about democracy and democratic rights and values and which aims at encouraging youth to take part in electoral processes.

c Enhancing the capacity of youth organisations in conducting roadshows on electoral processes such as voter registration.

d Introducing elements that utilise modern media platforms to amplify the youth voice. Social media platforms such as Facebook, Twitter, text messages, promotional videos, podcasts, and blogs help youth to be the shapers of the political and electoral processes narrative.

Handout 6: Selected case study on strategies for adopting innovative programming for amplification of the youth voice

Case Study: Youth Voice and Choice mobilisation programme- Aji Souwet (come vote)- (Morocco)

Problem: High youth voter apathy

Strategy:

Using social media to mobilise the youth: The Aji Souwet initiative began in 2020 to encourage the youth to vote in the upcoming 2021 elections. The initiative seeks to address the 2011 elections problem where 47 per cent of eligible voters did not cast their ballots. Overall, only 16 million out of 24 million eligible citizens registered as voters in 2011. Out of these, only 7 million actually turned out to vote. Activities under this initiative include:

(a) producing voter registration messages and posting them on social media. Social media influencers have also been requested to post the registration messages on their personal social media channels.

(b) Producing statements that resonate with the youth, such as:
 "They are all the same,"
 "Nobody believes in change anymore,"
 "Is another Morocco possible?"

(c) Producing step by step French and Arabic voter registration videos on how to register to vote and all the required documentation. The use of both French and Arabic ensured wider reach of the population.

(d) Soliciting information videos from political parties. Because of the negative perception of politics among the youth, an approach by Aji Souwet is to solicit different parties to record short video clips encouraging the youth to participate in electoral processes as a civic responsibility instead of a partisan undertaking. NB:Although the results for this initiative have not yet been established, it is cited for its relevance to youth participation and potential to enhance social cohesion.)

Results:

◇ Because of its recent formation, the 2021 election represents the real test of the effectiveness of this initiative.

◇ Noticeable increase in youth political engagement on social media. Aji Souwet had 3 000 followers in the first 24 hours of its launch (increased hashtagivism).

Key Considerations

◇ Use of visual arts is effective for capturing the attention of an array of political and electoral stakeholders.

◇ Using virtual arts as a strategy enables the youth to tackle sensitive issues like sexual harassment.

◇ When employing the creative arts strategy, be mindful of the socio-political, cultural, and legal factors obtaining in the country.

◇ Messaging conveyed through this strategy shows how the messaging was seen as marginally acceptable as long as it did not have strong political messaging.

4. Using creative arts:

The arts have and continue to be critical to breaking barriers whether it is in health or the political arena. Arts are forms of expression that use various mediums to invoke imagination and action for an established cause or to inspire a different perspective of attitude. A key aspect that the arts address is the ability to cut across the static differences and provide a common escape which breaks barriers. Forms of art include:

(a) Spoken word (poetry, speech and lyrical content), visual displays (painting, sculpting and images).

(b) Performing arts (satire-drama, dance, acting).

Handout 7: Selected case study on use of creative arts strategy

Case Study: Using creative platforms to enhance youth competencies- Cre8 East Africa, Amka (Wake Up) Project- (Tanzania)

Problem:

Lack of creative approaches to youth empowerment targeting children and youth who used to be homeless and those living on the streets.

Strategy:

Use of creative arts targeting beneficiaries ranging from teenagers: 10–20 years old and young adults: 20–25 years old. Activities included workshops in dance, drama, visual arts, music, juggling, acrobatics, costume design, theatre techniques, video, and photography, focus group discussions (FGD). Story building for the (street) theatre, rehearsals, performances.

Special attention was given to explaining the process of creative learning to the trainer/ teachers involved and guiding them to develop their understanding during the project. Most of the team members were used to work in a setting where teachers "teach" and pupils follow instructions. In the Cre8 approach it is the journey of discovering, trying out and helping each other (peer training) that is central and teachers/ trainers, experienced and skilful as they are, need to facilitate that process in the Cre8 approach instead of putting themselves and their "professionalism" in the forefront. In this way, they are important in the creative process, but the creative process is key in itself.

Results:

⬦ Successful training of a group of youths in designing and performing a multidisciplinary show based on stories from their own community (children and youth living in the streets).

⬦ Successful training of a core group of youth leaders to sustain the initiative.

⬦ Positive outcomes with many beneficiaries finding meaningful things to do after the project. They started a dance performance group, a community arts school and a yearly Cre8 festival for children and youths living in the streets.

Lessons:

Cre8 project was a partnership between three entities namely, Cre8 East Africa (Netherlands-based NGO), YADEN (Kenya-based, pan East African NGO), and Mkombozi (Tanzania based NGO). Therefore, careful planning, collaboration and creative peer learning approach yields positive results.

Source: ICEnet (2021)

Key Considerations

Working with such a big and diverse group and under the pressure of having to design and produce a stage show with such a large group of participants requires several skills including:

◊ Understanding the cultural background of the people involved. Issues such as being direct/ indirect, timekeeping, and priorities may differ from one culture to the other and those differences may be even bigger between individuals.

◊ Being strict in structure and easy with people

◊ Being able to organise a project effectively and efficiently and demonstrating maturity in organising a challenging multicultural team/ project very well.

List some of the key points you are taking away from this Module

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MODULE 3:

YOUTH PARTICIPATION IN THE ELECTORAL CYCLE

Allocated Time in Minutes: 210 Minutes

MODULE 3: YOUTH PARTICIPATION IN THE ELECTORAL CYCLE

MODULE OVERVIEW

Elections are a process composed of three intertwined cyclical phases (pre-election, election, and post-election) and sub-components. Different actors including the youth must participate in shaping the different election cycle components. The over-focus of youth on election day activity has made them lose out of significant processes before and after elections that actually define the outcome of elections. To add value to the electoral process, the youth must understand and familiarise with the election cycle to enable effective participation. This module focuses on developing capacities of youths and youth organisations' capacities to explore creative ways to increase and sustain their participative value throughout the election cycle.

Topic 1: Understanding the Electoral Cycle

Learning Objective:

To familiarise participants with the election cycle approach and enhance their capacity to engage with the election cycle.

Step 1: Brainstorming

The facilitator will ask you to explain an electoral cycle and name its different phases and components. Also explain which of the phases gets a lot of attention or has more public activities in your country and why?

Step 2:

The facilitator will introduce the election cycle to Explain that contrary to popular perception, an election is not an event that takes place on a given voting day. Elections consist of the pre-election, election, and post-election phases as well as several sequential components under each phase.
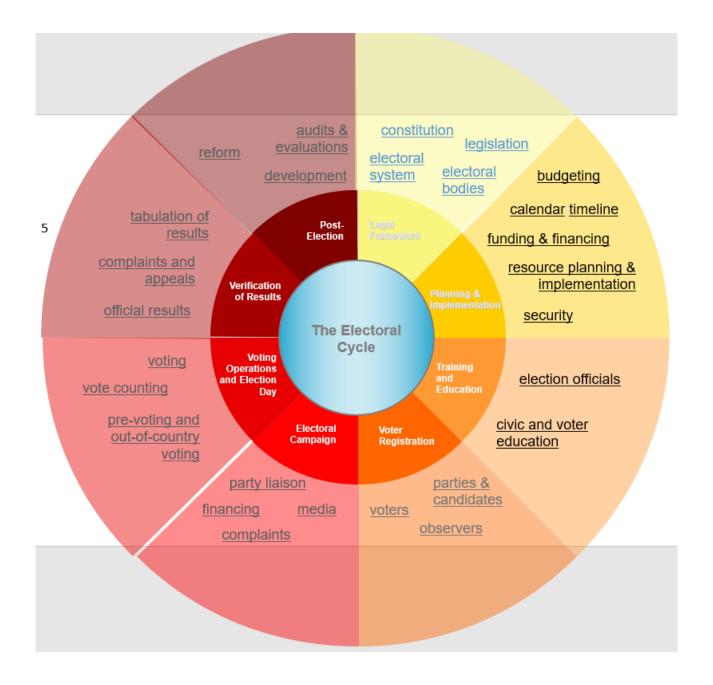
Handout 8: Electoral Cycle Components

Pre-election phase	Election phase	Post-election phase
• Budgeting • Electoral Calendar & Operational Work Plans • Delimitation • Procurement • Operational training for election officials • Voter Registration • Registration of political parties • Stakeholder liaison • Political party finance • Civic and voter education	• Nomination process • Campaign process (dispute resolution and coordination) • Polling stations • Ballot papers, ballot boxes • Distribution of election materials • Poll-watching • Monitoring and observation • Polling • Counting • Results tabulation • Transmission of results • Announcement of overall results • Complaints and appeals	• Audits • Legal reforms • Research • Voters roll update • Electoral systems reform • Institutional strengthening and professional development

Handout 9: Electoral Cycle Components

The Electoral Cycle

Legal Framework
- constitution
- legislation
- electoral system
- electoral bodies

Planning & Implementation
- budgeting
- calendar timeline
- funding & financing
- resource planning & implementation
- security

Training and Education
- election officials
- civic and voter education

Voter Registration
- parties & candidates
- voters
- observers

Electoral Campaign
- party liaison
- financing
- media
- complaints

Voting Operations and Election Day
- voting
- vote counting
- pre-voting and out-of-country voting

Verification of Results
- tabulation of results
- complaints and appeals
- official results

Post-Election
- audits & evaluations
- reform
- development

5

Step 3:

Work in your designated groups and follow the Facilitator's instructions on the election cycle exercise.

Step 4:

Present your group work in a plenary

Topic 2: Electoral Stakeholder Mapping

Learning Objective:
To enable participants to name the various electoral stakeholders, articulate their role, and how the youth interface with each of these stakeholders.

Step 1: Brainstorming

The facilitator will ask you to name electoral stakeholders in your country. Explain if:

- These stakeholders are involved throughout the electoral cycle? If not, why?

- The youth are part of these stakeholders? Explain your answer.

Step 2:

The facilitator will explain that the electoral cycle involves several electoral stakeholders who are responsible for executing its various components. It is important for the youth to know each stakeholder and their responsibilities. That information is key to enhancing youth participation in the electoral process. The stakeholders include:

- Electorate
- Parliament
- Traditional leaders
- Civil society Organisations (including youth led organisations)
- Faith-Based Organisations
- Media
- Constitutional Commissions
- Police
- Government Departments
- Domestic, regional and international observers

Step 3:

Work in your designated group to discuss the specific roles of the stakeholders listed above. The identified roles must be in line with the various components of the electoral cycle in handouts 8 and 9.

Step 4:

Present your group work to the facilitator and follow the facilitators next instructions in this session including, clustering of stakeholders, brainstorming on omission of some stakeholders, and group discussion on youth participation actions throughout the election cycle.

Step 5:

The facilitator will introduce a Handout on possible strategies for youth participation in the electoral cycle.

Handout 10 (A): Possible strategies for youth participation in the electoral cycle

ELECTORAL REFORMS PROCESS

By identifying gaps in the different election cycle components, engaging in dialogue with and making formal submissions to the Election Management Body (EMB) and other key role players such as parliament, youth ministry and political parties on possible interventions to ensure election integrity.

The youth can also advocate for the youth inclusion in election management and cycle by the EMB.

The youth can also engage in legal reforms to address gaps such as quotas for youth participation.

DELIMITATION OF BOUNDARIES:

By participating in stakeholder consultations on boundary delimitation. The youth can:

Conduct research on election boundaries and engage the EMB to ensure that delimitation is conducted using an objective criterion that ensures transparency, equity, impartiality, and integrity of the exercise.

Partner with the EMB in public outreach programmes especially focusing on the youth in different communities so that they understand how the proposed boundaries affect them in terms of service delivery.

Conduct a mapping exercise on conflict hotspots regarding boundary delimitation and proactively conduct training targeting the youth in such areas to prevent possible community conflicts.

CIVIC AND VOTER EDUCATION

By tackling the prevalent youth participation barrier of poor civic and voter education (CVE) through promoting knowledge and understanding of electoral democracy and the elections process. Activities may include:
Identifying areas where there is poor youth participation in elections and conducting CVE roadshows in such areas to motivate the youth to participate.

Conducting training to youth to enable them to contest elective positions at local, regional and national levels. Such a training must include the roles and responsibilities of a Member of Parliament (MP) or a member of the provincial, county and local legislatures. The legal and institutional arrangements pertaining to elected public representatives at all the spheres of government.

Forming partnerships with the EMB, CSOs and business to amplify the CVE message and maximise on limited resources.

Developing CVE outreach materials and packaging it in innovative ways that are attractive to the target group. This may also include use of digital platforms such as Facebook and Twitter.

VOTER REGISTRATION CAMPAIGNS

By engaging youth who are eligible voters to register to increase youth turnout and contribute to the overall voter turnout. Actions may include:
conducting surveys to assess the barriers and inhibitors to youth participation in voter registration and engaging the EMB and relevant stakeholders to resolve the barriers.

Training the youth on voter registration processes and procedures and creating sufficient pool to be recruited as voter registration officers by the EMB.

Developing voter registration campaign messages and using the traditional and modern media platforms to reach youth throughout the country.
Partnering with the EMB and CSOs in voter registration drive initiatives to ensure youth appropriate messaging and approaches.

CONFLICT MANAGEMENT

By harnessing the youth potential in mitigation of election-related conflict. The youth are both the victims and perpetrators of violent conflict during elections so the youth must:

Conduct a conflict mapping exercise on the election cycle to identify potential conflict triggers, actors.
Develop conflict management programme focusing on the youth for the pre-election, election, and post-election period.

Organise peer learning exchange programmes across provinces, and with the youth in other countries to draw best practices in election- related conflict management.

(d) conduct a train-the-trainer conflict management training to build a reservoir of conflict managers across the country.

POLLING AND ELECTION OBSERVATION

By partaking in the management of the polling processes. Activities may include:

Creating a pool of potential polling officers through training the youth on pre-polling, polling and post-polling processes and procedures and availing such a trained pool to the EMB for possible recruitment as temporary election staff.

Training and deployment of the youth as domestic election observers to enhance accountability and integrity of the elections.

POST-ELECTION REVIEW

By assessing the election cycle in terms of what worked, what did not work. Specifically, the youth must:

Assess whether the election process conformed to the country's legal framework and code of conduct, regional, continental, and international benchmarks for credible elections and suggest measures to be taken to address challenges.

Conduct a comparative analysis of the domestic, regional, continental and international observation reports on the election and compile a set of key recommendations to be taken up with the EMB and key stakeholders.

Handout 10 (B): Possible strategies for youth participation in the electoral cycle

Case study: Ballot Buddies Programme- Youth Empowerment and Transformation Trust (YETT) (Zimbabwe)

Problem:

Low youth participation in the electoral process especially during the Biometric Voter Registration (BVR) process which was introduced for the first time during the run up to the 2018 elections. The BVR was the country's first systematic voter registration system. However, the youth were sceptical about its credibility and generally ignorant about registration requirements and period. They were also not well informed about the electoral process including why they have to vote, the difference between ward-based and polling station-based voting and which of the two would be used for the 2018 elections.

Strategy:

Use of traditional and modern media platforms to enhance active positive and peaceful youth participation in the 2018 electoral process. This entailed several initiatives.

Conducting CVE on voter registration through the YETT network member organisations, partnerships with other election focused NGOs, collaboration with the Zimbabwe Electoral Commission (ZEC). Throughout the phased voter registration process, the youth were challenged to register to vote.

◇ Conceptualisation of the "Ballot Buddies" initiative that targeted eligible youth to vote in the 2018 elections. Activities included:

◇ use of radio slots especially on provincial radio stations outside Harare such as Hevoi FM (Masvingo), 98.4 FM Midlands, Patsaka-Nyami-Nyami FM (Kariba), Breeze FM (Victoria Falls) to discuss the BVR system and the electoral process as a whole.

◇ Hosting radio call in sessions where the youth were educated about the BVR system and encouraged to bring along their buddies to the ballot on election day.

◇ Radio Programme production of cartoon skits that played out different scenarios where a buddy can encourage another buddy to go to the ballot.

Results:

◇ Increased youth voter registration. There were 2,376,000 youths registered for the 2018 elections in part due to this intervention. This was out of a total 5,788,770 registered voters countrywide.

◇ enhanced youth agency in terms of the willingness and capacity of young people to act individually and collectively in exercising their democratic right to register as voters and to vote.

◇ Wider reach of the Ballot Buddies campaign where Radio Programme were reached through the Ballot Buddies Radio Programme and community radios.

Lessons:

◇ Using messaging methods and appropriate platforms that the youth can relate to increases the reception of the message leading to an increased participation. The overwhelming youth response to the Ballot Buddies initiative is a case in point.

◇ Increasing numbers for youth participation is just one part of the puzzle. The other is ensuring high quality of their participation through capacity building. Otherwise, the youth become vulnerable to abuse by political elites.

◇ Supporting youth organisations through collaboration with networks organisations strengthens the youth voice and ensures efficient use of limited financial resources.

◇ Targeting youth organisations must entail working through community-based networks because those are closest to communities and therefore don't struggle with accessing the communities. Such networks are also critical for domestic election observation activities.

Topic 3: Legislative framework for elections

Learning Objective:
To enable participants to name the various legislations guiding elections and electoral processes in their country.

Step 1: Brainstorming

The facilitator will ask you to name the legislative framework governing elections in your country. Are there different laws for the national and local authority elections?

Step 2: Work in your designated group: Using Handout 2:

(a). Identify national legislation and specific provisions in it that pertain to the different electoral cycle components.

(b). Explain if there is provision for the role of the youth in the identified legal provisions and indicate whether you have observed instances of non-adherence to the identified provisions and if so, what happened?

Step 3:   Present your group work to the plenary

Step 4:   Brainstorming:

Name legislative exclusions that inhibit youth participation in political and electoral processes you are aware of. Explain why these are inhibitors and how they must be addressed.

Step 5:

The facilitator will introduce you to a case study on overcoming legislative barriers.

Handout 11: Selected case study on overcoming legislative exclusions

Case study: #NotTooYoungToRun Campaign-YIAGA Africa (Nigeria)

Problem:

Legislative exclusion of the youth in election contest for President, House of Representatives and State House of Assembly.

Strategy:

Utilisation of digital platforms and leveraging on the power of youth numbers to have exclusionary policies in the constitution redressed. The activities of the #NotTooYoungToRun campaign included:

(a) lobbying of parliament through physical and digital platforms.

(b) conducting civic education on voter registration as well as offering information on the importance of voting and how to register to vote.

(c) Using catchy hashtags to mobilise the youth to register to vote, check their registration status and vote on polling day.

Problem:

Legislative exclusion of the youth in election contest for President, House of Representatives and State House of Assembly.

Strategy:

Utilisation of digital platforms and leveraging on the power of youth numbers to have exclusionary policies in the constitution redressed. The activities of the #NotTooYoungToRun campaign included:

(a) lobbying of parliament through physical and digital platforms.

(b) conducting civic education on voter registration as well as offering information on the importance of voting and how to register to vote.

(c) Using catchy hashtags to mobilise the youth to register to vote, check their registration status and vote on polling day.

Results:

◇ #NotTooYoungToRun Act of parliament that was passed on 31 May 2018 to reduce the age barrier for youth to run and hold elective political office.

◇ Because of the enactment of the #NotTooYoungToRun Law, the youth were able to contest elective positions and there has since been an increase in the number of youth parliamentarians.

◇ Escalation of the #NotTooYoungToRun to a global level by the UN.

◇ Increased demand for youth inclusion in other spaces outside politics. The #NotTooYoungToRun Act is used as a reference in pushing for youth inclusion.

Lessons:

◇ Use of social media, messaging and campaigns can reach a broader audience allowing for stronger support for public action and coordination.

◇ The success of using the digital platforms strategy depends on how the religious, political, and other diversity issues are managed among the youth groupings. No effort must be spared in ensuring that everyone is rallied behind the cause.

◇ Identifying champions such as the Speaker of Parliament and collaborating with political parties and the executive gave credibility to the #NotTooYoungToRun campaign.
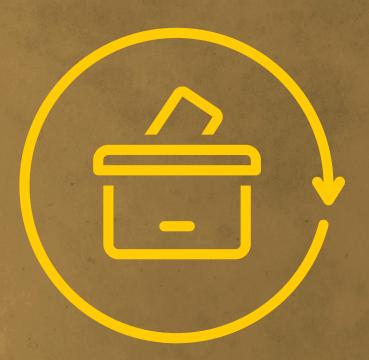
Key Considerations

- Initiatives calling for change are often viewed and interpreted as confrontation by some political elite. Therefore, there is a need to adopt non-threatening methods of engagement so that the value addition of the initiative is recognized.

- A prerequisite for the success of digital platforms strategy is digital literacy. Lack of digital literacy can jeopardise the digital platforms strategy.

- Issues of governance and elections comprise policy engagement aspects and solutions element. Therefore, hashtags are not necessarily a panacea for everything. There may be instances where they are not effective on their own.

- Mobile connectivity is essential for digital access. However, other innovations must be adopted where applications can function in both the online and offline modes to circumvent connectivity challenges.

List some of the key points you are taking away from this Module

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MODULE 4: LEADERSHIP

Allocated Time in Minutes: 210 Minutes

MODULE 4: LEADERSHIP

MODULE OVERVIEW

Leadership is about mindset, skills, basic character, performance that can lead to change outcomes. The quality of leadership directly impacts the effectiveness of the youth in political and electoral processes. It also affects motivation, vision, and participation. Module 4 focuses on the capacity development of youth leaders for participation in political and electoral processes.

Topic 1: Understanding Leadership

Learning Objective:

To enhance the participants leadership skills, attributes and values that can support youth participation in political and electoral processes.

▶ Step 1: Brainstorming

The facilitator will ask you to define leadership and name the leadership skills you know. Explain why those skills are essential for youth participation in political and electoral processes.

▶ Step 2:

The facilitator will Explain that leadership is meant to influence, motivate, and enable others to contribute toward the effectiveness and success of the cause in which they are involved. Leadership requires a set of skills that may be acquired through formalised training workshops and they may also be learned through socialisation and everyday practice.

There are six vital leadership skills required by the youth.

a) Critical thinking skills needed to analyse and rationalise information and make informed decisions.

b) Problem solving skills essential for dealing with the endless social and services related problems confronting the youth on a daily basis.

c) Basic relationship skills to manage relationships better. These skills help in dealing with coexistence and social diversity.

d) Basic organising skills in terms of resources, opportunities, people and activities.

e) Volunteerism or service skills to be able to render time for the good of communities and to learn how to relate, organise, and dialogue with the people.

f) Communication skills to acquire basic analysis skills to clearly communicate. The youth must distinguish between abilities to talk and communicate.

▶ Step 3:

work in your designated groups to prepare a role play where one member of the group is the leader exhibiting different leadership qualities and the rest of the members act as youth group members.

Step 4: Perform your role play in the plenary and explain afterwards:

(a) Which leadership qualities did you notice that the leader was practicing during this role play?
(b) What could the leader have done differently?

Step 5:

The facilitator will introduce a Handout on possible strategies for building youth leadership capacities for participation in political and electoral processes.

Handout 12: Possible strategies for building youth leadership capacities

Strategy	Details
Capacity building	Developing leadership skills requires practice hence a need for a structured capacity-building programme with a series of training workshops and mainstreaming through on-the-job training. Participants must be assessed after every level of the training before they move to the next level.
Adopting Innovative Approaches	Youth leadership calls for innovation in approaches as youth are also individuals with differing skills. These approaches must be inclusive of the different youth voices. To ensure participation, youth leadership can also create a youth participation "brand" that distinguishes the positive and inclusive aspect of youth participation in political and electoral processes. Such a brand must resonate with the youth while at the same time delivering key messages to citizens in general.
Nurturing Leadership and Mentorship	The positive aspect about youth is the opportunity to build and nurture. For example, the development of youth clusters in communities and school and tertiary institutions provides for learning and enhancing leadership skills. Mentorship also plays a particularly important role in the development of youth leaders. It provides a platform for interrogation, learning from experience and skills building for well-rounded individual with capacity to hold position and diverse grouping. In the African context – it is not about patriarchal roles of the elders but rather an imparting of knowledge that enables the younger generation a take-off platform for effective participation. One of the innovative ways of achieving this is organising of intergenerational dialogue series between the old (experience) and the young (new views). The intergenerational dialogue series could become a national platform for converging of opinions and lessons for older persons and the youth.
Establishing resources that help in capacity building for youth leaders in Africa	Considering the scarcity of resources for leadership development, youth organisations and youth leaders can establish resources for capacity development and mentorship through the use of digital platforms that assist with: 1. continuous learning and evolving of leaders. 2. ability to have the learning resources from fellow national, regional and continental youth leaders. 3. symposiums for young leaders in Africa.

List some of the key points you are taking away from leadership capacities

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Step 6:

The facilitator will introduce you to a Rwandese case study on youth capacity building and mentoring.

Handout 13: Selected case study on youth capacity building and mentoring.

Case Study: Rwandan National Internships Programme and Youth Mainstreaming (Rwanda)

Problem:

Lack of mentorship for the youth.

Strategy:

Youth mainstreaming is a strategy for integrating the concerns, ambitions, and contributions of young people in the design, implementation, monitoring and evaluation, and governance in all political, economic, and societal spheres.

The Government of Rwanda employs a largely young workforce, with 44.5 per cent of public servants aged under 35 and 79 per cent under the age of 45. In particular, the Rwandan government has prioritised youth employment as a key indicator for youth mainstreaming across all sectors. Rwanda's National Strategy for Transformation sets a clear target for the creation of 1,5 million new jobs by 2024, whilst continuing to make investments to turn the nation into a Knowledge-Based Economy. As such, skills development and employment are important to the government of Rwanda.

The Internship program facilitates a successful exit from the professional internship program, and after placement services. Building on this, the Rwanda Development Board (RDB) has developed a 'skills and job portal' which will bridge information between employers and work seekers and generate a central skills database. These improvements greatly enhance government's access to the pool of skilled, young people who are willing to serve in the public sector, which is vital to building a formalised pipeline of capable public servants.

Results:

◇ Large number of youths mainstreamed across departments and sectors in the economy. A total of 7,954 graduates of which 48 per cent were women who were accommodated on the internship programme between 2017 and 2020.

◇ Creation of on-the-job training and improve youth skills and competitiveness for employment.

Lessons:

◇ Government leadership and political will are key to ensuring youth inclusion in political, economic, and societal spheres.

◇ Youth inclusion is not the domain of the youth ministry alone. It requires a multistakeholder approach, where all government Ministries adopt it as a public policy.

Source: The African Leadership Institute 2020

Key Considerations

◇ Youth Inclusion must be enshrined in the national strategic documents. In the case of Rwanda, the National Strategy for Transformation (2018–2024) and the National Skills Development and Employment Promotion Strategy (2019–2024) are key strategic documents.

◇ Inter-sectoral resources that include the private sector, CSO and government are important in facilitating effective youth mainstreaming and mentorship programmes.

Topic 2: Leadership types

Learning Objective:

To familiarise participants with the different types of leadership and how they impact on youth participation in political and electoral processes.

Step 1: Brainstorming

The facilitator will ask you to name the types of leadership you know and indicate how each type impacts on youth participation.

Step 2:

Step 2: The facilitator will Explain that the common types of leaders are visionary, coaching, affiliative, democratic, and commanding leadership (Shale 2009):

LEADERSHIP TYPE	ATTRIBUTES
1. VISIONARY LEADERSHIP:	This type of leadership is empathetic, explains why and how peoples' efforts contribute to the dream, moves people towards shared dream.
2. COACHING LEADERSHIP:	This type of leadership promotes harmony, boosts morale and solves conflicts, connects people's dreams with organisational dreams, and is ideal to help competent, motivated members to improve performance.
3. AFFILIATIVE LEADERSHIP:	This is a listening type of leadership that encourages and delegates, creates harmony and connects people to each other and is useful in healing rifts in a team and providing motivation during stressful times.
4. DEMOCRATIC LEADERSHIP:	The characteristics in this type of leadership are good listening skills, teamwork, collaboration, recognition of individual inputs and ability to get commitment through participation. It builds Leadership Skills.
5. PACE-SETTING LEADERSHIP:	Characteristics of this type of leadership include strong edge to achieve, low on empathy and collaboration, and micromanaging. It realises challenges and exciting goals and gets high-quality results from motivated people.
6. COMMANDING LEADERSHIP:	This leadership type trademark includes threatening, tight control. It contaminates everyone's mood and drives away talent.

Step 3: Work in your designated groups:

Role Play the type of leadership you have been assigned. One volunteer in the group must play the leader role while others act as the audience in the following scenario.

Scenario:

A group member has missed meetings and arrived late for activities and has also appeared to be very tired and sad. Each role player in the groups must demonstrate how they would approach the situation (Save the Children 2016).

Step 4:

Invite everyone back to the plenary and ask each group to role play its leadership type. After the role plays, ask participants the following questions:

1. What worked well?
2. What could the leaders have done differently?
3. How would the ideal leader handle the situation?
4. Can a leadership style that is apparently extremely positive become negative if it is being overdone and not combined with other leadership styles?

Step 5: Return to your designated groups and follow the facilitators' instructions on a communication and collaboration exercise.

Instruction:

1. Stand on the sheet or blanket you have been issued
2. Turn the sheet or blanket upside down while standing on it. The floor around the sheet is toxic, which means you cannot leave the sheet or touch the floor.
3. Debrief, when the activity is over, answer the following question:

- Why was this activity difficult?
- How did you solve the challenge of turning the sheet over?
- Did someone take on a leadership role or did you all work it out together?
- What did you learn from the activity?

List some of the key points you are taking away from this module

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MODULE 5:
COMMUNICATION AND ENGAGEMENT

Allocated Time in Minutes: 390 Minutes

MODULE 5: COMMUNICATION AND ENGAGEMENT

MODULE OVERVIEW

Communication and engagement are important in supporting youth organisations and partners in delivering their missions and strategies for youth participation and providing platforms and key messages for learning of constitutional rights and gaining voice. Very often communication and engagement strategies are developed later in planning processes while they should be considered as a key pillar for organisational delivery. Module 5 focuses on the development of communication skills and strategies on youth organisations and leaders.

Topic 1: Understanding communication and engagement

Learning Objective:
It is important to understand the difference and complementarity between communication and engagement.

Step 1: Brainstorming

The facilitator will provide you with pieces of paper and ask you to jot down the differences and similarities between communication and engagement.

Step 2:

The facilitator will share the differences and complementary between communication and engagement:

Communication:
Focuses on what to say and who to say it to.

Engagement:
Focuses on who to listen to and what feedback you seek to elicit. Another view is that communication is differentiated by proximity: engagement is a contact sport, while communication often happens at a distance.

Communication requires:

- Setting priorities for the communication
- Narrative and messaging
- Identification of risks/opportunities
- Sharing knowledge about our audiences to improve communication
- Ensuring that lessons are learned and shared
- Demonstrating the impact of the organization's work

Engagement requires:

- A clear, consistent message with the appropriate level of information
- Openness and honesty with an authentic tone
- Passion and connection
- Goals, purpose and direction
- Clarity, transparency, measurement and accountability

Step 3:

Working in your groups, clearly outline your current organisation's communication and engagement activities.

Step 4:

Present your group work in the plenary and answer the following questions after the presentation session.

1. Is the organisation effectively carrying out its communication and engagement objectives?

2. What can they identify as gaps and challenges for communication and engagement?

3. What do they see as the strategic importance of communication and engagement?

Topic 2: Developing Communication and engagement strategies

Learning Objective:
Understanding the key steps and components for the development of communication and engagement strategies.

Step 1: Brainstorming

The facilitator will ask you to explain a communication and engagement strategy.

Step 2: Pay attention to the following presentation by on steps entailed in developing a communication strategy.

1. Your current situation

The introductory part of the communications strategy should briefly outline what your organisation does, what its main functions are and where it operates. It should also look at your organisation's communications strengths – what has been successful and what has not worked well over the last five years or so. The following tools can be used to help analyse your organisation's current situation.

a) PEST Analysis

This involves listing the political, economic, social and technological factors that could affect your organisation's work. These could be positive or negative factors and should include issues that are likely to have an impact on how your organisation operates. You should indicate why each factor will have an effect.

b) SWOT Analysis

A SWOT analysis involves listing your organisation's strengths, weaknesses, opportunities, and threats. Think about what this means in terms of your communications priorities. How can threats be turned into opportunities? How can you play on your strengths through effective communications?

c) Sector Analysis

Another useful tool when assessing your current situation is to look at what other youth organisations and civil society organisations are doing. This can be a relatively simple exercise where you identify what youth organisations have for youth participation. Try to be objective when assessing and analysing current strengths and weaknesses.

2. Organisational Objectives and Communication Objectives

Any communications strategy should closely reflect your overall organisational plan. In this section you should look at your organisation's overall vision and core aims and objectives. You should then suggest how communications can help deliver these goals. As well as referring to specific objectives, this section should give an overall sense of the principles of communications that underpin the strategy and the key messages that the organisation wants to convey.

3. Identifying stakeholders

In this section, you should give a detailed description of your main audiences – both external and internal. You might also refer to potential audiences that your organisation is keen to connect with.

4. Messages

Once you have identified your audiences, the next task is to break down your objectives into relevant messages for each of those audiences. Start with the audiences that are the highest priority.

Remember that your key messages should be relevant and appropriate to the audience. Key in messaging is the continuity across the messages. It is important that your messaging always links back to your key organisational objectives and values.

5. Key communications methods

For each audience identified in your previous section, you should now indicate the most appropriate channels for communicating with them. These might include an e-bulletin, conference, workshop, leaflet, press release, event – or broader methods such as media, social media and your website.

6. Work plan

With your audiences and key communications methods identified, the next step is to draw up a table that indicates the key communications activities, budget, and resources allocated to delivering the strategy. The work plan should also include proposed timescales and identify particular milestones within the strategy. This will allow you to measure clear steps towards ultimate goals.

7. Evaluating success

Your communications strategy should conclude with a section on evaluation. What does success look like and how will you know when objectives have been met? Here you should indicate the tools you will use to evaluate various sections of your communications. These could be simple measures such as the number of responses to e-bulletins, hits to your website. They could be focused on policy changes, for example have the key calls of your campaign been achieved? You could also include measures of media coverage; not only in terms of volume, but also breadth and depth. How often were your key messages mentioned and has there been a shift in public attitude on issues you've been campaigning for?

Step 3: Exercise 1:

work in your designated groups to draw up draft communication and engagement strategy particularly focussing on key messages and audiences you would like to reach.

Step 4: Present your group work in the plenary.

Step 5: Exercise 2: Final reflection

In your groups, do a self-reflection of your role in the communication and engagement of youths and what it means for the future of your own organisation.

Step 6:

Present your group work in the plenary

Topic 3: Communication and Engagement tools and platforms

Learning Objective:
Outlining the efficacy of communication platforms for greater outreach especially social media.

Step 1: Brainstorming

The facilitator will ask you to explain the communication and engagement tools and platforms you are familiar with and that are in use by your organisations or by youths in your country.

Step 2: Analysis: How social media has influenced youth communication

The facilitator in plenary will ask you how social media has changed communication in your organisation and at the personal level. The facilitator will then ask you to write on a piece of paper what you think has been the influence of social media in political and electoral processes in your country.

Step 3:

The facilitator will illustrate differences in media and explain various media platforms.

Handout 14: Media types (platforms and tools)

PRINT MEDIA	
Category	**Description**
Print media for display	This medium includes posters, wall charts, calendars, and it is widely because of its accessibility. Print media also enjoys excellent longevity, and it inherently comprises visual appeal.
Print media for reading	This medium uses newsletters, brochures, pamphlets, comic books, booklets. It is ideal for controlling of the message and it enables communication of a more complicated and detailed story or message lucidly.

Print media for use with groups	This medium uses flashcards and flip charts among other things. It has the ability to communicate across classes and languages.

MASS MEDIA

Newspapers and Magazines	This medium is the most widespread form of political communication. It can be used for featuring new stories, columns, or advertisements. It is considered quite useful for reaching to large audience bases, and it is considered permanent and highly influential.
Radio	This medium is used for announcements events and shows. It is beneficial in reaching large audiences. It enjoys excellent accessibility and can be used for optimising the campaign reach to the grassroots level. It also enables immediate response from the audiences, and it is highly participatory.
Television	This medium is used for video and audio content. It has exceptional potential to reach larger audiences by being more dramatic, creative, and emotive. It is also quite useful in serving participatory purposes as well as immediate responses.

FOLK MEDIA

Category	Description
Drama and poetry	This medium utilises theatre, storytelling, puppet shows, and role plays. It is engaging and powerful for connecting and conversing with the audiences.
Song and dance	This medium is entertaining, emotive, and participatory. It is useful in transmission across languages and classes, and it can crystallise messages.
Oral testimonials	This medium comprises different forms of theatre, puppet shows, storytelling, and role plays. It is considered highly engaging and can be used in video or radio documentaries.
Pointed messages	This medium entails printing messages on caps, t-shirts and other items which can be used over a long time to promote a cause.

SOCIAL MEDIA

Category	Description
Social media platforms	This medium is the newest revolution in the world of marketing and advertising. Social media platforms allow users to promote their brands and they command a huge following with millions of users. Platforms which are popular in Africa include, YouTube, WhatsApp messenger, Instagram, Tik Tok, Twitter, and LinkedIn.

Source: Adapted from Marketing91.org 2021

Step 4: Exercise,

work in your designated groups and pick a key message you would like to convey to a particular audience, then determine the communication platforms and tools to engage. Explain the choice of platforms.
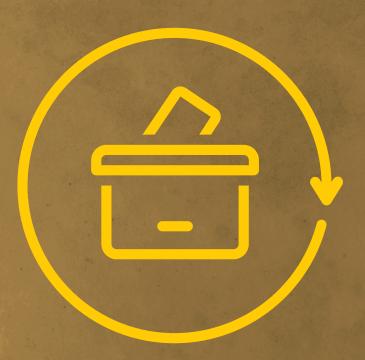
Step 5:

Present your group work in the plenary

List some of the key points you are taking away from this Module

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MODULE 6:
ADVOCACY AND LOBBYING

Allocated Time in Minutes: 210 Minutes

MODULE 6: ADVOCACY AND LOBBYING

MODULE OVERVIEW

Advocacy serves to argue in favour of a cause or idea and can be used to persuade local authority or national governments to provide better services for the communities. On the other hand, lobbying is a form of advocacy with the intention of influencing decisions made by the government or individuals. Module 6 focuses on youth skills and youth organisations' capacities to ensure their voices and access to representation is well planned for effective participation in political and electoral processes.

Topic 1: Understanding advocacy

Learning Objective:

To establish clarity of the meaning of advocacy and to equip participants with information and knowledge where lobbying is most effective and strategic

Step 1: Brainstorming

- What is advocacy and what is lobbying?
- Why is advocacy and lobbying important
- When is it ideal to use them?

Step 2: The facilitator will explain the differences between advocacy and lobbying as follows:

Advocacy

Advocacy is a course of action that seeks to affect some aspect of society, whether it be individuals' behaviour, employer's rules, or the government laws.

Lobbying

Lobbying is about influence, persuasion, and encouragement to gain support for the views of the advocating group with regards to a particular policy and are participatory approaches to governance and democracy.

Step 3: Exercise

Working in your designated groups, prepare a role play based on the following.

1. Imagine that you have been sent to the land of your dreams, a place where everyone has a good life.
2. Your group should prepare a role play showing how your lives and that of your peers, family and community would be if you could have all your wishes fulfilled.

Step 4:

Perform your role play in the plenary and engage the other groups' presentations, seek clarifications and make suggestions.

Topic 2: How to fully engage the spectrum of stakeholders in advocacy and lobbying

Learning Objective:
To enhance the participants' capacity to identify and engage with different actors in advocacy and lobbying

Step 1: Brainstorming

The facilitator will ask you to name key stakeholders in advocacy and lobbying. Also explain why the stakeholders are important.

Step 2: Exercise

Working in your designated groups, listen to the facilitators instruction on how you list advocacy and lobbying issues on the flip charts on the wall of the workshop venue.

Step 3:

When all the flip charts have been filled with advocacy and lobbying issues, debate the listed issues in the plenary.

Topic 3: The advocacy and lobbying tactics and processes

Learning Objective:
Equip participants with the knowledge of the key tactics and processes for advocacy and lobbying.

Step 1:Exercise-Working in your designated groups,

Discuss and complete the direct and indirect tactics matrix for advocacy and lobbying below. Feel free to expand the list as you see fit.

Advocacy	
Direct tactics	**Indirect tactics**
	Mass media advertising

Lobbying	
Direct tactics	**Indirect tactics**
	Grassroots lobbying campaigns
Setting meetings with authorities	
	Public opinion polls

▶ **Step 2: Present your group work in the plenary.**

▶ **Step 3: Follow the facilitators presentation of handouts 15 and 16 below on advocacy and lobbying processes.**

Handout 15: Advocacy stages

Advocacy

- ◇ Identify the issue

- ◇ Identify other groups and individuals affected by the issue. Ask, who will benefit from the change and how? Will anyone "lose" because of the change?

- ◇ Define your goal: Your goal is what you want to change, who will make the change, by how much and by when. The goal should be as specific as possible.

- ◇ Develop solutions: It is better to suggest solutions than just to complain. You could collect information on the issue, which might include facts and figures to support your argument.

- ◇ Build coalitions and networks: A network is a group of individuals or organisations that assist one another or work together towards the same goal.

- ◇ Identify decision makers: The primary audience of your advocacy campaign should be the decision makers who have the authority to make the desired changes.

- ◇ Identify your advocacy strategies: You must choose a campaign strategy that fits your issue. Your plan must also be realistic in light of your resources.

- ◇ involve the media: Involving the media is a great way to gain public support for your goal. You can reach more people through newspapers, radio, and television that you could ever reach on your own.

- ◇ Build public awareness and support: it is important to gain broad public support for your issue, as this will help to build pressure on government.

- ◇ Evaluate the results of your campaign and consider follow-up action: it is important to evaluate the progress you make and how you got there. Look at your successes. Consider the people you reached and the connections you made. Look at any problems you faced and consider mistakes that were made.

Handout 16: Lobbying stages

Lobbying

- Find out all relevant information about what is happening: this entails research in all available sources of information.

- Draft the statement of the problem: that is stating what is happening and how it affects the community.

- Develop key messages to be carried the lobby.

- Undertake an audience mapping. This could comprise protagonists (people who make decisions), audience (stakeholders including media) supporters (wider community and representative bodies including civil society organisations).

- Build a platform of the call by providing detailed statistics and anecdotal evidence.

- Develop materials for the lobby (media releases, pictures posters branding, etc.).

- Develop opportunities (traditional media, social media, petitions, research, publications, meetings public meetings).

- Consolidate all the above into a lobby strategy to begin a campaign (this must have timelines,phases and strata).

- Implementation of the lobby strategy

- Monitor and evaluate the campaign and follow up where necessary

Source ALIA.org (2021)

Step 4: The facilitator will introduce participants to a case study on advocacy in Gabon.

Handout 17: Selected case study on advocacy

Case Study: Advocacy, National Youth Council (Gabon)

Problem:

Political marginalisation and lack of quotas for youth in Parliaments and in political parties. Lack of leadership development platforms to prepare the next generation of leaders.

Strategy:

- Capacity building through a UNDP supported leadership development programme entitled "Young African leadership fellowship". Activities included:

- The National Youth Council (NYC) Hosting a national youth forum on political party manifestos during the 2007 elections.

- Organising the young aspirant's leadership fellowship programme since 2012.
  Holding intergenerational dialogues where panels comprising the elders and the youth discuss nation building. Through the intergenerational dialogue model, the elders have been persuaded to look at issues from the youth perspective.

- Facilitating internship programmes where the youth are attached to the National Assembly and the State Assembly to interact with the parliamentarians to bridge the gap between the youth and the legislators.

- Hosting the mixed leader's session (between young females and older women online]. There is also a mixed generation programme targeting schools, during which the young women are supported to visit schools as part of the leadership training and civic education.

Results:

- Through advocacy, the National Youth Council successfully lobbied government for the ratification of the African Youth Charter in 2007 and development of a strategy for its implementation.

- Based on the African Youth Charter, the NYC successfully advocated for the adopted of youth quota in the electoral system. As a result, the 2015 constitutional amendment adopted in 2017 by parliament allowed for 30% youth quota.

- A successful advocacy campaign for the reduction of age from 40 to 18 years for candidates for various elective seats. The Constitution was amended in 2015 and adopted in 2017 by parliament.

- Bearing in mind the socio-economic vulnerability of the youth and how this affects political participation, the NYC successfully advocated for paid internship by the state for the youth working in various companies, both statutory and private companies.

- Establishment of youth councils in universities to support democracy within Universities.

- Political parties' establishment of youth wings as well as leadership structures with the support of the NYC.

- The NYC participates in the Youth Gold platform through which it has advanced youth agenda through annual awards and publicity of youth initiatives.

- Development of a code of conduct for young citizen election observers in Gabon.

Lessons:

- Manipulation of youth by exploiting their economic vulnerability remains persistent despite advocating for their economic inclusion.

- More sensitization of youth on their democratic rights, fight against corruption as this helps to strengthen youth consciousness about change.

- Having ratified the African Youth Charter, it has been noted that using this charter to advocate various issues affecting the youth has been successful such as the introduction of the quota system.

- Advocacy must be preceded by sound research on the subject matter.

Key considerations: Advocacy

⬦ In developing an advocacy strategy, it is important align to the mission and vision of the organisations or collaboration. It is also important on the onset to evaluate or assess the strategic importance for advocacy efforts as a means of addressing the challenge of youth participation in political and electoral processes. How can advocacy play a larger role in the organisation and its effort to promote youth participation?

⬦ Collaborative efforts for wider impact, more voices and influencing change: Youth organisations can use collaboration as a means of wider scope for reach and more voices for key messages of youth participation in political and electoral processes. This helps in identifying allies for advocacy efforts and brings together resources such as skills and finances to minimise risks of short-term advocacy efforts. Collaboration also galvanises more impactful advocacy approach for identified key messages for participation of youth.

⬦ Advocacy activities, strategies and key messages that embody youth representative of the country's demographics and gender must be identified to achieve full participation. This is important as youth are both rural, semi-urban and urban and advocacy efforts must resonate youth voices that are representative.

On public education

⬦ Youth are not a homogenous group but come from different socio-economic backgrounds and individual realities are defined differently. Youth participation is both individual and collective and participation is based on access to information, community influence and general public information. Therefore, as part of advocacy, public education ensures access to relevant information for participation.

⬦ Public education entails adapting and using different methods. Some key pillars include peer-to-peer learning (youth enabling learning and mentoring each other), learning at an individual level to impart at community and national levels, enabling access to information to build capacities for participation by youth; and enabling understanding that participation in political and electoral processes is ensuring that voices of the youth are integrated into those processes

On drivers

⬦ Issues of shrinking political and individual spaces, forms of expression and lack of access to information for learning present negative drives for youth participation.

⬦ State repression versus self-expression in forms of civil disobedience and student unrest and protests.

⬦ Addressing the disconnect between individual realities (day-to-day lives) and the process of representation and participation.

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EXIT KNOWLEDGE TEST

Participant Name:_____**Date:**_____

You <u>must</u> answer question 1. Then reply to any two of the other questions

Question 1: Explain why the youth must participate in political and electoral processes.

Question 2: Give examples of social, cultural, economic, political, and other barriers and explain how each affects youth participation.

Question 3: Explain what election cycle approach means and how the youth can interface with the election cycle. Give two examples of election cycle components where you think the youth can have the most impact.

Question 4: Explain leadership and explain why it matters for youth participation. Name and describe at least two leadership types.

Question 5: What is communication and how does it contribute to youth participation? Name at least 3 different media platforms and explain the benefit of each to communication and youth participation.

Question 6: Explain the difference between advocacy and lobbying. Discuss this difference while illustrating your answer with practical examples.

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➡ **Step 2:**

To ascertain whether the training has achieved or failed its objectives and improve the outcome of future training, wind up the workshop by distributing an evaluation form designed for the workshop and ask participants to give feedback in the form.

Case study: Young Women Political Leadership School (YWPLS)— The Gender Centre for Empowering Development (GENCED) (Ghana)

Problem:

Lack of civic knowledge among women in general and young women in particular therefore limiting their prospects to participate in decision-making and governance processes.

Strategy:

GENCED has initiated the Young Women Political Leadership School (YWPLS) as a training programme to equip young women in political parties with skills in policy development, political systems, public engagement, membership recruitment, manifesto development and election campaigns. This agenda-setting multi-party programmes is for politically active young women who are card-carrying members of political parties. While the cohort of participants is card-carrying members, it has been adapted to the needs of the target country. For instance, in Liberia some of the 2021 intake participants are civic leaders.

GENCED's programmes cover the West African Region including Burkina Faso, Gambia, Ghana, Liberia, Mali, and Nigeria and in partnership with the Economic Community of West African States (ECOWAS).

Results:

- Increased number of girls participating in political processes within political parties' structures in Ghana and the ECOWAS region. This is a key achievement as it means females now have the opportunity to grow within the political system and be nurtured in party leadership.

- In Ghana, the programme enjoys the support and cooperation of the two dominant political parties, the New Patriotic Party (NPP) and the National Democratic Congress (NDC).

- Some of the girls trained by GENCED successfully contested political party primaries in Ghana and they are yet to win constituencies. For example, one of the girls from the NDC won the party primaries for a Member of Parliament (MP) seat but was unsuccessful during the elections.

- There is a noticeable number of girls who are also being given leadership responsibilities within political parties' structures besides the youth wings.

- Many trained youths have become civic trainers in different regions of the country.

Lessons:

- Working on a multi-party platform insulates youth training programmes such as the one run by GENCED from being politicised.

- Youth capacity building programmes yield more results when facilitators go-in country and work closely with locals using the fellow's strategy. This also significantly reduces costs of running the programme.

- Not all capacity-building tools for the youth are suitable for girls so it is important to develop the right tools for engaging females.

- Honesty and openness in dealing with political parties makes them supportive of youth development programmes, leads to the parties' increased policy formulation capacity on youth matters, makes them responsive to the needs of the youth, and fast-tracks youth policy implementation.

- Trust between political parties and an organisation offering capacity building for the youth ensures that the interventions are demand-driven as parties themselves identify youth capacity gaps and request for support.

- Establishing partnerships with regional bodies such ECOWAS ensures an effective regional approach to gender responsiveness.

Key Considerations

◇ Running youth programmes is costly and therefore there is a need for a stable source of funding to ensure programme consistency in terms of content delivery. Stable funding will also help maintain the momentum to ensure that there are no interruptions of the curriculum and that the youth being trained get the full complement of the programme instead of abridged versions due to funding constraints.

◇ Stable funding will also ensure that the training programme is held in between election periods and not close to the elections to ensure that parties can integrate gender issues in their policies and manifestos.

◇ Political parties are in the business of campaigning for votes and therefore, working with them requires understanding of their priorities and guarding against them hijacking the programme for political ends.

Case study: Sharekna Community Platforms (Tunisia)

Problem:

◇ Lack of youth voices and perspectives on community and national issues.

◇ Prevalence of violent extremism (VE) in Tunisia.

Strategy:

Using the traditional community platforms to highlight youth challenges under the Sharekna civic and voter education (CVE) initiative. Sharekna is an Arabic word for "participate/work with us". Initiated in the aftermath of the 2011 revolution, the Sharekna project fosters social cohesion and community resilience to political and economic stress in communities. Activities included:

◇ Identifying community-level challenges, (community mapping, by the youth for the youth) including violent extremism through focus group discussions (FGDs) and formulates concrete responses to those challenges.

◇ Convening diverse sets of community youth and other stakeholders to build relationships and networks.

◇ Building civil society capacity to collaborate with the youth and community in dealing with challenges.

Results:

◇ Improved attention to youth-related problems as well as having community elders become champions for youth-related causes.

◇ Improved the resilience and political inclusion of the youth in Tunisian communities such as in Douar Hicher and Cité Ettadhamen.

◇ Continued collaboration among communities based on the developed sense of ownership of the programme activity given how they were an integral part of all the activities.

Lessons:

◇ Having the youth display the value of their opinions in a non-provocative manner on platforms where their voices are routinely absent enables access and reception for increased participation.

◇ Engagement at the community level on basic issues of livelihood can achieve greater support for other programme activities of a political nature because basic needs would have been met.

◇ Partnership with community platforms does not only ensure access but also local ownership and sustainability of the efforts to improve youth participation.

Key Considerations

◇ Strategies for access are reliant on collaborations with individuals and platforms. Therefore, there is need to have a collaborative strategy in place and a cohort of individuals or organisations that can attest to the youth's credibility instead of relying on them being youth as a justification for their access.

◇ Some public platforms are very traditional and dominated by old males and therefore exhibit certain patriarchal protocols in terms of rules of engagement, sitting arrangements and when to express an opinion. There may even be culturally based rules that are not gender sensitive such as prohibition of females to speak or prescription on the female dress code as a prerequisite for access to such public platforms. The youth must be prepared on how to overcome these even after gaining access to such platforms.

Case study: Support to the National Youth Forum- Interpeace (Burkina Faso)

Problem: Lack of youth participation in decision-making and peace-building initiative.

Strategy:

Support to National Youth Forum. State and non-state, local and international actors have initiated support activities meant to create spaces for youth voices. The National Youth Forum has benefited from this support. For example,

(a) Given the escalation of violence witnessed in the country, initiatives meant to create space for the youth to engage with the country's challenges have been undertaken. These include the March 2020 national youth dialogue that was organised for young people under the auspices of Interpeace and the Foundation Hirondelle project entitled "Fostering Dialogue Among Young People in Burkina Faso". The dialogue created a safe space for the youth to engage in issues affecting peace in their communities and proffer solutions.

(b) The government and peace-building private sector have also contributed to supporting the National Youth Forum to hold annual dialogue platforms on different themes including rural electrification, entrepreneurship and access to credit, and training for young people. High-level officials including the President of Burkina Faso participated in the discussions.

Results:

◇ Youth involvement in initiatives.

◇ Establishment of the Ministry of Youth and Employment. This assured that the resolutions taken at various youth fora get attention by a dedicated ministry.

◇ Adoption of the National Policy on Education and Technical and Vocational Training (EFTP) supported by government, and financial technical and social partners.

Lessons:

◇ Direct and frequent interaction between the youth and high-level officials leads to formulation of policies that are responsive to the needs of the youth and fast-tracks policy implementation.

◇ Partnerships between state and non-state actors ensures a holistic approach to supporting youth representative bodies and initiatives.

Case study: Support to youth forums-Southern African Youth Forum (SAYoF)- (SADC Region)

Problem:

Lack of youth participation in regional decision-making processes and peacebuilding initiatives by the SADC Heads of State, SADC organs and other regional and International stakeholders.

Strategy:

Coordination of national youth forums and NGOs in 16 SADC Member States. SAYoF is a regional coordinating body and a regional platform for youth and youth organisations in the SADC region. It is the primary convener of the SADC Youth Forum and the SADC Youth Parliament. It is also the Africa Focal Point in United Nations Major Group for Children and Youth (UNMGCY-Migration). The UNMGY is the UN General Assembly-mandated official, formal and self-organised space for children and youth (aged below 30) to contribute to and engage in certain intergovernmental and allied policy processes at the UN since 1992. Its mission is to bridge children and youth and the UN system in order to ensure that their right to meaningful participation is realised. It is also a member of the Africa Youth Front on Coronavirus (Covid-19), a high-level policy and advocacy framework set by the African Union (AU) for young people to co-lead Africa's response to Covid-19. The SAYoF collaborates with the SADC Secretariat, Southern African Development Community Council of Non-Governmental Organisations (SADC-CNGO). Its activities include but are not limited to:

- Training of youth forums on peace so that the youth become peace champions in their countries and localities.

- Training youth in the region on climate change negotiation so that they can embark on climate change policy advocacy work and partake in climate change negotiations and dialogue forums.

- Training youth on lobbying and election observation.

- Training youth on leadership and governance, transitional justice and peace building, climate change and environment, business and entrepreneurship, disability, effective development cooperation and regional integration.

Results:

- Use of the SAYoF resolutions by the SADC council of youth ministers and the SADC Secretariat

- Creation of youth peace advocates in the region.

- SAYoF nomination to and contribution in the Africa Youth Front on Coronavirus (Covid-19), a high-level policy and advocacy framework set by the AU for young people to co-lead Africa's response to Covid-19.

Lessons:

- Collaboration with other regional organisations and sharing of resources yields concrete results.

- Understanding of youth diversity leads to conceptualisation of interventions that are responsive to the divergent needs and aspirations.

- Productive use of social media can influence lives and push for policy changes.

- Whether they are youth parliaments, youth councils, youth forums or NGOs focusing on youth participation, these entities have the ability to come up with innovative ways to ensure youth participation in political and electoral processes.

Key Considerations

◇ Peace is a contextual pillar for youth participation in political and electoral processes.

◇ Consideration of mainstreaming of gender equality in all interventions geared to support entities that promote youth participation.

◇ Youths should understand how governments and regional bodies work to be able to engage with them. There is scepticism towards interventions by some NGOs especially those considered to be serving western political agenda.

◇ Youths must have general knowledge of regional bodies' policies to build partnerships with them. This will enhance their contribution to the strategies and trajectory of the regional bodies.

◇ Independent positions and pronouncements on violations of human rights and other issues must be issue based and care must be taken to avoid siding with political parties. A principled position must always be adopted.

◇ Trust building with governmental and regional entities takes time. There is a need to have networks and establish a reference pool for purposes of trust building by regional bodies.

Case Study: Leadership capacity building- Youngsters Foundation (Nigeria)

Problem:

Lack of leadership development platforms to prepare the next generation of leaders.

Strategy:

Capacity building through leadership development programme entitled "Young African leadership fellowship". Activities included:

◇ Hosting a national youth forum on political party manifestos during the 2007 elections.

◇ Organising the young aspirant's leadership fellowship programme since 2012.

◇ Organising intergenerational dialogues where panels comprising the elders and the youth discuss around nation building. Through the intergenerational dialogue model, the elders have been persuaded to look at issues from the youth perspective.

◇ Facilitating internship programmes where the youth are attached to the National assembly and the State Assembly to interact with the parliamentarians to bridge the gap between the youth and the legislators.

◇ Hosting the mixed leader's session (between young females and older women online]. There is also a mixed generation programme targeting schools where the young women are supported to visit schools as part of the leadership training and civic education.

Results:

- This has benefited the youth in that they follow policy discussions, get practical experience on what obtains in the legislatures and learn debating, presentation, and other skills.

- Increased youth capacity and awareness on leadership skills

- Increased number of youths contesting for the 2015 elections

- There was an increase in youth participation during the 2019 general elections compared to the previous years, mostly due to the legislative amendment that reduced the age barrier for youth to contest elections. The campaign against the age barrier was spearheaded by YIAGA Africa.

- A total of 23 out of the 380 young people trained through the programme from Northern Nigeria won seats during the 2019 elections in 6 State Assemblies. One female graduate of the programme won a seat in the Nigerian National Assembly.

Lessons:

- Building and developing leadership is a long-term process because it entails changing the mindset. Leadership derives from things such as exposure, knowledge, information, and experiences that shape and form mindset. As such, when people attend a short training workshop the question is always how to package the content such that it touches on the many aspects that require years of preparation.

- To effect leadership change a longer-term perspective must be adopted. Ideally, a leadership programme must last between 15 to 36 months to be impactful. It was observed that the first group of trainees did not perform well during the elections because the programme was funded for one-year, therefore making it difficult to sustain the momentum. The second group was supported under a two-year grant which provided enough time to support them from the party primaries until the elections. The last part of the programme focused on the youth who had won party primaries, and this increased their chances to win. In addition, it was noted that the participants in the second phase of the programme performed well because they had a manual while the those in the first

Key Considerations

- Availability of funding is a major factor in leadership development programme. The reality is that most donors are not prepared to finance long term leadership programmes. Funding is often availed for short term (few workshops on leadership). The leadership programme design has to seek to achieve more within the limited financial and time resources.

- Timing is a key consideration in leadership development training especially where the youth is being prepared to participate in electoral processes. Donor funding cycles may not always accommodate early preparation so other sources of funding must be considered.

> There is a need for commitment and consistency of the target youth group so that it can go through the programme manual and be monitored in terms of what is working and what is not working with the programme and the participants.

> Running a youth leadership programme requires workforce because the youth need to be technically supported and mentored beyond the training.

> Innovation comes with ability to negotiate and express clarity in articulation of position to build a critical mass of youth who participate in political and electoral processes and to avoid misconceptions regarding the objectives of the youth action.

Case Study: Public engagement and Communication –
Togolese Civil League (Togo)

Problem:

legislative exclusion, structural political hostility, political marginalisation of the youth and limited economic opportunities.

Strategy:

Using innovative approaches to public engagement and communication. One of the challenges the youth faced in Togo was repression of their voice including shutting down of the internet during times of political activity. This meant that the youth could no longer mobilise each other and the general public through Whatsapp and Facebook which were widely used by the youth in Togo.

A major engagement and communication approach was the adoption of Bluetooth as an alternative connectivity tool for mobilisation and communication. Bluetooth had been used over a decade before the other digital platforms became popular and it was comparatively cheaper. The youth encouraged the use of Bluetooth to share messages that had been downloaded thereby greatly lessening the cost given how only a few would need to download and share freely to the masses over Bluetooth. Whenever the messages were sent, they were accompanied by a note "'Mimè Tcha Tcha Tcha" (share fast fast fast) to ensure that the messages reached wider public within a short time. The 'Mimè Tcha Tcha Tcha' concept was further popularised through composition of songs thereby serving a double effect of entertaining and also creating public awareness.

(https://www.youtube.com/watch?v=5e6gJvkU6nA).

Through research, the youth were able to develop innovative ways of extending the Bluetooth range and content sharing without the internet. A Bluetooth range extender device which had the capability to extend the Bluetooth range to up to 135 kms was adopted. This means that everyone within that range from the originator of the message could pass the message in real time to the public as long as they had a telephone identifier of the sender.

This approach to public engagement and communication was:

- Successfully used by the youth to express their opinions regarding poor governance, human rights abuses, lack of jobs and opportunities, overcrowding of universities, poor health care facilities, and access to health care by young people.

- Vital during the 'bring back the 1992 Constitution' campaign from August 2017-June 2018: Through this campaign the youth were advocating for reforms including the reintroduction of the presidential term limits. Togo was the only West African Country with no term limits. The campaign was supported by citizens from all social classes and generations including opposition political parties whose coming together also led to a national slogan 'Faure Must Go' as a response to government threat to planned public protests in demand for the 1992 constitution.

Results:

- Use of Bluetooth led to government abandoning internet shut down because it realised that people continued to mobilise. Instead, the impact of the shutdown was that it was hurting the government and business in terms of loss of revenue.

- Public engagement and communication through Bluetooth contributed to high public turnout to planned public protests.

- Mass support of the 'Faure Must go movement' in addition to the 'bring back the 1992 Constitution' led to government concessions including the re-introduction of the 1992 Constitution that paved way to:

  - The re-introduction of the presidential term limits. However, the President did not step down as he claimed the term limits provision could not be applied retrospectively.

  - The holding of the 2019 local authority elections. The last time these were held was in 1986. This led to opposition parties winning in some local authorities and controlling some cities.

- This has benefited the youth in that they follow policy discussions, get practical experience on what obtains in the legislatures and learn debating, presentation, and other skills.

- First local election held in 2019 since 1986 with opposition parties managing to win in some localities

Lessons:

- Having a free platform option is critical when conducting mobilisation or education exercises in a politically constrained environment.

- The youth are not politically apathetic. They respond well when there is a coordinated effort towards an objective that they can rally around.

Key considerations

- Some authorities regard protests as a personal attack on them and their administrations and this leads to use of force to quell the protests instead of engagement. Therefore, there is a need for creative messaging, engagement and investment in social capital to counter the use of force by the authorities.

On Communication strategies

- Barriers that hinder youth from engaging with issues of importance to them: Understanding the barriers that hinder youth from full participation in political and electoral processes is an important pillar that contributes to targeted and effective communication strategy. Understanding the barriers enables the development of key messages that resonate to specific audiences and measuring and monitoring communication activities becomes an integral part of the strategy.

- Engaging marginalized youth in action: The marginalised youth need special attention in communication due to the multiple challenges they face on the socio-economic level and the encouragement and will required for them to effectively participate in political and electoral processes. It is important to identify the realities of marginalised youth and how participation is part of the change in overcoming and addressing their socio-economic challenges.

- Efficient resources for implementation of communication activities: Effective communication strategies requires resources that support activities which ultimately feed into increasing participation of the youth in political and electoral processes.

On engaging youth as active citizens

- Shaping the youth narrative for participation in political and electoral processes: the shaping of youth narrative for participation addresses participation through clear key messaging and shared understanding. This entails collaborative efforts between youth organisations and youth leaders.

- Addressing barriers to youth participation: Key to addressing barriers could include lack of mechanisms for effective communication to amplify the youths' voices and socio-economic factors.

- Engaging and representation at all level of political and electoral processes

On understanding communication

- Communication strategies should have a monitoring and evaluation as assessment (and competence) to measure impact and gauge reach for youth organisations.

- Communication strategies should reflect the diversity of ways in which young people engage with their communities. These locations of communication include schools and universities, youth groups, neighbourhoods, sports and other leisure clubs, voluntary associations, and religious groups.

On innovative and new communication tools

- Youth organisations should have the appropriate technical competence for digital platforms that ensure broad reach, affordability, and accuracy of information.

- Learning to use appropriate media channels and tools that ensure access to information appropriate for youth participation

- Risk communication plans to mitigate disinformation and misinformation especially on digital platforms.

- Individual expression versus the community expression on digital platformsYouth, as they represent themselves as collaborative and synergetic in their efforts for increasing participation, should ensure that forms of expression of individual and the community are not clashing as this causes the risk for fragmentation of messaging and also could be viewed as coercive.

- In some countries the use of conventional tools like pamphlets, posters and flyers is not as effective as the use of audio clips because of the literacy levels and time pressures.

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