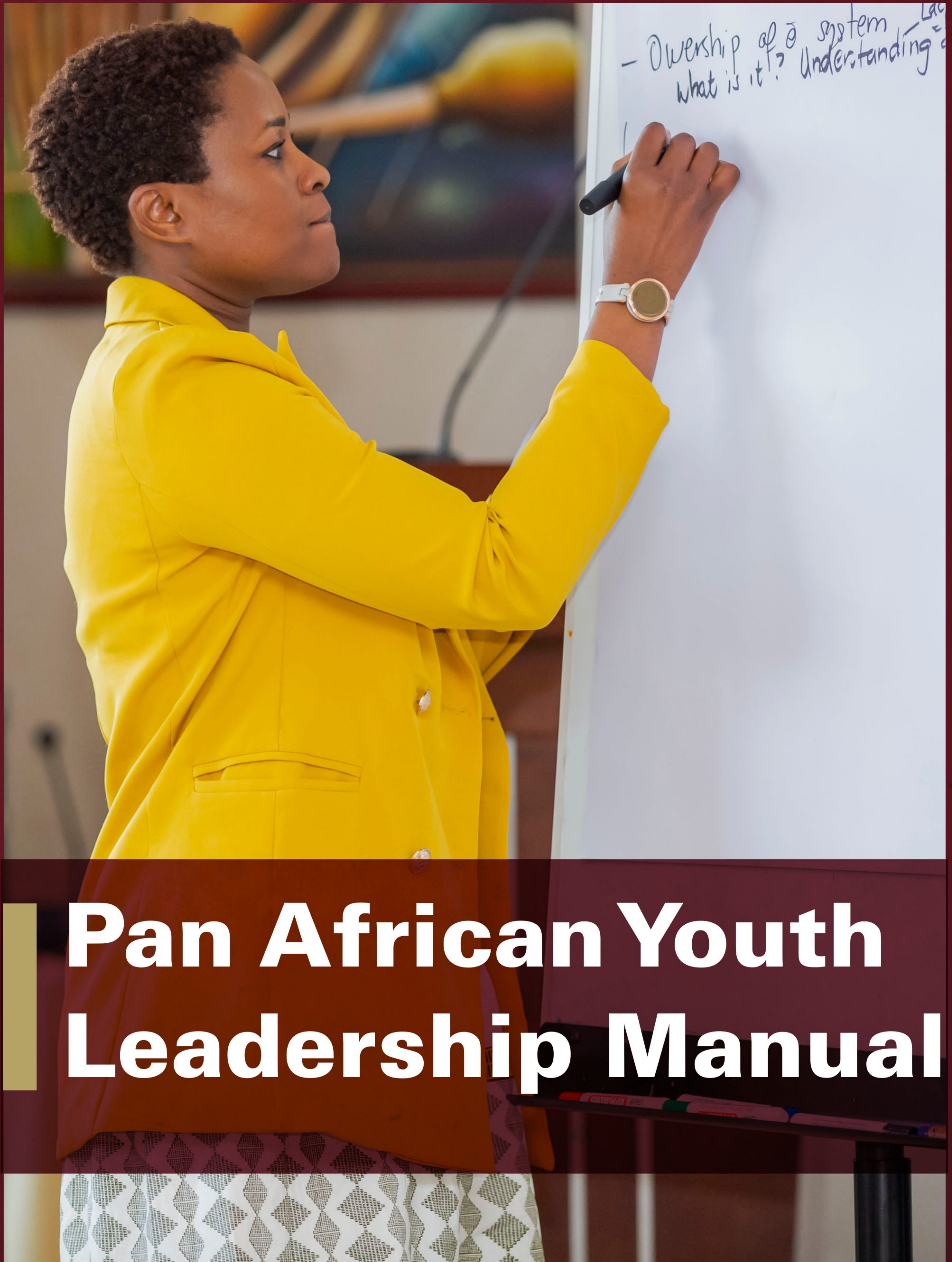




Pan African Youth Leadership Manual



Pan African Youth Leadership Manual



ACKNOWLEDGEMENTS

We express our gratitude to the experts, organizations, networks, and partners whose invaluable contributions ensured the development of the *Pan-African Youth Leadership Manual* to the highest standard.

We also extend our deep appreciation to the following individuals and partners who played a critical role in the development, review and validation of the Manual.

- Ms Rutendo Kambarami, Expert
- Mr Kudakwashe Bandama, Expert
- Mr Emmy Otim, Expert
- Mr Yohannes Yadagne, Expert
- Ms Karishma Rajoo, Programme Manager, ACCORD
- Ms Rumbidzaishe Mupfiga, ACCORD
- Mr Wandile Langa, ACCORD
- Mr Immins Naudé, Graphic Designer, ACCORD
- Ms Paidamwoyo Mudzimuirema, Communications Officer, ACCORD

Special recognition and appreciation go to the following individuals for their dedication, leadership, and outstanding contributions across all stages of the process, including revision, development, drafting, coordination of consultations, fundraising, validation, and editorial work, leading to the successful finalization of this important Manual.

- Ms Patience Chiradza, Director of the Governance and Conflict Prevention Directorate
- Amb. Salah Hammad, Head, AGA-APSA Secretariat, PAPS, AUC
- Ms Makda Mikre Tessema, Senior Democracy and Governance Expert, PAPS, AUC
- Ms Hagar Azzooz, Project Officer, AGA-APSA Secretariat, PAPS, AUC
- Ms Mahlet Mulugeta, Junior Officer, AGA-APSA Secretariat, PAPS, AUC
- Ms Bezawit Solomon, AGA-APSA Secretariat, PAPS, AUC
- Mr Arthur Mukuri, AGA-APSA Secretariat, PAPS, AUC



Table of Contents

4	Foreword
6	Preface
8	Vote of Thanks
10	Introduction
11	Opportunity
11	Objectives
12	The Pan-African Youth Leadership Manual: An AGA-APSA Contribution to Agenda 2063
13	About the manual
14	Context: Continental normative and policy frameworks
16	Section A – Future Leaders: Advocate, Negotiate, Include
16	Module 1: Youth led policy advocacy
23	Module 2: Dispute Resolution and Negotiation
32	Module 3: Inclusive Leadership Models
39	Section B – Youth in Action: Lead and Resolve
39	Module 4: Digital Leadership Skills
46	Module 5: Design Thinking and solution building
53	Module 6: Emotional Intelligence
57	Ref/Source list



Foreword



H.E. Ambassador Bankole Adeoye
Commissioner for Political Affairs, Peace and Security,
African Union Commission

Africa's greatest asset is its youth – dynamic, innovative, and increasingly connected. The meaningful inclusion and empowerment of young people has become a strategic priority for the African Union, and is essential to advancing democratic governance, sustainable peace, and long-term development across the continent. It is my firm conviction that the Department of Political Affairs, Peace and Security (PAPS) has a central responsibility to foster youth-inclusive governance, promote youth participation in leadership and decision-making, and position young Africans as key partners in shaping the continent's political, peace, and security landscape.

It is within this context that the *Pan-African Youth Leadership Manual* is presented, anchored in Agenda 2063, particularly Aspiration 6, which calls for an Africa whose development is people-driven and relies on the potential of its youth. This Manual reflects the enduring commitment of the African Union Commission and the African Governance Architecture and African Peace and Security Architecture (AGA-APSA) Platform to placing young people at the center of Africa's governance and peace agenda.

Youth inclusion and empowerment remain at the forefront of the Political Affairs, Peace and Security (PAPS) Department's priorities, and this Manual stands as a testament to the confidence and trust we have placed in Africa's young people. It is both a practical guide and a strategic investment in the continent's future leadership. The Manual seeks to cultivate a generation of young Africans capable of navigating complexity, fostering dialogue, and advancing peaceful and inclusive societies. It builds on established continental instruments, including the African Charter on Democracy, Elections and Governance (ACDEG) and the African Youth Charter, and focuses on strengthening skills in advocacy,

negotiation, inclusive leadership, digital engagement, problem-solving, design thinking and emotional intelligence.

I am confident that this Manual will serve as a catalyst for strengthening the leadership capacities of young Africans across the continent.

Officially launched in February 2025 as part of the Department's knowledge products, it represents an important step toward equipping youth with the tools necessary to contribute meaningfully to Africa's governance and peace processes.

I call upon institutions, policymakers, development partners, and civil society actors to open and sustain meaningful pathways for youth participation. I also encourage young Africans to embrace the responsibility of leadership with integrity, vision, and purpose.

I further encourage all stakeholders to download and utilize this Manual, and to share with us the progress and impact achieved through its application. I extend my sincere appreciation to all stakeholders and partners who contributed to the development of this important resource. Your continued engagement remains vital to its successful implementation.

May this Manual serve as a living tool to advance the aspirations of Agenda 2063, an Africa driven by its people, empowered by its youth, and anchored in democratic governance, peace, and shared values.

H.E. Ambassador Bankole Adeoye

Commissioner for Political Affairs, Peace and Security
African Union Commission.

Preface



Hon. Sabrina Gahar
Chairperson, African Committee of Experts on the Rights
and Welfare of the Child (ACERWC)
Chairperson, AGA-APSA Platform (February 2024 – February 2026)

Africa stands at a pivotal moment in its history. With the largest and fastest-growing youth population in the world, our continent finds itself at a defining juncture, where immense potential converges with profound responsibility. Young Africans continue to exemplify innovation, resilience, and an unwavering commitment to transformative change. Yet, too often, they remain marginalized from the very decision-making processes that shape their present and define their future. Addressing this disparity is not merely desirable; it is essential to realizing the African Union’s vision of *“The Africa We Want”*, as articulated in Agenda 2063.

As Chairperson of the African Governance Architecture and African Peace and Security Architecture (AGA–APSA) Platform, it is my distinct honor to present the Pan-African Youth Leadership Manual, a practical and forward-looking contribution to advancing youth leadership across the spheres of democracy, governance, peace, and security on the African continent.

This Manual is founded on the recognition that young people are not only the leaders of tomorrow, but also critical actors in shaping Africa’s present. It addresses the persistent gap between normative commitments and practical inclusion by equipping young leaders with the knowledge, skills, and values necessary to engage meaningfully in public affairs. In doing so, it translates key continental frameworks into actionable tools for leadership, empowerment, and sustainable impact.

Developed under the guiding framework of the AGA–APSA mandate, and in alignment with the AGA–APSA Citizens Engagement Strategy (CES), particularly the Youth Engagement Strategy (YES), this Manual reflects the growing recognition that democratic governance, peace, and security are deeply interconnected. Lasting solutions require inclusive leadership anchored in participation, inclusivity, dialogue, and accountability. This Manual provides a comprehensive toolkit to equip youth to navigate the complex intersections of political, social and landscapes.

I am particularly encouraged that this Manual emphasizes practical application through immersive case studies, simulations, and real-world problem-solving exercises. This experiential approach strengthens young leaders’ understanding of governance processes while empowering them to actively influence and shape these processes at the community, national, regional, and continental levels.

It also complements ongoing initiatives led by AU Organs, Institutions, Regional Economic Communities and Mechanisms, and partners, reinforcing our collective commitment to nurturing a new generation of visionary and impactful leaders. I call upon all AU Organs, Regional Economic Communities (RECs), Regional Mechanisms (RMs), civil society organizations, youth networks, and development partners to embrace and actively utilize this Manual as a dynamic resource. By doing so, we take a decisive step toward strengthening capacity, informing policy, and creating meaningful opportunities for youth leadership.

This Manual is the product of collective effort and shared commitment. I extend my sincere appreciation to the African Union Commission, the Department of Political Affairs, Peace and Security, members of the AGA–APSA Platform, youth experts, practitioners, and partners whose expertise, insights, and dedication made this important resource possible.

Hon. Sabrina Gahar

Chairperson of the AGA-APSA Platform at the Political Level (February 2024–February 2026) and the Chairperson of the African Committee of Experts on the Rights and Welfare of the Child (ACERWC).



Vote of Thanks



Amb. Salah Hammad
Head, AGA-APSA Secretariat
Governance and Conflict Prevention Directorate
Political Affairs, Peace and Security Department
African Union Commission

The Pan-African Youth Leadership Manual marks a significant milestone in the African Governance Architecture and African Peace and Security Architecture (AGA-APSA) Platform's efforts to empower, equip, and inspire a new generation of African leaders. More than a resource, this Manual is a testament to our collective commitment to nurturing youth leadership, strengthening democratic governance, advancing peace and security, and contributing to sustainable development across the continent.

The development of this Manual has been a truly collaborative endeavour, made possible through leadership, dedication, expertise, and unwavering commitment of numerous individuals and institutions who share a common vision for Africa's future.

I wish to express my profound appreciation to H.E. Amb. Bankole Adeoye, Commissioner for Political Affairs, Peace and Security, and Mme. Patience Chiradza, Director for Governance and Conflict Prevention, for their visionary leadership, steadfast guidance to promoting youth empowerment and meaningful participation in governance, peace, and development processes across Africa. I also extend my sincere gratitude to the Chairperson and Members of the AGA-APSA Platform, whose support, strategic direction, helped this initiative to rise from an idea into a valuable continental resource.

Special recognition goes to all reviewers and editors whose knowledge, experience, and thoughtful insights have enriched this Manual. Your contributions have ensured the aspirations and realities of young Africans are included.

I further commend the AGA-APSA Secretariat Team for their technical expertise throughout the development process. I would like to make a special mention of Ms. Makda Mikre Tessema, Ms. Hagar Azzooz, and Ms. Mahlet Mulugeta, whose professionalism and dedication were instrumental in bringing this publication to fruition. We also extend our heartfelt appreciation to our valued partners, Training for Peace (TfP) and The African Centre for Constructive Resolution of Disputes (ACCORD), for their enduring support.

Most importantly, I would like to acknowledge the youth of Africa. This Manual was developed with your perspectives and aspirations in mind, and it is dedicated to you. We hope it serves as a practical tool to strengthen your leadership capacity, deepen your commitment to public service, and inspire you to contribute meaningfully to the transformation of Africa.

As we work collectively towards the realization of Agenda 2063: The Africa We Want, this Manual stands as a contribution to building a generation of ethical, visionary, and transformative leaders who will champion peace, good governance, democracy, and sustainable development across the continent.

With sincere appreciation,

Amb. Salah Hammad

Head, AGA-APSA Secretariat

Governance and Conflict Prevention Directorate

Political Affairs, Peace and Security Department

African Union Commission.



Introduction

Africa's tragedy is its vibrant, youthful population that remains underutilized. With the world rapidly changing and new solutions needed for pressing challenges, Africa must open governance spaces to empower young people to contribute meaningfully at national, regional, and continental levels. Excluding them not only hinders progress but also undermines the future we all aspire to. Engaging youth in co-creating solutions presents a win-win opportunity for the continent's development.ⁱ

Contemporary youth leadership and participation in democracy and governance in Africa exists with limited impact and influence. Young people in Africa are amongst the vulnerable groups in society and growing socio-economic problems have exacerbated this inequality. It has been argued that the cornerstone of democratic governance including peace and security is rooted in youth participation which makes leadership an essential cog within the governance wheel. Africa is the world region where the youth population is expected to continue growing the most. Between 2019 and 2100, Africa's youth population is expected to increase from 447.1 million to 1.3 billion people. This is an expected growth of 181.4% and as a result, by 2100, Africa's youth population will be twice the expected total population of Europe (653.3 million). Almost 1/2 of the world's youth are expected to be from Africa (46.3%).ⁱⁱ

Youth are often underrepresented in political institutions, with limited commitment from leadership to engage them. Their vulnerability increases the risk of bearing the burnt of socio-economic inequalities. Effective implementation of existing policies is crucial to enhance youth political participation. High political costs and low economic status further hinder their involvement. Ultimately, youth exclusion stems from interconnected factors that perpetuate their marginalization in decision-making processes.ⁱⁱⁱ

Having youth in leadership significantly enhances visibility and influence in political discourse. African youth have actively pushed for political change, using media to encourage voter registration among other civic duties. Lydia Forson, a Ghanaian actress, writer, and producer, used her social media platforms to advocate for social justice. Chris Atadika, also from Ghana, has utilised a combination of his academic tutelage and activism to encourage increased political participation among the youth.^{iv} These few examples also give impetus to the possibilities for the African youths.



Opportunity

There is an abundance of driven, capable, and talented young African individuals with impressive track records who could greatly contribute to governance and policy development. However, due to information gaps, African institutions looking to involve young leaders may not recognize their potential.^v This manual thus seeks to bridge the gap between theoretical understating and practical application to ensure that inclusivity of the youth in spaces for governance and peace on the continent. The aim of this manual is to support the immediate and next generation of leaders committed to driving Africa's democracy and good governance agenda. The manual provides tools and skills to lead and transform institutions for opening space for the youth, but also capacitate the youth as they grow their leadership skills.

Objectives

1. To create youth awareness, capacity and guidance for emerging youth leaders to engage and innovatively address the current democracy and governance challenges faced by African countries;
2. To provide a foundation that fosters and encourages inclusivity of the diversity of African youth in building leadership capacity accelerating the attainment of Agenda 2063;
3. To provide an introspective tool that encourages and increases the understating of the contemporary leadership needs which translates to increased youth participation within African democracy and good governance including peace and security; and
4. To provide a practical guide of lessons learnt on the continent within the landscape of youth participation in democracy and governance.



The Pan-African Youth Leadership Manual: An AGA-APSA Contribution to Agenda 2063

1. What is the AGA-APSA Platform?

The African Governance Architecture (AGA) and the African Peace and Security Architecture (APSA) Platform is a collaborative framework of the African Union (AU) that brings together AU Departments, Organs and Institutions, Regional Economic Communities (RECs), and Regional Mechanisms (RMs). Coordinated by the AGA-APSA Secretariat, the Platform promotes the implementation of AU Shared Values and strengthens collaboration in advancing democratic governance, human rights, constitutionalism, peace, security across Africa.

2. Why is Citizen Engagement Important to the AGA-APSA Platform?

Citizen engagement is at the heart of the AGA-APSA mandate. The Platform recognizes that sustainable governance, peace, and development can only be achieved when citizens actively participate in shaping the future of their communities and countries. To this end, the AGA-APSA Platform promotes the meaningful participation of youth, women, civil society organizations (CSOs) through its Citizens' Engagement Strategy (CES), which provides a framework for mainstreaming citizen voices in governance, peace, and security processes.

3. How Does this Manual Contribute to Citizens' Engagement in Africa?

The Pan-African Youth Leadership Manual is a practical contribution of the AGA-APSA Platform towards implementing the Citizens' Engagement Strategy and advancing the vision of Agenda 2063: The Africa We Want. The Manual seeks to equip young Africans with the knowledge, values, and leadership skills needed to become ethical, innovative, and transformative leaders committed to democracy, good governance, peace, security, and sustainable development.

By nurturing a new generation of engaged and responsible leaders, the Manual contributes to the realization of a prosperous, peaceful, and people-driven Africa. It also builds on the Platform's broader efforts to empower youth, including the Manual on Youth Participation in Political and Electoral Processes, reaffirming the AGA-APSA Platform's commitment to ensuring that young people are at the forefront of shaping Africa's future. 

Agenda
2063
The Africa We Want





About the manual

This manual is divided into Sections A and B and is designed to empower young leaders by providing essential resources for effective engagement in their communities and in the Continent.

Section A, titled: ***Future Leaders: Advocate, Negotiate and Include*** focuses on three critical areas: *youth-led policy advocacy, dispute resolution and negotiation, and inclusive leadership models*. Each of these areas are interconnected, illustrating how individuals can actively influence their environments and drive meaningful change.

1. **Youth-Led Policy Advocacy** explores tools and strategies for effective advocacy, emphasizing the importance of campaign strategy development and stakeholder engagement. In addition, it highlights the role of communication in amplifying advocacy efforts and provides guidance on leveraging data and research to impact policy decisions.
2. **Dispute Resolution and Negotiation** emphasizes skills that are vital for navigating conflicts at both community and individual levels. This includes targeted training in conflict resolution and mediation strategies specifically designed for youth, complemented by simulations and role-playing scenarios that allow for hands-on practice.
3. **Inclusive Leadership Models** underscore the significance of diversity and representation in leadership. Case studies highlighted exemplify inclusive leadership practices and outline strategies for engaging marginalized youth voices in decision-making processes, ensuring that all perspectives are considered in engagement, shaping policies and initiatives.

Section B titled ***Youth in Action: Lead and Resolve*** focusses on *digital leadership skills, design thinking and problem solving and emotional intelligence, adaptive, and resilient leadership*. This section emphasises the need to have strengthened skills which enables the youth to navigate, engage in and within challenging contexts. Together, Sections A and B synergize the environment and skills which the youth of today need to navigate the dynamic African political landscape.

1. **Digital Leadership Skills** examines the complexities of modern communication and collaboration. It emphasizes digital literacy, online networking, and remote collaboration tools, and also confronts the pressing digital skills gap that affects many young leaders. The module provides opportunities for participation and explores the opportunities for civic activism and broader participation. Technology for democracy enables a new claim to spaces which would otherwise be distant thus expanding spaces for dialogue with decision makers/and supporting civic activism. At the same time, persistent digital divides area excluding part of the global population, and many young people experience threats when engaging in online space
2. Building on this foundation, module 5 delves into **Design Thinking and Solution Building**. By encouraging creative and innovative approaches, youth will examine case studies of successful youth-led initiatives that exemplify the power of design thinking in addressing real-world challenges.
3. The **Emotional Intelligence** module, develops emotional intelligence is essential for navigating challenges and fostering effective teamwork. Through resilience-building exercises with the aim to prepare young leaders to face adversity with confidence and strength.

In order to generate meaningful conversations on leadership and, importantly, on skill-building, the manual includes a mix of case studies and simulations for improved understanding and practical application of the concepts taught.



Context: Continental normative and policy frameworks

The AU has championed the cause of good governance since its inception, recognizing its importance in achieving sustainable development and political stability. The AU's vision for political governance is based on the principles of democracy, the rule of law, human rights, accountability, and transparency. To achieve this vision, the AU has developed frameworks and policies that guide Member States in their efforts to promote good governance across the continent.

Agenda 2063

Agenda
2063
The Africa We Want

Agenda 2063, the AU's framework for growth and sustainable development, emphasizes youth empowerment. Aspiration 3 envisions "an Africa of good governance, democracy, and respect for human rights."^{vi} Aspiration 6 aims for a people-driven development model that harnesses the potential of Africans, especially women and youth, ensuring no one is left behind by 2063, where women are included in all decision-making structures, and youth are positioned as leaders. To accelerate this agenda, the AU has initiated several initiatives and flagship programs, including the opening of the AU's youth envoy office, African Youth Ambassadors for peace and countless policy dialogues that bring together diverse stakeholders to mainstream youth engagement as a key factor to holistically address development challenges.

African Youth Charter



Adopted in 2006, the African Youth Charter provides a strategic framework for youth empowerment across Africa.^{vii} It defines youth as individuals aged 15–35 and was developed following research on the state of African youth, commissioned by the AU.

African Charter on Democracy, Elections and Governance



The African Charter on Democracy, Elections and Governance (ACDEG), adopted in 2007, promotes democratic principles, free elections, human rights, and the rule of law.^{viii} It establishes principles of governance, including separation of powers and citizen participation in decision-making.

AGA-APSA Youth Engagement Strategy



Recognizing the potential of Africa's youth, the AGA-APSA developed a Youth Engagement Strategy (YES) to ensure their sustainable involvement in governance processes. The strategy fosters peer learning, capacity building, and advocacy for increased youth participation. It envisions youth as leaders, partners, and beneficiaries within the AGA and APSA frameworks.

African Charter on Human and Peoples' Rights



The African Charter on Human and Peoples' Rights (Banjul Charter), adopted in 1981 and effective from 1986, combines African values with international norms, promoting both individual and collective rights, along with the duties of individuals towards their communities.



Protocol to the African Court on Human and Peoples' Rights



Adopted in 1998 and effective from 2004, this Protocol establishes the African Court on Human and Peoples' Rights, which delivers binding judgments on compliance with the Charter.^{IX}

African Union Shared Values



Through its 2009–2012 Strategic Plan, the African Union Commission (AUC) introduced Shared Values – norms and principles that guide collective actions to address Africa's political, economic, and social challenges.

Protocol to the African Charter on the Rights of Women in Africa



Adopted in 2003, this Protocol guarantees women's civil, political, economic, social, and cultural rights, reaffirming the universality of human rights for women.^X

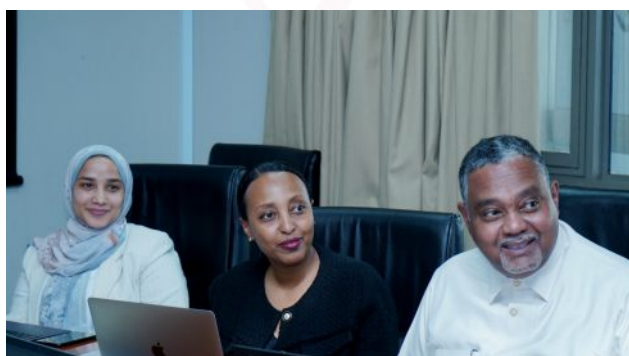
Regional Economic Communities^{XI}



The Abuja Treaty of 1991 supported the further strengthening of Regional Economic Communities (REC's) and was designed to foster social, economic and cultural development of the African Continent through integration of economies, cooperation and development in Africa. It fortified preceding treaties including but not limited to, the 1975 Treaty of the Economic Community of West African States (Treaty of Lagos)^{XII} which established ECOWAS and established a systematic approach for creating and strengthening RECs, with the vision to merge into a continental customs union and common market.^{XIII}

The Economic Community of West African States (ECOWAS) has prioritized youth empowerment in its Conflict Prevention Framework (ECPF).^{XIV} The Inter-Governmental Authority on Development (IGAD) has integrated youth considerations into its Regional Strategy and have elected its first ever Youth Envoy for the IGAD region. The East African Community (EAC) has launched a Youth Policy and established a Youth Ambassadors Program to foster youth engagement. Similarly, the Common Market for Eastern and Southern Africa (COMESA) has incorporated youth participation into its policies on democracy and socio-economic development.

The Economic Community of Central African States (ECCAS) has initiated a regional program to bolster the capacities of young people in association management, crisis resolution, and conflict prevention. The General Secretariat of the Arab Maghreb Union (UMA) has created a Regional Strategy for Engagement, Participation, and Advocacy to amplify youth voices in promoting peace, security, and sustainable development. Additionally, the Southern African Development Community (SADC) has a program aimed at addressing youth involvement in violence, as well as focusing on youth empowerment and employment.





SECTION A

Future Leaders: Advocate, Negotiate, Include

MODULE 1: YOUTH LED POLICY ADVOCACY

MODULE DELIVERY TIME: 1 DAY

Background

Youth-led advocacy is a powerful tool for influencing policy, addressing socio-economic issues, and ensuring young people's voices are integrated into decision-making processes. Advocacy involves actively supporting a cause to shape laws, policies, and resource distribution that impact communities. For youth, this means not only raising awareness but also strategically influencing policymakers, public opinion, and institutional practices to create lasting change. Effective advocacy requires a deep understanding of the political and socio-economic landscape, clear goal setting, and the ability to engage diverse stakeholders. Youth advocates must navigate complex political environments, communicate compelling messages, and adapt strategies to changing contexts. Central to effective advocacy is a well-structured plan that identifies key stakeholders, sets clear objectives, and outlines practical strategies. By equipping young leaders with the skills to design and implement targeted advocacy campaigns, this module aims to empower them to drive meaningful policy shifts.

Learning outcome:

At the end of this module, participants will demonstrate the ability to design and implement effective youth-led advocacy campaigns that influence policy decisions, engage key stakeholders, and adapt strategies based on the political and socio-economic landscape.



Learning objectives:

- 1** Identify and analyse the key actors in the policy landscape relevant to their advocacy cause.
- 2** Develop a strategic advocacy plan that includes clear goals, timelines, and stakeholder engagement tactics.
- 3** Utilize appropriate communication tools and methods to effectively reach and influence policy-makers and other stakeholders.
- 4** Monitor and evaluate the impact of their advocacy efforts, making necessary adjustments based on feedback and outcomes.



Youth led policy Advocacy

Advocacy is the active support of an idea or cause, expressed through strategies and methods designed to influence the opinions and decisions of individuals and organizations. In the context of social and economic development, advocacy seeks to create or change policies, laws, regulations, and resource distribution that significantly impact people's lives, ensuring that these decisions lead to effective implementation.

Advocacy Tactics and Tools

Advocacy typically targets policymakers, including politicians, government officials, and public servants, as well as private sector leaders whose decisions affect communities.^{xv} It also engages those whose opinions and actions influence policymakers, such as journalists, the media, development agencies, and large NGOs.

Change rarely occurs solely through logical argument or irrefutable evidence; it often hinges on the character, approach, and credibility of those advocating for change, as well as the receptiveness of their audience.^{xvi} Understanding political dynamics is crucial to effective advocacy, as it is inherently political. Bearing this in mind, involving youth as key stakeholders rather than mere recipients is essential for developing both credibility and ensuring impact.^{xvii}

Strategies for effective advocacy:^{xviii}

- **Research:** Map out the policy landscape by identifying key actors, understanding political relationships, and recognizing the interests at stake.
- **Strategic Thinking:** Employ both long-term and short-term thinking, being aware of potential resistance and opportunities to build alliances with other stakeholders.
- **Flexibility:** Be prepared to seize windows of opportunity as they arise.

Tactics and Tools for Stakeholder Engagement:

- **Identify Stakeholders:** Create a comprehensive list of stakeholders who have a vested interest in your cause.
- **Workshops and Forums:** Organize events to facilitate dialogue and gather input from stakeholders, ensuring their perspectives inform your advocacy efforts.
- **Outreach and Communication:** Develop tailored communication strategies for different stakeholder groups, utilizing various channels such as social media, newsletters, and direct meetings.
- **Monitoring and Evaluation:** Monitor implemented actions/activities and identify opportunities for continuous improvement.

Advocacy cycle

An advocacy cycle outlines how to identify key issues, conduct research, and develop targeted recommendations. It also details what needs to be done when building support through coalitions and networks, including choosing effective tactics based on available resources and timing. Resources, including skills and networks, are strategically mobilized, and messages are tailored for different audiences to drive action. The cycle concludes with ongoing monitoring and evaluation to ensure progress and allow for adjustments as needed, as shown in the diagram below.^{xix}

Advocacy cycle



Source: **Advocacy for Inclusive Security Curriculum**

Step	Action
Analyse Problems	Identify and analyse issues to prioritize key areas and opportunities for change.
Research and Collect Data	Develop a research plan reflecting affected perspectives. Use surveys, interviews, and assessments to gather data.
Develop Recommendations	Set specific objectives and solutions: define what needs to happen, who will do it, and how.
Mobilize Allies, Partners and Constituents	Build support through coalitions, networks, and internal solidarity.
Choose Tactics	Select tactics based on success potential, risks, timing, and resources.
Mobilize Resources	Strategically use human, financial, and non-material resources like skills and networks.
Message	Craft targeted messages for different audiences to gain support and inspire action.
Monitor and Evaluate Progress	Track progress, assess success, and adjust tactics as needed.



Campaign Management

Develop a clear campaign plan that outlines goals, strategies, and timelines. Effective management ensures that resources are utilized efficiently and that the campaign remains focused and adaptable to changing circumstances.

Tactics and Tools for Campaign Management:

- **Goal Setting:** Define specific, measurable objectives for your campaign to track progress and impact.
- **Timeline Development:** Create a timeline that outlines key milestones and deadlines, ensuring that all team members are aligned.
- **Monitoring and Evaluation:** Implement systems for tracking campaign activities and outcomes, allowing for adjustments as needed based on feedback and results.

Strategic thinking and strategic communication

It is important to distinguish between strategic thinking and strategic communication. While there is no universally accepted definition of strategic thinking, it is a crucial skill for leadership and decision-making. Broadly defined, strategic thinking involves a deliberate and rational thought process that focuses on assessing the key elements influencing long-term success. This approach allows for a deeper understanding of underlying drivers, challenges conventional wisdom, and uncovers unexpected possibilities.^{xx}

Strategic thinking entails the careful anticipation of threats, vulnerabilities, and opportunities. Ultimately, it leads to clear goals, actionable plans, and innovative ideas necessary for thriving in a competitive and dynamic environment. This type of thinking must consider economic realities, market forces, and available resources.

Strategic Communication: Why It Matters

In today's digital landscape, communication extends beyond merely sharing information; it's about crafting effective messages to manage organizations successfully. With various channels available, the effort to perfect messaging is not just worthwhile – it can provide a competitive edge.

Strategic communication enables organizations to connect with key audiences through clear, compelling, and consistent messaging. Its purpose is to inform while supporting specific objectives, such as building trust, strengthening relationships, and maintaining transparency. Effective communication also enhances internal dialogue, guiding discussions to benefit the entire organization.

Ultimately, strategic communication is essential because it delivers precise messages that align with organizational goals and values. This targeted approach builds support for policies, shapes public opinion, and manages crises, ensuring effective engagement with key audiences and achieving desired outcomes. 

SIMULATION

Climate challenge

You are a group of youth advocates working on a campaign to influence local government policy on Climate Change Mitigation and Adaptation in Urban Areas. Your goal is to persuade local policymakers to allocate more resources to green infrastructure and sustainable development projects that directly impact your community.

Key Learning Points:

- Stakeholder Mapping and Engagement
- Campaign Strategy Development
- Strategic Communication
- Monitoring and Evaluation
- Flexibility and Adaptability.

Roles: The facilitator outlines roles to participants

1. Youth Advocates (the people)
2. Policy Makers (Government Officials, Council Members, and Influencers)
3. Key Stakeholders (Local Media, NGOs, Business Owners).

Step 1: Research and Stakeholder mapping

Goal: Identify key stakeholders and understand the political landscape. Participants will work in teams to map out the local policy landscape.

	Stakeholder Group	Interest (high/low)	Description	Examples	Role/Interest
	Primary Stakeholders		Individuals or groups directly involved in decision-making and implementation.	Mayor, Environmental Officers, Council Members.	They are responsible for policy development, enforcement, and ensuring community well-being.
	Secondary Stakeholders		Indirectly affected but still important to the project's success.	Community Organizations, NGOs, Business Leaders, Media, Youth Groups.	They can influence public opinion, mobilize resources, and provide support or advocacy.
	Opposition		Individuals or groups that may resist the policy due to opposing interests.	Certain Businesses, Industry Groups, Property Developers.	Concerned about economic impact, such as higher operational costs, regulations, or restrictions.
	Allies		Individuals or groups that support or align with the policy goals.	Local Environmental Groups, Youth Organizations, Green Businesses.	They advocate for the policy and help build momentum through support, advocacy, and resources.



Use the Stakeholders identified above to complete the map below thereby visually categorizing stakeholders based on their influence and interest.

Influence\Interest	High Interest	Low Interest
High Influence	Manage Closely (Key stakeholders who need to be engaged regularly. Their needs and concerns should be prioritized.)	Keep Satisfied (Stakeholders with high influence but less interest. Ensure they are kept satisfied with regular updates.)
Low Influence	Keep Informed (Stakeholders who have high interest but low influence. Keep them updated on key project developments.)	Monitor (Stakeholders who have low influence and low interest. They don't need much attention but should be kept informed if there are any major developments.)

Step 2: Develop a clear campaign strategy and timeline

Activity:

- What do you want the policymakers to do? (e.g., allocate funding for green infrastructure, introduce a sustainability ordinance, etc.)
- What messages will resonate with policymakers, media, and the public? What channels will you use?
- Break down the campaign into key milestones and deadlines (e.g., first meeting with policymakers, media outreach, youth rally).

Consider

Short-term goals (initial meetings with stakeholders) vs. long-term goals (policy change over months/years).

Use a Campaign Strategy Template (a simple table or Gantt chart to outline the goals, strategies, and timeline).

Step 3: Engage with key stakeholders and present advocacy proposals

Participants will take on different roles within the stakeholder group and debate in rounds set by the facilitator (e.g., Youth Advocate, Government Official, Media Journalist, Business Leader).

Round 1 (Youth to policymaker):

Youth advocates will present their proposal to policymakers. Each group should present a short pitch on why this policy change is important, focusing on the impact on the community, the environment, and youth.

Round 2 (Youth to media):

Youth advocates will meet with local media representatives to pitch the campaign to gain coverage for their initiative.



Round 3 (Youth to general stakeholders):

Youth advocates will engage with other stakeholders (NGOs, local business owners) to build alliances, gather support, and increase campaign visibility.

Key areas of review by the facilitator:

- How was the issue framed based on the interests of the stakeholder?
- What language and channels resonate with each audience?
- Adaptability to quickly change based on the needs of the audience.

Step 4: Monitoring and Evaluation

Reflect on the engagement process and evaluate the campaign's effectiveness.

- Was the message understood by the stakeholders?
- Did the youth advocates build relationships with the right stakeholders?
- How could you improve your message or engagement strategy?

Step 5: Debrief and Reflection

Discuss what worked, what didn't, and how to improve advocacy strategies for the future.





MODULE 2: DISPUTE RESOLUTION AND NEGOTIATION

MODULE DELIVERY TIME: 1 DAY



Background

Youth play a critical role in shaping the future of Africa, particularly in the areas of peacebuilding, dispute resolution, and negotiation. As young leaders engage in formal and informal peace processes, they contribute fresh perspectives and innovative approaches to resolving conflicts, especially those affecting their communities. However, despite their active involvement in grassroots peacebuilding, the participation of youth in high-level negotiations remains limited. The following section explores key insights, gaps, leadership skills, and advocacy strategies for youth engagement in dispute resolution across the continent.

Learning outcome:

At the end of the module, participants will demonstrate critical thinking, problem-solving, and decision-making skills, alongside effective communication that reflects cultural awareness and understanding of implicit bias, persuasion, perception, and power in conflict resolution. They will also be able to situate dispute resolution within broader social, political, and theoretical contexts while responding ethically and maintaining integrity in professional and personal settings.

Learning objectives:

1 Understand the key stages in the negotiation process and recognize the terms associated with negotiation strategies.

2 Identify tactics and strategies that may be used against you in negotiation processes.

3 Apply effective negotiation strategies through practical exercises, while being mindful of team dynamics.



Dispute Resolution and Negotiation

Understanding Peace

Johan Galtung, the father of peace studies, defines peace as “absence of personal and structural violence.”^{xxi} Personal violence is defined as harmful behaviours that one person directs toward another, including physical abuse, sexual violence, threatening actions, stalking, harassment, and property damage. Personal violence can be seen in actions that are intended to cause harm, instil fear, or control the victim, impacting their physical, emotional, or psychological well-being.^{xxii} Structural violence on the other hand is harm caused by an agent that is not easily identifiable. It occurs in environments where no clearly identifiable actor creates significant inequalities, undermining the intended equality within a society leading to conflict. Peace is thus defined as a state where individuals are free from direct harm, fear, or control, and where societal systems are equitable, preventing inequalities that lead to conflict.

Peace can be conceptualized in two primary ways:

- **Positive Peace:** presence of harmony, justice, and well-being within society. It emphasizes creating conditions that promote cooperation, mutual understanding, and the flourishing of individuals and communities.
- **Negative Peace:** the absence of war and direct violence. While it eliminates physical conflict, it does not necessarily address issues of justice or social equity.

Nature of Conflict

Conflict arises from disagreements among parties who perceive their goals are incompatible. It is a natural aspect of human interaction, occurring at various levels – interpersonal, group/community, and national. Recognizing the inevitability of conflict is crucial, as its resolution can lead to constructive change.

Conflict Prevention

Conflict prevention focuses on identifying and addressing the underlying conditions that may lead to disputes before they escalate. Key strategies include:

- **Early Warning Mechanisms:** Systems designed to detect potential conflicts early.
- **Mediation:** Engaging neutral parties to facilitate dialogue and understanding.
- **Diplomatic Efforts:** Utilizing negotiation and dialogue to resolve tensions proactively.

Conflict Resolution

Conflict resolution aims to address disputes through non-violent means. This process includes:

- **Negotiation:** Direct discussions between parties to reach an agreement.
- **Mediation:** Involvement of a neutral third party to assist in finding a resolution.
- **Dialogue:** Open communication to foster understanding and trust.

Beyond merely resolving ongoing conflicts, this process also seeks to address underlying causes, ensuring long-term solutions to prevent recurrence.



Dispute resolution

Dispute resolution is a process of resolving conflicts with the intention of building peace, most commonly through arbitration, mediation, negotiation, and Alternative Dispute Resolution (ADR).^{xxiii} Youth leadership is crucial for the peace and security of any society. In Africa, young people are often marginalized in (political) processes, and this marginalization not only deprives young individuals of their potential contributions but also perpetuates cycles of disillusionment and disengagement from their civic duties which can be weaponised thus needing redress.^{xxiv}

- **Negotiation:** The most informal ADR method, allowing parties to reach an agreement independently, sometimes with a neutral facilitator. Notably, outcomes are non-binding, and parties can still seek litigation for enforceable judgments.
- **Mediation:** A neutral third party assists parties in resolving disputes. More structured than negotiation but less formal than arbitration, outcomes are non-binding, with the option to litigate afterward.
- **Arbitration:** A formal process where a professional arbitrator acts as a judge. Parties follow predetermined rules, and outcomes are typically binding unless a court finds a breach of the agreement

The above three methods are popular dispute resolution methods based on their ability to offer faster, cheaper, and more flexible resolutions compared to traditional litigation. These processes are typically less formal, allowing for more tailored outcomes and reducing costs and delays. ADR also provides an opportunity to preserve important relationships by fostering collaboration rather than adversarial confrontation, making it especially valuable in business, family, and employment disputes. Additionally, they offer a degree of privacy and confidentiality ensuring sensitive matters remain out of the public eye, further enhancing their appeal as a more efficient, discreet, and effective alternative to court proceedings. See diagram below for a list of more dispute resolution mechanisms.^{xxv}





CASE STUDY

Dispute Resolution and Negotiation

At 25 years old, Hon. Patience Masua was Namibia's youngest Member of Parliament. She held the positions of Secretary-General of Namibia National Students Organization (NANSO) and as the Speaker of the University of Namibia (UNAM) Student Representative Council (SRC), at the University of Namibia (UNAM). Apart from her work in politics, Patience is very passionate about empowering young people through education and currently serves as the Namibian Country Director of the Southern Africa Youth Forum (SAYOF). Hon. Masua is also the Founder and Director of Patience Masua Foundation (PMF Africa). An organization that she Founded to continue her work on empowering young people through education and development opportunities.

Learn more about Hon. Patience Masua and how she became an influential youth advocate at the age of 25, and discover insights on how young people can similarly contribute to positive change. Below is a Question-and-Answer session with Hon. Masua.

“

Question-and-Answer session
with Hon. Patience Masua,
Member of Parliament,
Republic of Namibia.

”

Q What insights can you share about youth engagement in dispute resolution and negotiation in Africa, based on your experience as a young leader?

A As a young Member of Parliament (MP) and a member of the AU Network of Youth in Conflict Prevention and Mediation, I have firsthand experience of how youth can contribute meaningfully to dispute resolution and negotiation in Africa. Youth engagement is evolving, with increasing opportunities for young people to participate in both formal and informal processes.

From my experience, I've observed that youth often bring innovative ideas and approaches, particularly in resolving localized or community-based disputes that directly involve young people. However, grassroots and marginalized youth are still largely excluded from high-level negotiations.





There is a clear need for more structured pathways that enable young leaders to engage actively in formal processes, in addition to their work in grassroots peacebuilding efforts.

The African Union (AU) has made significant progress in this area, particularly through initiatives like the African Youth Ambassadors for Peace (AYAPs), the AU Youth Envoy, and the recently established WiseYouth Network. However, these efforts need to be further expanded and integrated into national structures to enhance their effectiveness.

Q What essential leadership skills are needed for dispute resolution and negotiation, and how can youth start developing these in their communities?

A In my experience as a young MP, I've found that essential leadership skills for dispute resolution include Diplomacy, Emotional intelligence and Strategic communication.

These skills are critical for youth leaders, who often bring more radical approaches to negotiation. It's important for young leaders to develop the ability to negotiate with a range of stakeholders – from government officials to community members – while ensuring that trust is built and maintained throughout the process.

For youth to cultivate these skills, they must actively engage in their communities, take leadership roles in local initiatives, and seek mentorship from experienced leaders.

Programmes focusing on negotiation and mediation skills are vital. Such programmes should be grounded in practical, real-world conflict scenarios that allow young people to develop their abilities in a safe and supportive environment.

Q What key gaps have you experienced or observed in dispute resolution and negotiation from a youth perspective?

A From my perspective, one of the most significant gaps is the limited institutional support for youth involvement in formal

negotiations. There is often a lack of mentorship, training, and capacity-building opportunities, which impedes young people's ability to engage effectively in high-level discussions.

Another challenge is the generational gap in leadership. Often, young people are not seen as credible negotiators or mediators by older, more established leaders. This marginalization of youth voices creates an imbalance in decision-making processes, even though youth are frequently at the forefront of community engagement and have a better understanding of the issues affecting our generation.

Q What key advocacy strategies can youth across the continent use to support each other in building skills for dispute resolution and negotiation?

A Youth across the continent can strengthen their skills by forming coalitions and networks that facilitate peer support and knowledge-sharing. As a young MP, I have worked on creating such networks at both the national and regional levels.

Some key advocacy strategies include:

1. Engaging with policymakers to ensure youth representation at negotiation tables.
2. Using social media to raise awareness about the importance of youth involvement in peacebuilding.
3. Organizing regional forums where young leaders can exchange best practices and discuss challenges.
4. Collaborative campaigns and workshops to amplify the voices of young people and ensure their contributions are recognized in formal governance and peace processes.

These strategies can create a unified front for youth engagement in conflict resolution and help ensure that young people's contributions are fully acknowledged. 🌞





Peacebuilding

Pacebuilding encompasses a wide range of activities aimed at creating a harmonious society where individuals can coexist peacefully. It is a proactive approach that seeks to address the underlying causes of conflict before they escalate into violence. The essence of peacebuilding lies in fostering mutual understanding, promoting social cohesion, and creating environments where dialogue and cooperation are prioritized. The overarching goal of peacebuilding is to address the root causes of conflict and violence, fostering sustainable peace.^{xxvi} This requires a long-term commitment from all sectors of society, including government, civil society, and the private sector, to work collaboratively towards common goals.

Key components of peacebuilding include:

- **Policymaking:** Effective policies are essential for building trust among communities and preventing future conflicts. Therefore, developing frameworks that promote peace, and stability becomes a key facet of peacebuilding. This involves creating policies that address social inequalities, ensure equitable resource distribution, and involve diverse community stakeholders in decision-making processes. An illustration of this can be seen in the South African Truth and Reconciliation Commission (TRC) process which is a policy outcome intended to drive peace making through national healing.^{xxvii} A further example is the Gacaca Courts in Rwanda which were closed in June 2012 after having served for 10 years and tried approximately over two million cases.^{xxviii}
- **Legal Frameworks:** A robust legal framework which safeguards human rights and providing mechanisms for accountability. The Legal systems should be accessible and fair, allowing individuals to seek justice and redress for grievances building societal trust and discourage future violence.^{xxix}
- **Socio-Economic Development:** Improving living conditions to reduce tensions is essential. Addressing economic disparities and enhancing living standards are vital for mitigating conflict, which collectively fosters stability and community resilience.
- **Human Rights Promotion:** Promoting human rights is fundamental to preventing grievances involves raising awareness, educating communities about their rights, and ensuring that marginalized groups have a voice in societal issues.^{xxx}

Post-Conflict Reconstruction and Development

Post-conflict reconstruction refers to the multifaceted processes involved in rebuilding societies after conflict. This critical phase not only aims to restore physical and institutional infrastructures but also focuses on healing societal wounds and fostering reconciliation among diverse groups (TRC South Africa).^{xxxi} Empowering youth through meaningful participation in reconstruction efforts can significantly enhance the prospects for sustainable peace and development.

Post-conflict reconstruction includes:

- **Disarmament, Demobilization, and Reintegration (DDR):** this is a collective process including technical assistance which includes restoring social cohesion also addressing the needs of former fighters and providing them with opportunities to contribute positively to their communities.^{xxxii}



- **Institutional Rebuilding:** Strengthening governance and public institutions to ensure they are effective, transparent, and accountable. This involves reforming institutions to be more inclusive and representative of all societal segments, which is essential for rebuilding public trust and fostering effective governance.^{xxxiii}
- **Infrastructure Reconstruction:** Restoring essential physical structures for community life, such as schools, hospitals, roads, and housing. This is foundational for normalizing life in post-conflict settings and ensuring that communities have the resources necessary for daily living and economic activity.^{xxxiv}
- **Long-Term Peace and Stability:** Creating conditions that support lasting peace involves ongoing dialogue, reconciliation efforts, and inclusive development initiatives. Building resilience in communities against potential future conflicts requires a holistic approach that addresses social, economic, and political factors. ☀





SIMULATION 1

The content provided herein is purely fictional and for illustrative purposes only and any resemblance to actual events, individuals, or organizations is purely coincidental. Participants will be divided into two groups for roleplay or any other facilitated approach to evaluate the participants understanding of the concepts.

Group 1: Thirst for peace

Objective: To understand positive and negative peace, the nature of conflict, and conflict resolution.

Context: Participants represent different community stakeholders in a rural African village facing resource (water) scarcity due to climate change.

Scenario: The village has been experiencing increasing tensions as farmers and pastoralists clash over access to water sources. This has led to heated arguments and occasional violence between and among villagers.

Setup: Assign roles such as community elders, farmers, pastoralists, women's groups, local government officials, and youth representatives.

Process:

1. **Initial Discussion:** Each group presents their perspective on the water crisis (climate change induces drought) and its impact on their livelihoods.
2. **Conflict Eruption:** Facilitate a sudden disruption where one group makes a provocative statement, igniting a conflict. This simulates the nature of conflict arising from perceived incompatible goals.
3. **Resolution Efforts:** Introduce a neutral mediator (another participant) who helps facilitate dialogue. Groups must negotiate and reach a consensus on a sustainable water-sharing plan, focusing on creating positive peace through cooperation.

Reflection: After the exercise, participants discuss what strategies were effective in resolving the conflict and how different types of peace were addressed.





SIMULATION 2

Group 2: Journey to recovery

Objective: To explore post-conflict reconstruction, peacebuilding strategies, and the importance of socio-economic development.

Context: Participants are tasked with rebuilding a fictional country, recovering from a decade of civil conflict.

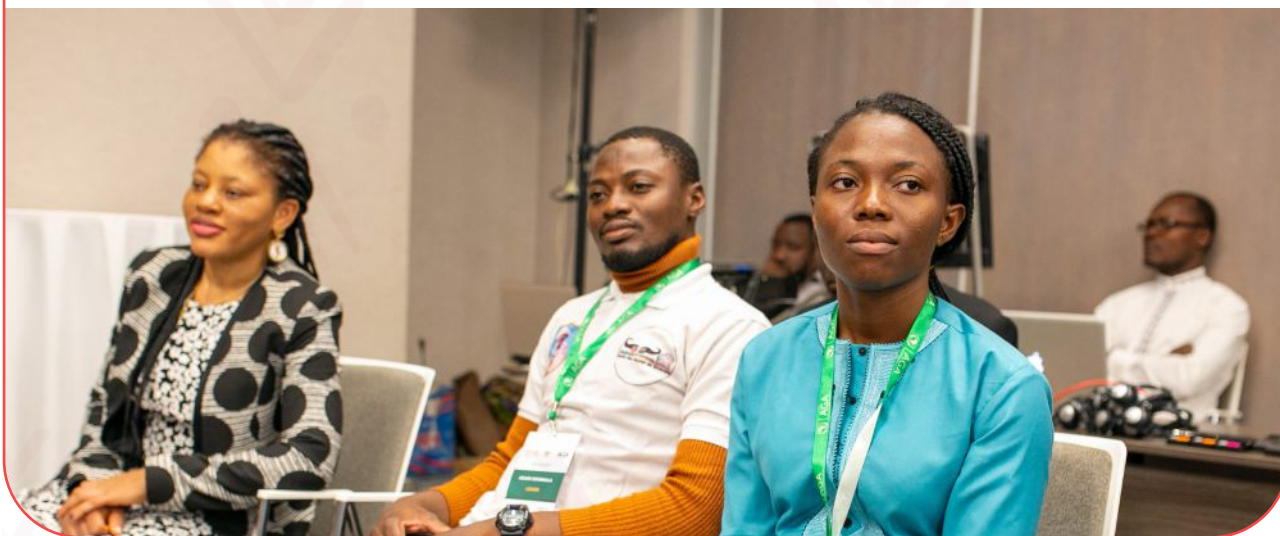
Scenario: The country is rich in resources but has suffered from economic inequality, leading to civil strife. Participants must address the root causes while focusing on immediate needs for rebuilding.

Setup: Assign roles such as government officials, NGOs, community leaders, and international agencies. Each role has specific interests (e.g., human rights promotion, economic development, infrastructure rebuilding).

Process:

1. **Initial Discussion:** Each group identifies urgent needs for reconstruction (e.g., rebuilding schools, restoring health services, ensuring human rights protections).
2. **Policy Development:** Facilitate a sudden disruption where one group makes a provocative statement, igniting a conflict. This simulates the nature of conflict arising from perceived incompatible goals.
3. **Presentation and Negotiation:** Groups present their plans, followed by a negotiation phase where they must address conflicting interests (e.g., budget allocations, prioritization of projects).

Reflection: After the exercise, participants reflect on the challenges of balancing diverse needs, the importance of inclusive policies, and how different strategies contribute to long-term peace and stability.





MODULE 3: INCLUSIVE LEADERSHIP MODELS

MODULE DELIVERY TIME: HALF A DAY



Background

Youth leadership in democratic governance processes remains a critical issue across the continent. The ability to lead effectively is a complex, multifaceted challenge that requires an approach that is not only efficient but also inclusive. Inclusive leadership, as a governance strategy, is valuable only when it is successfully implemented – moving beyond rhetoric to meaningful action. This is exemplified by the experiences of young people who feel respected, treated fairly, and regarded as valuable members of society. For inclusive leadership to be truly effective, it must be integrated across all governance structures and sectors of society. Youth participation and access to opportunities should not be a mere result of demand, but rather a foundational element of policy.

Inclusive leadership entails the capacity to embrace the diversity of the population, understanding their unique needs, aspirations, and characteristics. It involves creating an environment where all members of society feel accepted, heard, and supported in their collective journey.

Learning outcome:

1. Understand the Social Nature of Leadership, recognizing that leadership is a dynamic, shared process shaped by relationships, cultures, and systems, empowering individuals to collaborate toward collective goals.
2. Identify Traits of Inclusive Leadership and able to explain the key characteristics of inclusive leadership, including commitment, courage, cognizance, curiosity, cultural intelligence, and collaboration, and their importance in fostering diverse and effective leadership.
3. Evaluate Different Leadership Styles identifying when each is most appropriate for different situations and organizational needs.

Learning objectives:

1 Understand the multi-dimensional nature of leadership and its application.

2 Understand the strategies and ideas to promote inclusive leadership.

3 Apply inclusive ideas to diversify participation of youth in governance and across all sectors.



The Nature of Leadership

Leadership is a social process that empowers individuals to collaborate in achieving outcomes that would be impossible to reach individually. This definition of leadership shifts the focus away from concentrating all leadership responsibilities on a few individuals, allowing others to discover and cultivate their own leadership potential. It promotes a more inclusive and shared approach to leadership.

This perspective is both realistic and adaptive, as it acknowledges that leadership does not occur in isolation. Instead, it is shaped by and responds to a complex web of relationships, cultures, and systems. Leadership is a dynamic process that evolves through interaction and collective engagement.^{xxxv}

The diagram below shows signature traits of inclusive leaders.^{xxxvi}





1. **Commitment:** Inclusive leaders demonstrate genuine dedication to diversity, challenge norms, hold others accountable, and prioritize inclusion. Today's youth, pragmatic by nature, value commitment in their participation.
2. **Courage:** Inclusive leaders acknowledge mistakes, remain humble, and create space for others to contribute. Young people show courage by questioning authority and demanding accountability.
3. **Cognizance:** Inclusive leaders recognize personal biases and systemic flaws, striving for fairness and merit-based outcomes.
4. **Curiosity:** Inclusive leaders listen empathetically and seek to understand others without judgment, showing openness to new perspectives.
5. **Cultural Intelligence:** Inclusive leaders adapt to diverse cultures, understanding the importance of leveraging these differences for collaboration, governance, peace, and development.
6. **Collaboration:** Inclusive leaders empower others by promoting diverse viewpoints, ensuring psychological safety, and fostering team cohesion, often through knowledge-sharing in digital spaces.

Leadership Traits and the DAC Framework

The leadership traits described above go beyond a focus on leaders, followers, and shared goals. Instead, they emphasize the importance of the shared outcomes of leadership. There are several leadership frameworks that are both suitable and applicable across different environments. One such framework is the Direction, Alignment, and Commitment (DAC) model, which integrates the ability to plan, deploy skills, and build mutual commitment. This framework will be explained in more detail below.

DAC – A Framework for Effective Leadership^{xxxii}

While there are countless definitions of leadership, research has shown that one consistent model is effective across all types of leadership situations – this is the DAC framework. Leadership is not merely a theory; it is something you can observe. Effective leadership can be seen in action in various contexts – whether at home, in the workplace, in your community, or within government. To recognize leadership in practice, you need to look for three key outcomes: direction, alignment, and commitment.

	HAPPENING	NOT HAPPENING
 DIRECTION	Everyone agrees on a vision, a desired future, or a set of goals to achieve together	Lack of agreement on priorities; people feel pulled in different directions
 ALIGNMENT	Everyone is clear about each other's roles and responsibilities; work feels coordinated	Deadlines are missed; work is required; there's duplication of effort and competition
 COMMITMENT	Everyone helps the group succeed; there's a sense of trust and mutual responsibility	Only the easy things get done; people seem focused only on what's in it for them



A useful model for understanding effective leadership is the image of a three-legged stool. Each leg of the stool represents one of the key outcomes of leadership: Direction, Alignment, and Commitment. If one of the legs is too short, the stool becomes unbalanced and difficult to sit on. Similarly, effective leadership requires a balance of all three components – Direction, Alignment, and Commitment. Without this balance, achieving effective leadership would be nearly impossible.

Looking at the Direction, Alignment, and Commitment (DAC), it can be noticed that leadership is not the responsibility of just one person. Instead, it is the actions, interactions, commitments, and exchanges of many individuals that made effective leadership possible. Different people played different roles in creating Direction, Alignment, and Commitment.

By viewing leadership through the lens of Direction, Alignment, and Commitment, one can clearly identify the multiple individuals involved in the leadership process. Furthermore, it becomes easy to recognize how actions that might not traditionally have been considered "leadership" can contribute to the overall success of leadership.



The Six styles of Leadership

Leadership Style	Description	When to Use
 Coercive Leadership	Characterized by top-down decision-making, an authoritarian approach, and a "do-what-I-say" attitude. Produces short-term results but harms culture long-term.	Useful in crisis situations requiring swift, decisive action, such as corporate takeovers or emergency room settings. Avoid in most other situations.
 Authoritative Leadership	Motivates teams by connecting their work to a larger organizational strategy. Encourages autonomy and creativity while setting clear guidelines.	Effective during times of change, crisis, or uncertainty. Helps guide teams with a clear sense of direction and purpose.
 Pacesetter Leadership	Involves setting high standards for both the leader and the team. Focuses on continual pursuit of excellence, which can lead to burnout if overdone.	Works well in highly motivated, competent teams, such as R&D or legal groups. Should be balanced with other styles to avoid burnout.
 Affiliative Leadership	Builds strong emotional bonds, fosters camaraderie, and creates a positive, supportive environment. Prioritizes care and team cohesion.	Best used for fostering a positive culture and team spirit. Should be combined with other styles for feedback and addressing complex challenges.
 Democratic Leadership	Empowers team members by involving them in decision-making. Encourages input and values diverse perspectives, fostering a sense of ownership and responsibility.	Ideal when you are unsure of the best course of action or need to generate ideas. Not effective when team members lack experience or in times of crisis.
 Coaching Leadership	Focuses on individual development, helping team members reflect on their goals and supporting their long-term growth.	Useful when focusing on personal and professional development. Helps team members build skills for long-term success.

Strategies for youth inclusion in leadership

i. Equipping Young Leaders with Necessary Skills

Capacity building helps to equip young leaders with the necessary skills to lead their communities towards peace and security. Through training, mentoring, coaching, and networking, young leaders are exposed to various skills that include conflict resolution, mediation, negotiation, communication, and leadership. These skills are important for resolving conflicts, promoting dialogue, and building relationships between different groups.

**ii. Building Confidence and Self-Esteem**

Capacity building activities such as training and mentoring help to build the confidence and self-esteem of young leaders. These activities provide young leaders with the opportunity to practice their skills and receive feedback. This helps to build their confidence in their abilities and contributes to their overall leadership development.

iii. Enhancing Networking and Collaboration

Capacity building activities such as seminars, workshops, and conferences provide young leaders with the opportunity to network and collaborate with other young leaders and experts in the field of peace and security. This helps to build relationships and partnerships that contribute to peace and security efforts.

iv. Increasing Access to Resources

Capacity building activities provide young leaders with access to resources such as funding, training materials, and technical assistance. This helps to strengthen their organizations and contributes to their overall effectiveness in peace and security efforts.

v. Building Knowledge and Information

Capacity building activities provide young leaders with the necessary knowledge and information required for achieving peace and security in their communities. This includes understanding the root causes and dynamics of conflicts, the different strategies available for addressing them, and the various factors that contribute to peace and security.

vi. Encourage open communication

Creating deliberate opportunities to listen to diverse voices and perspectives among youth to determine the choice of initiatives intended for them goes a long way in streamlining inclusivity and a sense of belonging and ownership. 





SIMULATION

Using the table below, and in two or three groups discuss the leadership style applicable to each scenario and explain why.

Scenario	Situation	Challenge	What Leadership style to apply	Possible outcomes
Crisis in an Organization	Your organization is facing a major financial crisis. Stock prices are plummeting, layoffs are being considered. You need to make quick decisions.	Stabilize the company by making swift, top-down decisions. Communicate clearly to investors, employees, and the public.		Success: Crisis is averted, but team morale may suffer. Failure: Crisis deepens, morale is harmed, and performance suffers.
Organizational Transformation	Your company is undergoing a significant shift (e.g., digital transformation), and employees are uncertain and resistant to change.	Lead the transformation by articulating a compelling vision and guiding employees through the change while empowering them.		Success: Employees align with the vision, morale improves, and performance increases. Failure: Employees remain resistant, transformation fails.
High-Performance Team	You lead a highly skilled and motivated Research and Development team. You need to push them to deliver a breakthrough product under a tight timeline.	Set high standards for yourself and the team, keep them motivated, but avoid burnout.		Success: Breakthrough achieved, but risk of burnout. Failure: Team experiences stress and burnout, reducing productivity.
Building Team Cohesion	Your team has high turnover, and there is a lack of collaboration between new and old members. The culture is fractured.	Rebuild team morale and trust. Foster relationships and create a supportive environment for both new and existing members.		Success: Team cohesion improves, and collaboration strengthens. Failure: Team remains disconnected, collaboration suffers.
Decision-Making in Uncertainty	Your team faces a complex challenge with no clear solution. Opinions differ, and you need a collective decision.	Facilitate a decision making process where all team members feel heard. Build consensus and make a final decision.		Success: Decision is well-supported, and innovative solutions emerge. Failure: Decision-making is delayed, and the team remains divided.
Developing Talent	A junior team member is struggling but shows potential. They need guidance to develop skills for long-term success.	Provide coaching to help the team member reflect on their development and build the skills they need to improve.		Success: Team member improves, showing growth in skills and performance. Failure: Team member remains stagnant and disengaged.



SECTION B

Youth in Action: Lead and Resolve

MODULE 4: DIGITAL LEADERSHIP SKILLS

MODULE DELIVERY TIME: HALF A DAY

Background

Several preconditions must be met for Africa to realize the much-aspired digital transformation and be a globally competitive continent. The main one among them is the investment in and cultivation of highly skilled people, as producers, consumers and innovators of digital technologies. Investing in digital capabilities of citizens underpinned by both technological and human capacity offers the most robust strategy for the future. A critical mass of skilled workforce that can effectively master and apply emerging technological advancements and their sophisticated integration within every aspect of the social, economic and political systems is needed. Similarly, as active participants in the digital ecosystem, citizens must possess digital capabilities to embrace and use digital advancement in their daily lives. Emerging technologies require measures to continue building the digital skills of people not only as consumers but also as citizens. A collective digital capacity at individual, organizational and sectoral level is deemed critical to sustainably capitalize on home-grown and adaptive technological advancements.^{XXXVIII}

Learning outcome:

To understand in depth that digital leadership skills are not only technologically inclined but rather they are inclusive of creative, collaborative, critical thinkers, and emotionally intelligent. Skills and knowledge to manage remote teams and use new technologies effectively are similarly important.



Learning objectives:

1

Leaders with a digital mindset understand its significant power for “voice” in democratic spaces.

2

Digital leadership itself requires a responsibility that navigates spaces, opinions, and deep understanding or remote leadership skills.



Digital leadership:

The political landscape is rapidly evolving due to technological advancements. The leaders of today need to be agile, adapting their strategies to new tools and platforms while remaining responsive to shifting public opinions and trends.^{xxxix} Digital leadership therefore enables the diversity of voices to be heard within political discourse. Digital leadership requires the ability to utilize social media and other online platforms for direct two-way communication that fosters and enhances transparency and accountability.^{xl} This requires remaining knowledgeable about contemporary technological developments, assessing threats or opportunities and making the right changes that suit the context.

Skill	Definition	Function	Platforms
Digital literacy (communication)	The ability to use digital tools and platforms for communication, collaboration or information.	Enables leaders to use digital technologies for engaging stakeholders, managing teams, driving initiatives, empowering them to leverage technology in decision-making or daily operations.	Facebook, X, Instagram, LinkedIn, TikTok, YouTube, SoundCloud, Pinterest, Slack, MS Teams, Zoom, Asana, OneDrive, etc
Data Analytics	To extract insights that inform strategic decisions	The ability to interpret analytics to guide policy-making and organizational strategies.	Tableau, Microsoft Power BI, Google Analytics, R, Apache Spark, IBM Cognos Analytics, etc
Cybersecurity awareness	The ability to be aware of process	Cybersecurity awareness is the ongoing effort to educate employees about online threats, prevention, and response to incidents. It fosters proactive responsibility for protecting assets by understanding and mitigating risks. ^{xli}	Security Onion, SANS Security Awareness, etc
Collaboration and Networking	The ability to work effectively with diverse teams and build networks across sectors	To build relationships, share ideas, gain support including petitioning, advocacy and resource mobilization. ^{xlii}	LinkedIn, Slack, MS, Monday.com, Asana, Zoom, Notion, etc

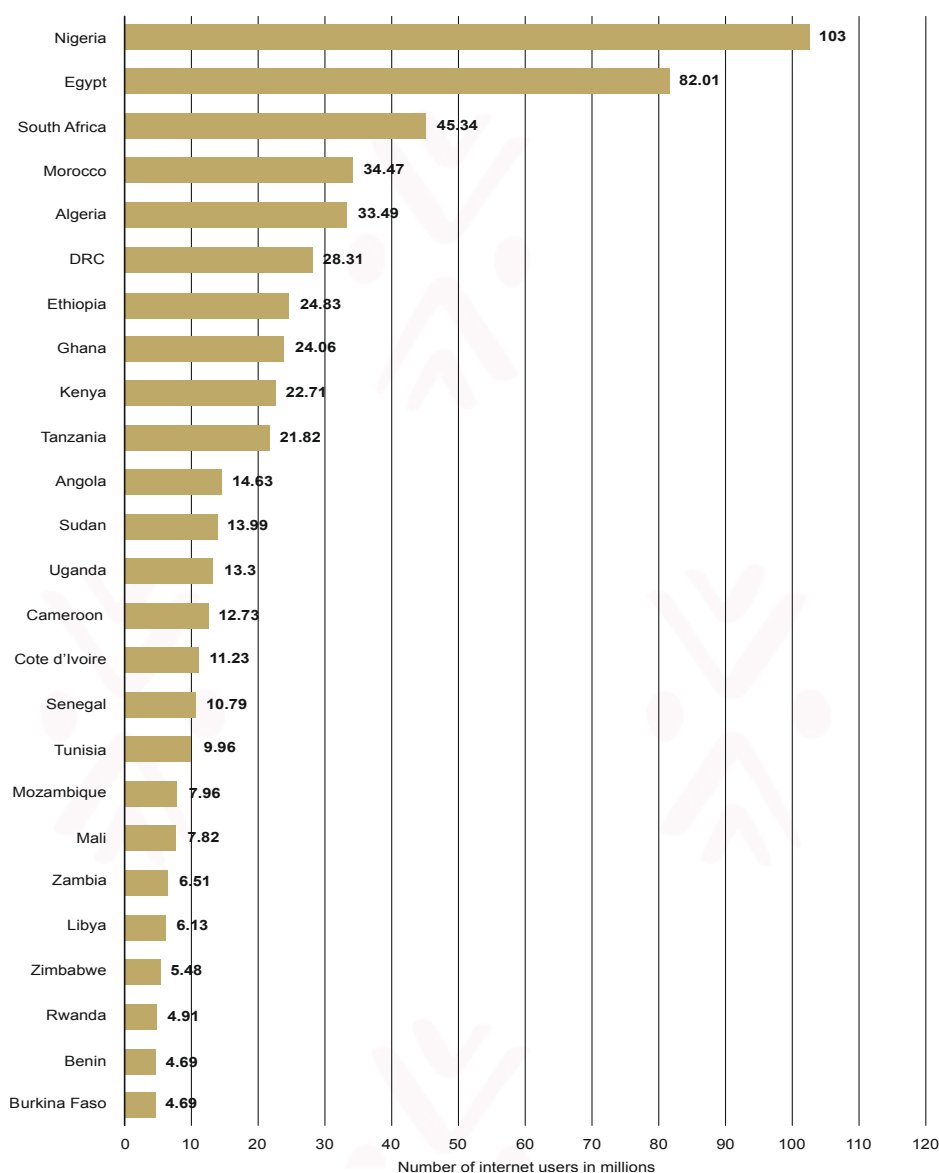


Digital divide

African governments have been noted to be actively pursuing national policies to tackle these disparities of digital divide while NGOs and international organizations also have equally helped to connect underserved populations.^{XLIII} Most notably, it has been observed that there is still a significant lack of access to reliable network coverage, stable electricity, quality infrastructure, and consistent, fast connectivity, all of which hinder development.^{XLIV}

The supreme currency in the digital age are people and their skills. With appropriate and coordinated human and institutional capacity development strategy, Africa's most precious asset, the youth who constitute 60% of the overall population, can be remodelled, harnessed, empowered and transformed into a digitally adaptive, skilled and innovative workforce that not only comprehend, adopt and move with global trends but chart its own digital pathways towards inclusive growth and development. New pathways with new sources of job creation are possible in this age of technological change.^{XLV}

Number of internet users by country (2024)^{XLVI}





Digital skills gap

There are various debates at play on the future of democracy in the digital age. Despite decreasing levels of trust in traditional representative institutions and political actors, individuals are willing to engage in the public sphere. Digital technologies provide additional opportunities to express this engagement: citizens participate in online conversations, consultations and deliberations; contribute online to causes they support, including financially; and share their input through digital platforms that help hold public institutions to account.

In recent years, deliberative forms of democracy have increasingly been used to complement representative democracy, thereby enhancing the transparency and inclusiveness of the public decision-making process at all levels of government. Digital transformation has introduced a new array of tools for deliberative democracy, contributing to its broader adoption. It is also reshaping the political and civil society landscape.^{XLVII}

Skills

- Creativity in problem-solving and adapting to changing situations, allowing leaders to devise innovative solutions and inspire new ideas.
- Collaboration for building a cohesive team, especially when team members are distributed. Collaborative leaders foster trust and inclusivity, encouraging everyone to contribute.
- Critical Thinking to support strategic decision-making, enabling leaders to assess complex issues, anticipate challenges, and make data-informed choices.
- Emotional Intelligence for understanding and responding to team members' emotions, building resilience, and maintaining morale, which is crucial in remote settings.
- Remote Management Skills to understand remote dynamics and be able to manage effectively including trust-building, setting clear expectations, and maintaining accountability.
- Tech Proficiency and familiarity with digital tools and platforms enhances communication, project management, and productivity, enabling smooth and efficient remote work.





Digital usage in democratic and governance spaces

To effectively implement digital solutions in democratic processes, it's important to carefully assess and mitigate risks while maximizing potential opportunities. This can be achieved through robust planning, testing, and implementation, as well as ongoing monitoring and evaluation.

Aspect	Description	Benefits	Risks
Increasing Participation	Use of digital technologies to engage citizens in democratic processes.	Enhances civic engagement and voter turnout.	May exclude those without digital access.
Promoting Transparency	Technologies that provide access to government data and decision-making processes.	Improves accountability and public trust.	Data may be manipulated or misrepresented.
Supporting Civic Activism	Tools that facilitate dialogue between citizens and decision-makers.	Empowers grassroots movements and community organizing.	Can be co-opted for malicious purposes.
Electoral Processes	Digitization of voting and election management systems.	Increases transparency and reduces electoral fraud.	Potential for hacking or technical failures.
Digital Divide	Disparities in internet access affecting participation and representation	Can bridge gaps with targeted initiatives.	Deepens social and political inequalities.
State Repression	Use of technology for surveillance and control over civic spaces	Can enhance security for vulnerable populations	Erodes privacy and civil liberties.
Disinformation	Spread of false information via social media and other digital platforms.	Raises awareness of misinformation issues.	Can undermine public trust and democratic processes.





CASE STUDY



Xsê Social Media Campaign by the Independent Electoral Commission of South Africa

Problem

The Independent Electoral Commission of South Africa (IEC) faced significant challenges in voter registration and turnout, particularly among young voters. While there was a 47.2% increase in voter registration since the first official voters' roll in 1999, the pace was not sufficient to match the growing voting-age population. Analysis of the 2014 election revealed a decline in voter turnout from 77% in 2009 to 74%, with a troubling 27% turnout rate among eligible voters aged 18 to 29. This trend posed a serious threat to South Africa's democratic future, prompting the need for effective interventions to engage this demographic and ensure greater participation.

Strategy

In response to these challenges, the IEC launched the **Xsê Social Media Campaign** aimed at increasing voter registration and reducing disparities among age cohorts, particularly youth. The campaign employed targeted outreach strategies based on data analysis to educate citizens on the importance of voting and their role in shaping the country's future. Key initiatives included:

1. **Targeted Outreach:** The campaign focused on underrepresented groups, including prisoners and South African immigrants, to ensure their inclusion in the electoral process.



2. **Innovative Communication:** Utilizing digital platforms, the IEC employed social media channels such as Facebook, Twitter, Instagram, and YouTube to reach young voters, delivering engaging and relevant content.
3. **Community Engagement:** Collaborations with grassroots organizations and influencers helped tailor the campaign to community values, fostering local support and participation.
4. **Voter Information Updates:** The campaign emphasized the importance of maintaining accurate voter information through its website and a Voting Station Finder app, allowing users to verify and update their registration details.

Results

The Xsê campaign significantly enhanced voter engagement and awareness leading up to the 2019 National and Provincial Elections. Key outcomes included:

- **Increased Digital Presence:** The IEC saw substantial growth in social media followers, with Twitter followers rising from 196,000 to 214,000, and Facebook likes exceeding 343,000.
- **Engagement Metrics:** The campaign achieved notable engagement rates, including a Facebook post with a 4.59% interaction rate just before Election Day and a 0.28% engagement rate on Instagram.
- **Broad Reach:** The IEC's educational video for digital platforms garnered 844,000 views, and pre-voting advertisements on YouTube received over 2.1 million impressions.
- **Enhanced Awareness:** The campaign effectively raised awareness about voter registration, combating misinformation, and encouraging civic participation among the youth.

The emphasis on cultivating a highly skilled workforce – equipped not only with technical expertise but also with creative, collaborative, and emotionally intelligent leadership – will be crucial for navigating the complexities of the digital landscape. By fostering digital literacy, encouraging civic engagement, and addressing the digital divide, African nations can empower their citizens to actively participate in democratic processes and shape their own futures. 🌞



MODULE 5: DESIGN THINKING AND SOLUTION BUILDING

MODULE DELIVERY TIME: HALF A DAY

Background

Design thinking is a mindset and approach to problem-solving and innovation anchored around human-centered design. Design thinking is different from other innovation and ideation processes in that it's solution-based and user-centric rather than problem-based. This means it focuses on the solution to a problem instead of the problem itself.^{XLVIII} Human-centered design is a practice that emphasizes four key principles. It prioritizes people and their context, aiming to understand and address the root problems. They recognize that everything is part of a complex system with interconnected elements. They also focus on making small, iterative interventions, continuously prototyping, testing, and refining products and services to ensure they effectively meet the needs of the people they serve.^{XLIX}

Design thinking is a human-centered approach to innovation that emphasizes empathy, collaboration, experimentation, and iteration. It can help government agencies to better understand the needs and expectations of their citizens, and to deliver solutions that are more effective, efficient, and satisfying.^L

Learning outcome:

Understand how design thinking can be used in various situations, both small and large, and learn how to creatively analyse and approach design challenges and possibilities.



Learning objectives:

1

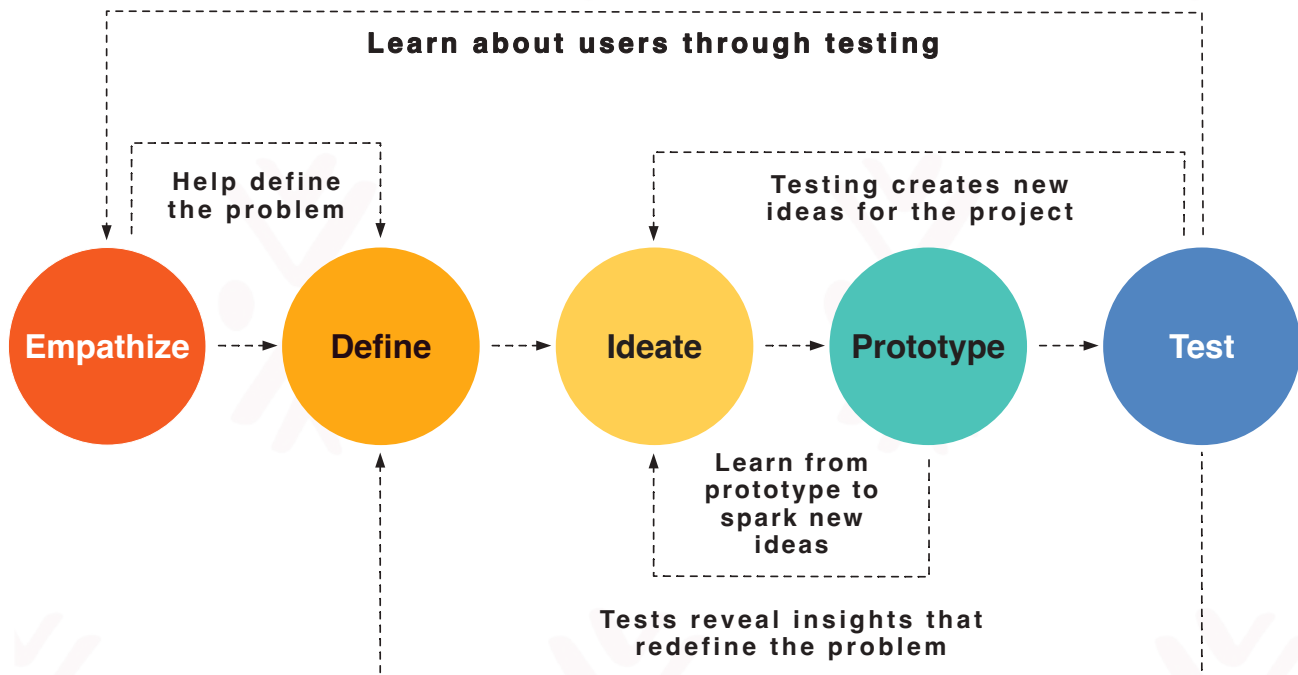
Demonstrate how creativity, a positive mindset, and drawing on people's experiences can lead to successful innovative solutions for engaging youth in governance through an understanding of design thinking.



By Willowbl00 - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=36933202>

Stages of design thinking^{LI}

Design Thinking: a non-linear approach





Linking design thinking to democracy and governance.

Africa boasts the world's youngest population, with 70% in sub-Saharan Africa and under the age of 30. A large youth population presents a significant opportunity for the continent's development, provided that these emerging generations receive the necessary support to realize their full potential. Involving young people in decision-making processes and offering them opportunities to work, innovate, and lead is crucial for sustainable progress. Engaging youth in politics and society is not only essential for inclusion but also for fostering economic growth, creativity, and ensuring peace and security.

Design thinking offers a powerful framework for promoting inclusion, creativity, and innovation. It provides a platform for difficult yet essential conversations, addresses disparities in governance, and creates spaces for meaningful integration. By embracing design thinking, it becomes possible to develop more effective and equitable systems that support the diverse needs of the population and foster long-term development.

A key component of human centred design is the concept of co-creation and collaboration that fits well with design thinking. Co-creation is a collaborative process that involves multiple stakeholders working together to design and solve problems throughout a project. In Human-Centered Design (HCD), co-creation is a key technique that helps to gather insights from users and stakeholders to guide the development of innovative solutions. In design thinking, it "is an approach where the boundaries between the 'creator' and the 'consumer' blur, leading to a participatory development process. This collaborative model ensures that the solutions devised are not only innovative but also intimately aligned with the users' needs, aspirations, and contexts."^{LII}

Co-creation is a process that can help build youth leadership capacity by empowering young people to contribute to change and be active participants in their communities. Co-creation is based on the idea that young people are experts in their own lives and can best identify solutions to community problems.

In communities' co-creation can:

- Empower local communities by building platforms and arenas to facilitate co-creation.
- Enhance participation to enhance broad-based participation by changing how government engages with citizens and stakeholders.
- Mobilize resources to help mobilize societal resources.

In leadership development

- Builds trust between young people and partners, which can lead to greater collaboration in the future.
- Builds ownership among those involved because they see their ideas represented in the project.
- Creates sustainable outcomes that lead to more sustainable outcomes because more people are invested in the project's success.
- Empowers young people: Co-creation empowers young people to become active contributors to change. 



CASE STUDY



M-PESA

Overview:

M-Pesa is a mobile money platform that has revolutionized access to financial services in Kenya and across East Africa. Beyond its primary function as a mobile money transfer service, M-Pesa has been utilized in governance and political participation, demonstrating how design thinking principles can empower citizens and enhance democratic processes.

Empathy:

- **Understanding the Needs:** Kenya faced significant barriers to financial inclusion, especially in rural areas where banks were scarce, and people had limited access to formal financial systems.
- **Government Engagement:** In the early stages of mobile money's development, designers (including mobile developers, tech companies, and policymakers) focused on the fact that many Kenyans did not have bank accounts or physical addresses but were highly mobile and used basic phones.
- **Citizen-Centered Design:** The goal was to create a platform that could meet the needs of everyday citizens for sending and receiving money, saving, and even paying for goods and services, without the need for bank accounts or expensive infrastructure.



Rosenfeld Media



Ideation and Prototyping:

- Mobile Financial Systems M-Pesa initially aimed to allow peer-to-peer money transfers via mobile phones. Over time, it expanded into a platform for mobile payments for government services (such as paying taxes or purchasing government-issued goods).

Impact:

- Enhanced Political Engagement in rural areas where access to physical infrastructure (like polling stations or banks) is limited. Citizens could participate in public spending or voting on local issues using their mobile phones.
- Governance Innovation which enabled transparent systems for tracking payments and contributions, increasing trust in government processes and reducing corruption.
- Catalyst for Broader Digital Innovation as its success inspired the development of other digital platforms for governance, including mobile apps for public service delivery and platforms for civic feedback.
- Improved Civic Engagement through access to government services allowed citizens to become more active participants in governance, not just as voters, but also as contributors to local and national economic activities (via payments, taxes etc).

Conclusion:

The M-Pesa model, though primarily a mobile money solution, showcases the intersection of design thinking and democratic governance in Kenya. By focusing on accessibility, simplicity, and user-centered design, M-Pesa enabled millions of Kenyans to participate in the economy and governance, particularly in remote areas. M-Pesa has gone beyond Kenya reaching other East African countries – East Africa: Rwanda, Tanzania, Uganda, Botswana, Burundi, Zambia, and Malawi; Asia: Bangladesh and Pakistan; Europe: Germany and the United Kingdom; Middle East: United Arab Emirates and Ethiopia. This case illustrates the potential of mobile technology with citizen centred focus in democratizing access to services, empowering citizens, and improving governmental accountability. M-Pesa has also shown the possibility of its replication in varying economies showing its beauty is access to services for different economies. ☀



International Monetary Fund



SIMULATION

Scenario:

A small town of about 1000 people has just experienced a natural disaster that has seen services such as electricity, water, roads and general services being disrupted. Children's education has been disrupted and they are currently learning in makeshift tents. Health services have also been jeopardised with the only clinic in the community taking emergency cases only. Drinking water is being brought into the town to ensure no diseases begin to develop.

It has been about a month after the disaster and it is now time to rebuild the small town. To manage such incidents in the future, the council has decided to involve their communities. The designing of the community will require involving everyone and their differences from their communities. In total the town is subdivided into 5 communities. The process will not be overnight, but the one thing they all have in common, and are very clear about, is what they do not want to happen if another natural disaster strikes.

Instructions:

You are members of the council of the town (the leadership) and have decided to use the design thinking approach to bring together people and generate new ideas for recovery and rebuilding. The timeline for the recovery period has been set for a year. Using the 5-steps of designing thinking over a period of one year, work together as a team/ or teams.

Apply the following Steps:^{LIII}

1. Empathize: Understand the needs of the users.

In this step, designers put themselves in the user's world to gain a deep understanding of their needs, motivations, and pain points.

- *challenge your own assumptions and uncover insights that may not be immediately apparent.*
- *solutions developed are grounded in real world experiences and address user problems.*





2. **Define:** Identify the problems and needs of the users.

Once a comprehensive understanding of the needs of the user has been established, the next Stage is Define. Here, use the insights that were gathered during the Empathize Stage and they articulate the problem statement or design challenge.

- *set the foundation for the rest of the design process*
- *align the team, focus their efforts, and ensure that the solutions developed are relevant and impactful.*

3. **Ideate:** Create ideas and challenge assumptions.

The Ideation Stage is where creativity takes centre stage. Now you have a deep understanding of the user and a clearly defined problem statement. Engage in brainstorming sessions and collaborative ideation activities to generate a wide range of potential solutions.

- *encouraged to think outside the box, suspend judgement, and explore unconventional ideas.*

4. **Prototype:** Create a tangible solution from the idea.

In the Prototyping Stage, the most promising ideas generated during the Ideate Stage are converted into testable prototypes. Prototyping can range from low fidelity sketches and to highly interactive mock-ups, depending on the stage of the design process and the specific requirements.

- *validate design concepts and gather feedback from users*
- *iterating on prototypes, to refine solutions,*
- *identify potential issues,*
- *ensure that the final product meets the user's needs and expectations.*

5. **Test:** Try out the solutions.

The final Stage of the Design Thinking Process is Test, where the prototypes are put to the test with real users. User testing sessions provide invaluable feedback, allowing designers to identify usability issues, uncover missed opportunities, and gather insights for further improvement.

- *gather actionable feedback that can be used to refine and optimize the design solution.* ☀️





MODULE 6: EMOTIONAL INTELLIGENCE

MODULE DELIVERY TIME: HALF A DAY

Background

In discussions of leadership qualities, emotional intelligence (EI) is increasingly recognized as a vital skill for leaders around the world. This growing emphasis on EI reflects a paradigm shift in leadership.^{LIV} In the past, leaders were often seen as figures who simply directed their teams toward achieving goals. Today, however, effective leaders are self-aware, empathetic, and focused on building meaningful relationships. Modern leaders are not only accountable for their actions, but also deeply attuned to the emotions and needs of their peers and juniors.^{LV} This evolving understanding of leadership underscores the importance of emotional intelligence in creating strong, cohesive teams and fostering a positive work environment.

Learning outcome:

By the end of this module, participants will be able to define and explain the concept of EI and its relevance to leadership, including identifying the key components and competencies of EI. Participants will also be able to explain the role of emotional intelligence in decision-making and teamwork, and assess its impact on team cohesion, problem-solving, and adaptability in dynamic environments.



Learning objectives:

1

Understand the significance of EI in leadership and its growing importance in contemporary leadership models.

2

Explain the key EI competencies and how they contribute to effective leadership.

3

Evaluate the relationship between EI and leadership effectiveness, particularly in fostering trust-based relationships, promoting teamwork, and creating a positive work culture.

4

Demonstrate how EI impacts decision-making and problem-solving in both individual and team settings, with particular attention to conflict resolution and navigating complex situations.

5

Develop strategies for enhancing EI in the workplace, with an emphasis on adapting to change, building collaborative teams, and maintaining stability in a constantly evolving environment.



Understanding EI

Emotional intelligence (EI) or emotional quotient (EQ), refers to the capacity to perceive, utilize, understand, manage, and regulate emotions. A high level of emotional intelligence involves recognizing both personal and others' emotions, using emotional insights to inform thinking and actions, distinguishing and naming different feelings, and adapting emotions to fit various situations.^{LV}

El in Governance

The importance of Emotional Intelligence (EI) is highlighted by the pressing need to build trust-based relationships between the government and its citizens. Public officials, as leaders, must possess a keen awareness and understanding of the emotions of those they lead. Today, the success or failure of administration is not solely dependent on technical proficiency, but rather on how effectively public functionaries use their Emotional Intelligence to manage interactions with both colleagues and the public.^{LVII} The following four competencies routinely represent the different competencies of EI:

Competencies^{LVIII}

	Recognition	Regulation
Personal competence	Self-awareness • Self-confidence • Awareness of your emotional state • Recognizing how your behavior impacts others • Paying attention to how others influence your emotional state	Self-management • Keeping disruptive emotions and impulses in check • Acting in congruence with your values • Handling change flexibly • Pursuing goals and opportunities despite obstacles and setbacks
Social competence	Social-awareness • Picking up the mood in the room • Caring about what others are going through • Hearing what the other person is 'really' sayings	Relationship-management • Getting along well with others • Handling conflict effectively • Clearly expressing ideas/information • Using sensitivity to other people's feelings (empathy) to manage interactions successfully



Importance of EI in leadership

Decision Making

High emotional intelligence enables leaders to better understand their own emotions and those of others. This enhanced awareness allows leaders to assess and navigate complex conversations and situations more effectively, improving their ability to solve problems and resolve conflicts.

Teamwork and Recognizing Team Capacities

Creating a creative, positive, and reinforcing environment significantly contributes to team cohesion. By leveraging the skills of team members effectively, leaders can drive greater impact and achieve better results. When team members feel valued and see the importance of their contributions, the likelihood of success increases.

Trust and Collaboration

Trust is the foundation of successful teams. Key elements that build trust include empathy, clear communication, and an open environment that fosters collaboration and interaction.

Work Culture

Emotional intelligence fosters a supportive environment that encourages growth and helps establish a positive work culture. This includes both the physical environment and the relationships within the team, promoting a sense of well-being and mutual respect.

Adaptability and Agility

In a constantly changing environment, it is essential for a leader to be adaptable and agile. This involves making timely decisions and helping the team navigate change. A leader's ability to maintain stability during periods of transition is crucial for ensuring continued progress and success. 🌞





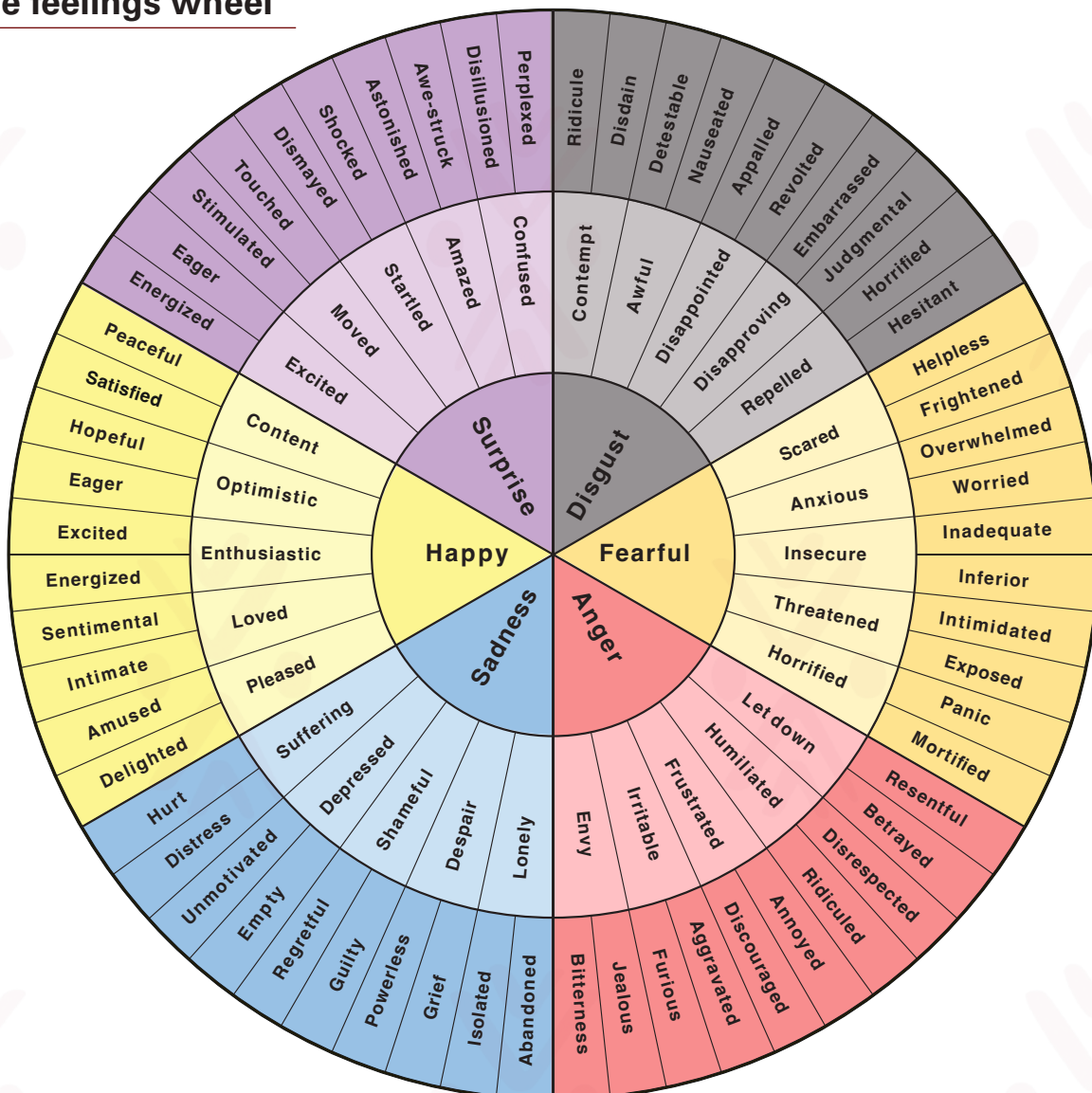
TASK

Below is a feelings wheel, a widely used tool which offers a pathway to navigate emotional landscapes and helpful with emotional intelligence. The wheel is originated from a diverse range of disciplines and layered in three, (i) primary, inner circle, (ii) secondary, middle circle, (iii) tertiary, outer circle. The task is to use the feelings wheel as a basis to open conversations and discussions among the participants on emotional intelligence.

Guiding question for the task can include the following:

1. Do you feel, Sad, Angry, Disgusted, Happy, Fearful, Surprised, or bad today?
2. How do you identify with this wheel?
3. Discuss!

The feelings wheel^{LUX}





Ref/Source list

- ^I Greater Inclusion of in Public Service and Governance African Youth. 2020. A Joint Report of the African Leadership Institute (AFI) and the African Union's Office of the Youth Envoy (OYE). <https://alainstitute.org/images/downloads/GreaterInclusionOfAfricanYouthReportAugust2020.pdf>
- ^{II} Mo Ibrahim. Ibrahim Foundation. (2019). Africa's youth: Jobs or migration? Demography, economic prospects, and mobility. Ibrahim Forum Report. https://mo.ibrahim.foundation/sites/default/files/2020-05/2019-forum-report_0.pdf
- ^{III} Power of Dialogue Consortium. *The Voice of Youth at the Table*. 2024. Available at: https://nimd.org/wp-content/uploads/2024/06/POD_report_2024_FINAL-for-export.pdf.
- ^{IV} Mensah, Kent. 2024. "10 Influential Youth Activists Shaping the Electoral Climate." *The Africa Report*. Retrieved from <https://www.theafricareport.com/341722/ghana-10-influential-youth-activists-shaping-the-electoral-climate/>.
- ^V Greater Inclusion of in Public Service and Governance African Youth. 2020. A Joint Report of the African Leadership Institute (AFI) and the African Union's Office of the Youth Envoy (OYE). <https://alainstitute.org/images/downloads/GreaterInclusionOfAfricanYouthReportAugust2020.pdf>
- ^{VI} Agenda 2063.
- ^{VII} African Union Youth Charter. https://au.int/sites/default/files/treaties/7789-treaty-0033_-_african_youth_charter_e.pdf
- ^{VIII} African Charter on Democracy, Elections and Governance. <https://au.int/sites/default/files/treaties/36384-treaty-african-charter-on-democracy-and-governance.pdf>
- ^{IX} Protocol to the African Court on Human and Peoples rights. https://au.int/sites/default/files/treaties/36393-treaty-0019_-_protocol_to_the_african_charter_on_human_and_peoplesrights_on_the_establishment_of_an_african_court_on_human_and_peoples_rights_e.pdf
- ^X Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa. https://au.int/sites/default/files/treaties/37077-treaty-charter_on_rights_of_women_in_africa.pdf
- ^{XI} Treaty Establishing the African Economic Community. https://au.int/sites/default/files/treaties/37636-treaty-0016_-_treaty_establishing_the_african_economic_community_e.pdf
- ^{XII} United Nations Conference on Trade and Development (UNCTAD). 1976. *Treaty of the Economic Community of West African States (ECOWAS)*. Concluded at Lagos on May 28, 1975. Retrieved from <https://investmentpolicy.unctad.org/international-investment-agreements/treaty-files/5560/download>.
- ^{XIII} Treaty Establishing the African Economic Community. https://au.int/sites/default/files/treaties/37636-treaty-0016_-_treaty_establishing_the_african_economic_community_e.pdf
- ^{XIV} Guide to youth participation in political and electoral processes in Africa. African Union. https://au.int/sites/default/files/documents/41284-doc-Guide_to_Youth_Participation_in_Political_and_Electoral_Processes_in_Africa_-_1st_DEC1.pdf
- ^{XV} Sprechmann, S., & Pelton, E. (2001). Advocacy tools and guidelines: Promoting policy change. CARE.
- ^{XVI} Strydom, W. F., Funke, N., Nienaber, S., Nortje, K., & Steyn, M. (2010). Evidence-based policymaking: A review. *South African Journal of Science*, 106(5/6), Article #249. <https://doi.org/10.4102/sajs.v106i5/6.249>
- ^{XVII} Youth.Gov. (n.d.). *Involving youth in positive youth development*. Retrieved from <https://youth.gov/youth-topics/involving-youth-positive-youth-development>
- ^{XVIII} TIMS. (n.d.). TB in the mines in Southern Africa: CSOs guide to developing a successful advocacy plan. Retrieved from <https://www.timssa.co.za/Portals/0/Documents/TIMS%20CSOs%20Advocacy%20Guide.pdf>
- ^{XIX} Advocacy for inclusive security curriculum: <https://www.inclusivesecurity.org/wp-content/uploads/2017/05/Advocacy-Curriculum-Module-1-Introduction-to-Advocacy.pdf>
- ^{XX} What is Strategic Thinking? CMORE <https://cmoe.com/glossary/strategic-thinking/>
- ^{XXI} Galtung, J. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research*, 6(3), 167–191. <http://www.jstor.org/stable/422690>
- ^{XXII} Australian Capital Territory. (2016). *Personal Violence Act 2016 - Sect 8. Meaning of personal violence*. Australian Legal Information Institute. https://classic.austlii.edu.au/au/legis/act/consol_act/pva2016190/s8.html
- ^{XXIII} Dispute resolution. Cornell University. https://www.law.cornell.edu/wex/dispute_resolution
- ^{XXIV} Bandama, K. (2024). Can African youth play a leading role in defending democracy and working for change within constitutional democracies? *Conflict & Resilience Monitor*. Retrieved from <https://www.accord.org.za/analysis/can-african-youth-play-a-leading-role-in-defending-democracy-and-working-for-change-within-constitutional-democracies/>
- ^{XXV} Forensics and Investigations. (2024). Dispute resolution and its types. Financial Crime Academy. <https://financialcrimeacademy.org/dispute-resolution-and-its-types/>



- xxvi Murithi, T. (2006). *African Approaches to Building Peace and Social Solidarity*. ACCORD. <https://www.accord.org.za/ajcr-issues/african-approaches-to-building-peace-and-social-solidarity/>
- xxvii Truth and Reconciliation Commission. (n.d.). *The legal framework within which the commission made findings within the context of current international law*. Volume Six, Section Five, Chapter One. Retrieved from https://www.justice.gov.za/trc/report/finalreport/vol6_s5.pdf
- xxviii Susan Thomson, "Rwanda's Gacaca Courts", *Témoigner. Entre histoire et mémoire*[Online], 121 | 2015, Online since 01 October 2016, connection on 11 November 2024. URL: <http://journals.openedition.org/temoigner/3537>; DOI: <https://doi.org/10.4000/temoigner.3537>
- xxix JUSTICE. (2019). *Understanding courts: A report by JUSTICE* (Chair of the Committee: Sir Nicholas Blake). Retrieved from <https://files.justice.org.uk/wp-content/uploads/2019/01/06170235/Understanding-Courts.pdf>
- xxx Universal Declaration of Human Rights. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- xxxi Truth and Reconciliation Commission. (n.d.). *The legal framework within which the commission made findings within the context of current international law*. Volume Six, Section Five, Chapter One. Retrieved from https://www.justice.gov.za/trc/report/finalreport/vol6_s5.pdf
- xxxii United Nations Mission in Liberia. (n.d.). *Disarmament, demobilization, and reintegration (DDR)*. Retrieved from <https://unmil.unmissions.org/disarmament-demobilization-and-reintegration-ddr>
- xxxiii African Union. (2006). *Policy on post-conflict reconstruction and development*. Published by the Conflict Management Division, Peace and Security Department, Commission of the African Union. Addis Ababa, Ethiopia. <https://www.peaceau.org/uploads/pcrd-policy-framwovork-eng.pdf>
- xxxiv African Union. (2006). *Policy on post-conflict reconstruction and development*. Published by the Conflict Management Division, Peace and Security Department, Commission of the African Union. Addis Ababa, Ethiopia. <https://www.peaceau.org/uploads/pcrd-policy-framwovork-eng.pdf>
- xxxv Bourke, J. (2016). *The six signature traits of inclusive leadership: Thriving in a diverse new world*. Deloitte Insights. <https://www2.deloitte.com/us/en/insights/topics/talent/six-signature-traits-of-inclusive-leadership.html> The six signature traits of inclusive leadership <https://www2.deloitte.com/us/en/insights/topics/talent/six-signature-traits-of-inclusive-leadership.html>
- xxxvi The six signature traits of inclusive leadership. <https://www2.deloitte.com/us/en/insights/topics/talent/six-signature-traits-of-inclusive-leadership.html>
- xxxvii Direction + Alignment + Commitment (DAC) = Leadership <https://www.ccl.org/articles/leading-effectively-articles/make-leadership-happen-with-dac-framework/>
- xxxviii The Digital Transformation Strategy for Africa. https://au.int/sites/default/files/documents/38507-doc-DTS_for_Africa_2020-2030_English.pdf
- xxxix Ushaka Adie, B., Tate, M., & Valentine, E. (2024). Digital leadership in the public sector: a scoping review and outlook. *International Review of Public Administration*, 29(1), 42–58. <https://doi.org/10.1080/12294659.2024.2323847>
- xl Leadership, politics and society in the digital age. <https://www.frontiersin.org/research-topics/62122/leadership-politics-and-society-in-the-digital-age/overview>.
- xli What is cybersecurity awareness. <https://www.spanning.com/blog/cybersecurity-awareness/>
- xlii The power of networking and collaborating. <https://fastercapital.com/topics/the-power-of-networking-and-collaboration.html>
- xliii Ehimuan, B., Anyanwu, A., Olorunsogo, T., Akindote, O.J., Abrahams, T.O., & Reis, O. (2024). Digital inclusion initiatives: Bridging the connectivity gap in Africa and the USA. *International Journal of Social Research and Development*, 11(1). <https://doi.org/10.30574/ijrsr.2024.11.1.0061>
- xliv Barrett, G. (2024). The digital divide in Sub-Saharan Africa: A barrier to quality education and information access. *Bizcommunity*. <https://www.bizcommunity.com/article/the-digital-divide-in-sub-saharan-africa-a-barrier-to-quality-education-and-information-access-019625a>
- xlv The Digital Transformation Strategy for Africa. https://au.int/sites/default/files/documents/38507-doc-DTS_for_Africa_2020-2030_English.pdf
- xlvi Number of internet users in Africa as of January 2024, by country (*in millions*) <https://www.statista.com/statistics/505883/number-of-internet-users-in-african-countries/>
- xlvii Study on Impact of Digital Transformation on Democracy and Good Governance. <https://rm.coe.int/study-on-the-impact-of-digital-transformation-on-democracy-and-good-go/1680a3b9f9>
- xlviii What Is Design Thinking & Why Is It Important? <https://online.hbs.edu/blog/post/what-is-design-thinking>
- xl ix Interaction Design Foundation - IxDF. (2021, June 14). What is Human-Centered Design (HCD)?. Interaction Design Foundation - IxDF. <https://www.interaction-design.org/literature/topics/human-centered-design>
- l Government Design Thinking: Applying Design Thinking Principles to Government Innovation. <https://fastercapital.com/content/Government-Design-Thinking--Applying-Design-Thinking-Principles-to-Government-Innovation.html>
- li <https://cspring.com/the-five-stages-of-design-thinking/>



- LII Fostering Co-creation and Collaboration in Design Thinking <https://voltagecontrol.com/articles/fostering-co-creation-and-collaboration-in-design-thinking/>
- LIII 5 Stages in the Design Thinking Process <https://www.geeksforgeeks.org/five-phase-model-for-design/>
- LIV Landry, L. (2019, December 18). *Why emotional intelligence is important in leadership*. Harvard Business School Online. <https://online.hbs.edu/blog/post/emotional-intelligence-in-leadership>
- LV Landry, L. (2019, December 18). *Why emotional intelligence is important in leadership*. Harvard Business School Online. <https://online.hbs.edu/blog/post/emotional-intelligence-in-leadership>
- LVI https://en.wikipedia.org/wiki/Emotional_intelligence
- LVII Emotional Intelligence and Governance. <https://civilspedia.com/tag/emotional-intelligence-and-governance/>
- LVIII Emotional Intelligence Frameworks, Charts, Diagrams & Graphs by Leslie Riopel, MSc. <https://positivepsychology.com/emotional-intelligence-frameworks/>
- LIX Feelings wheel. <https://feelingswheel.com/>

