



# **AFRICA REGIONAL YOUTH CAUCUS (RYC)**

## **CAPACITY BUILDING WORKSHOP**

### **REPORT**

**3 – 5 December 2006**

**Commonwealth Youth Programme  
University of Zambia  
Great East Road Campus  
P O Box 30190  
Lusaka**

**Tel:** +260 1 252733/252153/292714/292730  
**Fax:** +260 1 253698  
**E-mail:** [admin@cypafrica.org.zm](mailto:admin@cypafrica.org.zm)



## **1.0 BACKGROUND**

This report covers the proceedings of the Commonwealth Africa Regional Youth Caucus (RYC) capacity building workshop. During the same event, an opening ceremony was held at which the of the 2005/06 Commonwealth Youth Gold Award winners were honoured. Details of the events are covered in this report.

### **1.2 OPENING CEREMONY**

The Workshop was officially opened by the Director - Human Resource, Benjamin Botha of Zambia's Ministry of Sports, Youth and Child Development (MSYCD) on behalf of the Minister. The Opening Ceremony was held at the Commonwealth Youth Programme Africa Centre and was attended by CYP Africa staff, Ministry representatives, Africa Region RYC representatives, Chifundo Craft Youth Project members and members of the public.

The Opening ceremony programme included the presentation of the 2005/06 Commonwealth Youth Development Gold Award to Zambia's Chifundo Craft Youth Project.

In her remarks the Regional Director thanked the Zambian government for their support and commended them for the quality of applications made for the Youth Development Awards which had resulted in Zambia winning Silver and Gold awards consistently.

She also encouraged the RYCs to participate fully in the workshop.

In the Minister's speech the RYCs were assured of the Commonwealth's commitment to youth development citing Zambia's cooperation with the Commonwealth Youth Programme (CYP) over the past 32 years and her commitment through the revision of the National Youth Policy and establishment of the Youth Empowerment Fund.

The Chifundo Craft Youth Project were presented with 20 medallions, a Certificate and £3,000 cheque. During his acceptance speech the Chifundo Coordinator, Mr. Edrick Siame stated that the youth project had held true to its initial objective of providing training and skills development to the youth of Chipata Township to help them become self – reliant and contribute to national development.

## **2.0 THE TRAINING**

### **DAY ONE**

The workshop commenced on 4 December 2006 at 09:00hours. Participants consisted of 13 RYCs, 3 Facilitators and 6 CYP Programme staff.

The workshop was chaired by Nellie Munala, CYP Programme Manager and started with self introductions by the participants. They were then asked to share their expectations and fears.

Expectations from the workshop were listed as:

- To learn on resource mobilisation



- To learn more on communication skills
- To learn about progress made in implementing planned activities
- To know everyone present and what they do outside RYC
- To define RYC
- To build on what has been done

## **2.1 SESSION 1: RYC STRENGTHENING: Facilitators - Nellie Munala and Daniel Mangale**

### **Session Objectives**

1. Enhance working relationship between RYC, CYP and government
2. Review 2005 – 2006 planned activities and develop realistic plans
3. Strengthen RYC members leadership skills
4. Provide opportunity to meet CYP RCA staff and facility
5. Provide opportunity for sharing of best practices

Ms Munala relayed the history of the RYC pointing out that even though there was a RYC Handbook available it did not clearly map out what a RYC was and what they are meant to do. She stated that The Commonwealth Youth Caucus was established in 1991 during the Commonwealth Youth Affairs Council Meeting held in Harare, Zimbabwe. The Youth Caucus was meant to ensure that there was a youth presence at the Regional Advisory Board (RAB) Meetings to play a part in developing CYP programmes.

Over the years RYCs have become an integral part of the governance structure and have also taken part in election observer missions, strategic planning and youth participation programmes but the question raised is whether the RYC evolution is sufficient to address emerging youth issues?

### **WHO ARE WE?**

The participants were asked to discuss in pairs three questions and the outcome was as captured below.

1. The first impressions people had when they said they were RYC members
  - They think you are employed by the Commonwealth
  - They think you are very influential in processes
  - They think you are a resource
  - They think you are very privileged
  - They think you are a self person for CYP
  - Amazement
  - They think you are a great public speaker
2. Their personal thoughts when nominated as RYCs
  - Felt I would make it
  - Honoured
  - Privilege



- Felt it as heavy duty
- Felt it was added responsibility
- It was just a space to attend a workshop
- Felt government trusted me
- Connect CYP with young people
- Felt respected
- Felt the country was taking the involvement of young people at international level seriously.
- Felt honoured to be picked to represent young people from the rural areas and be the voice of the voiceless
- Felt given the authority

3. One year down the line, how do you describe what a RYC is?

- Provided opportunity to advocate for young people.
- The position provides a role of the bridge between CYP and the government.
- Transition from youth activism to youth development agent
- Has been able to link CYP programme areas and localising this in the home country
- Feels like it is tokenism where there is no action and support from government.
- It feels like it's a participation project
- Seeing oneself as a resource.

The visioning exercise was to establish people's perception of RYCs, which can be overwhelming but based on practical experience individual RYCs were in a position to identify how best to achieve their goals. It was agreed that during their term of office some expectations were met and they had been able to determine their limitations.

## **2.2 INCREASED UNDERSTANDING OF ROLES RESPONSIBILITIES OF RYC, CYP AND GOVERNMENT**

### **GROUP WORK**

The workshop participants formed three groups to discuss the roles of:

1. Regional Youth Caucus Representatives
2. CYP and
3. Government

### ***EXPERIENCE SHARING BY FORMER RYC – DANIEL MANGALE***

Daniel Mangale a RYC representative for Kenya from 2003 to 2005 was asked to share his experiences including challenges and opportunities as a youth representative. He said it was exciting and he felt honoured to be nominated because he had been selected from a rural part of Kenya, Kwale.

His early experience as a RYC was marked with frustration because he had believed government was to facilitate his activities but instead he was informed that they expected him to find his own funding.



He then decided to look for support to implement his development ideas from other partners in youth development. He got letters of reference from the Department of Social Services (which is the Kenyan government wing responsible for youth). He scored his first success with German Technical Services.

Government did not fund RYC members directly but it can be possible if viable projects are identified. He added that even if CYP does not fund RYC it was possible that these projects could be funded through their support to government. He realised that the best strategy to get support was to identify projects that could be funded by CYP then lobby the government.

For the Commonwealth Day commemoration he worked with the Department of Social Services officers because he could not get direct access to funds from the government.

For the CYMM 2004 held in Botswana he did not get funding from either CYP or the government and so as an individual he sought support from elsewhere.

He identified a personal project that would enable him make some impact as a RYC and decided to set up a Resource Centre in his community.

The library was set up with collaboration and support from the government, Germany Technical Services and local community. The government donated tables and chairs and provided a link to the Library Services for books and related materials. This landmark project formed a key aspect in the development of the National Youth Policy. This gained him recognition and Germany Technical Services in partnership with UN-Habitat later set up a Resource Centre for youth in Nairobi.

***“Being a RYC member is an opportunity to translate ideas into tangible youth development programmes that can create change in the communities”.***

Daniel pointed out that the current RYC had more advantages because they were now given support to attend regional meetings and improved networking e.g. through the chat group. He said there was now a window of opportunity to improve the influence the RYC had at a regional level.

He shared that his success was based on his Four D's principle:

- Decision making
- Determination
- Diligence and
- Discipline

He also stated that the above had helped him continue to play a role in the national youth development agenda following the conclusion of his RYC term of office. Daniel shared that during Kenya's National Policy Review he was able to have direct access to the Permanent Secretary and raised his concern about the inexperience members of the Steering Committee had in policy matters this led to him conducting a capacity building workshop. He worked with the current Kenya RYC and they were further tasked to develop a monitoring tool for the youth team that was leading the policy review process.



On the way forward Daniel noted that it was important for the past and serving RYC to interact with each other, either through a second forum or through a strengthened alumni to ensure continuity and development.

## **2.3 IDENTIFIED ROLES FOR WORK PLAN IMPLEMENTATION**

### **GROUP PRESENTATIONS**

The groups presented their thoughts on the roles that the RYC, CYP and governments should play in the implementation of the RYC work plan.

#### **GROUP 1 – ROLES OF RYC**

1. Implement CYP activities
2. Support the youth development efforts of the governments based on the understanding of the principles of the commonwealth they receive through their interactions with CYP.
3. Advocacy – knocking at doors, spreading information of what Commonwealth is doing and empower the youth through actions
4. Resource persons to the government and other institutions
5. Working with governments and all relevant organisations on youth issues

#### **GROUP 2 – ROLE OF CYP**

1. Lobby governments to provide support to RYC activities
2. State clearly the roles and functions of the RYC to government
3. Provide assistance to RYC in implementing actions
4. Clearly state the roles of RYC to governments and other stakeholders and other stakeholders at CYP programme implementation level.

#### **GROUP 3 – ROLE OF GOVERNMENT**

The government's primary role is to provide resources to implement planned activities

1. Provide resources to implement planned activities
  - Technical support
  - Material support
2. Provide office space as contact point
3. Government should recognise the RYC
4. Government should involve RYC members in the implementation of CYP.
5. Capacity Building to the RYC members e.g. leadership skills.

### **OUTCOME**

A proposed 'Role of RYC's' document was developed (*See Annex*)

## **3.0 PART TWO – USE OF THE CHAT GROUP**

Objectives for the session were:

- To create an opportunity for RYC members to understand the objectives/intentions of CYP RCA chat group initiative
- To develop a common vision on the use of the chat group by members.

### **3.1 PAST RYC CHAT FORUM EXPERIENCE SHARING – BY DANIEL MANGALE**



Initially communication between RYCs and with CYP was a challenge in that CYP RCA had to send emails individually and consensus on issues was hard to reach. Following the 2002 CYMM Meeting in Cyprus it was agreed that a chat group be developed to ensure that the RYCs have consistent communication between the RYCs and CYP in general on ideas and to share experiences. This was also seen as a means of improving feedback. The Chat group lacked guiding principles and communication rules. The inclusion of CYP in the chat group was also questioned as it was seen to suppress freedom of expression. He added that in some instances the freedom of communication was abused. The chat group however was meant to be used as a progressive tool for development.

### **3.2 CURRENT USE OF CHAT GROUP – BY DABESAKI MAC-IKEMENJIMA**

The Chat group provides space for the RYC to share ideas. It is also an opportunity for RYCs to be in tune with each other. The current RYC Chat forum was established in 2005 following the Lesotho RAB meeting based on the Taking IT Global platform with Dabesaki acting as moderator.

It was emphasised that issues that should be noted were:

- Respect of each others' views
- Avoid abusive language
- The chat forum should not be used to send personal e-mails

He added that the chat group had availed RYCs with an opportunity to know what their compatriots were doing and helped gauge their capabilities. It was also noted that the participants of the chat group had been open to sometimes strong criticism and that had not affected how RYCs interacted with each other.

#### **Recommendation**

It was generally agreed that guidelines for the use of the chat group and membership be established. There was need to have agenda-based discussions. (*See Annex*)

### **3.3 PRESENTATION OF THE EVALUATION ON THE RYC CHAT ROOM**

CYP Intern Sheila Ngutu shared the results of the evaluation (*See Annex*)

#### **GROUP DISCUSSIONS**

Four groups were formed to establish the various factors affecting optimum use of the Chat room i.e. the role, responsibility and location of the moderator and administrator, and establishment of a code of conduct and use and content of the chat room as well as membership were discussed. The contributions will form the guideline for the chat room use.

#### **Group1 Presentation – Moderator's Role**

The role of the moderator was listed to:

- Coordinate and organise content
- Filter and censor content
- Stimulate discussion
- Capture major ideas and highlights of the emerging issues in the course of discussions



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- Seek expert knowledge on subjects discussed to ensure facts-based discussions
- It was felt that the moderator be based at CYP RCA because the office is a permanent feature and the RYCs had limited resources that would not enable them carry out their functions efficiently. Also it was felt that since CYP is a youth development agency they were in touch with emerging youth development issues.

### **Group 2 - Role of Administrator**

The Administrator ideally should:

- Assign a moderator
- Create the group
- Provide ongoing technical support to listserv design membership and settings
- Add and remove members
- Send caution notes to individuals on appropriate use of language
- Liaise with the moderator on content issues

It was also felt that CYP act as the moderator because the number of tasks assigned to the role would be overwhelming for an ordinary RYC. It was further justified because it was felt that RYCs may misuse their privileges. Further, it was agreed that a new chat group be created for CYP to be registered as the Administrator (preferably using [googlegroups.com](http://googlegroups.com) pending Commonwealth Secretariat establishment of a listserv.

### **Group 3 - A Code of Conduct**

The Elements of a code of conduct were listed as follows:

- Be sensitive to others
- Don't get too personal
- Should not be too formal
- Chat should be lively and youthful
- Users should respect each other, CYP, Governments
- Avoid careless talk
- Should not abuse the forum, if the message is personal avoid use of forum.
- Should do research before broadcasting issues for discussion
- No personality discussions
- Should avoid abusive language
- Ensure good motives in messages posted

### **Group 4 - Membership**

- It was agreed that membership should comprise of RYCs, CYP staff, interns having business with RYCs i.e. CYP Programme staff and interns.
- Membership on a voluntary basis could also be extended to other CYP members
- Other interested parties interested in joining would have to apply through the administrator/moderator who would seek approval from the chat group users.
- Membership ends at the expiry of RYC term.
- It was also suggested that a chat forum be established for former RYCs.



#### **4.0 RE-VIST PLANNED ACTIVITIES – Facilitator Mrs. Valencia Mogegeh**

##### **Session Objective**

The objective of the session was to do a mid review of the 2005 – 2007 RYC Work Plan.

##### **Session Outputs**

- Review of planned activities
- Share experiences
- Unpack the planning process
- Challenges and opportunities identified

#### **4.1 Identified Activities undertaken by RYCS**

The RYCs were asked to indicate activities they had undertaken under four broad programme areas:

##### **i. Reporting and mandates**

- Sent out information about CYP and the role of youth. This was done at a Ghanaian School New Year's Meeting where there was a session on youth development
- Held consultative meetings at national level before and after the Commonwealth Youth Ministers' Meeting (CYMM) with youth structures
- Consultation with other youths for Cameroon
- Carried out consultation with Youth Council and other organizations on CYP programmes
- Reported the launch of the Youth Employment Summit
- Sent reports to CYP, NYC, the Ministry and stakeholders
- Filed progress reports to the Ministry of State for youth Affairs
- Submitted reports on youth developments through the internet

##### **ii. Advocacy**

- Raised interest among youths during the Local government elections in Cape Town
- In Kenya they worked to implement the Junior Youth Council with the Mayors office
- Also facilitated the capacity building of the Youth Policy Steering Committee
- Lobbied government and stakeholders for the establishment of Lesotho National Youth Council
- Advocated for the formulation of the National Youth Policy and development of the Plan of Action with representation from across Cameroon and stakeholders
- The Ugandan experience was to retain the National Youth Council through a national consultative process
- Also advocated for Ugandan youth to be included in participation in the Africa Union
- Advocated amongst MPs to have the laws that affect youth aged 18-21 to be addressed
- Advocated for the Commonwealth Day celebrations
- Lobbied with UN to assist Youth Council in capacity building and resources
- Convened and hosted the Commonwealth Forum on Youth Parliaments during Commonwealth Day
- Commemorated Commonwealth Day with a Press conference
- Held meetings with the Ministry to explain RYC activities and how the government is able to intervene



- Presented the RAB report to the Minister and State Commissioner in a bid to get support and encouraged the National Youth Council and Ministry to explore opportunities offered by CYP.

### **iii. Information dissemination**

- Disseminated information on CYP
- Conducted Radio Talk Shows
- Disseminated information on CYP programmes to various youth networks
- Online postings on CYP activities to various forums
- Radio show on International Youth Day
- Forwarded e-mails and documents relevant to youth development
- Organised various information dissemination forums
- Engaged in deliberations on youth issues and the plan of action on a national level
- Sent information to the chat room

### **iv. Relationships & Networks**

- Approached youth funding structures to facilitate implementation of activities
- Formed East African Youth Development Forum
- Strengthened the relationships between youth organisations
- Worked in partnership with UN-Habitat
- Established relationship with UNFPA
- Established contacts with Taking IT Global and developed the current CYPRCA list serve
- Was involved in the development of the African Union Youth Charter
- Initiated collaboration between the National Youth Council and international youth bodies with UNICEF
- Organised seminar for youth organisations to create networks and synergy
- Established link with Africare
- Facilitated an employment and vocational training in Cameroon

The facilitator explained that the activities displayed were the collective efforts of the RYCs over the past year. The facilitator wanted participants to share areas that they found difficult to be active in.

The RYC activities were not stand alone programmes. All development work needs collaboration with others to move along the agenda.

The biggest challenges faced in undertaking the activities were identified as:

- Difficult to be identified as a RYC representative in a bid to form relationships with collaborative partners
- Gaining recognition from the government arms in implementing programmes
- Gaining recognition from the various stakeholders in activities being undertaken.
- Convincing young people about activities that could be undertaken with CYP
- Identifying collaborative partners and sourcing funding and resources

Of the four areas the RYC Coordinator shared that his best area was advocacy, as shared by several others.



Recognition was made over the importance of noting the fact that the implementation of the RYC action plan was not complete without the individual efforts because each country had particular issues that need to be addressed and some resources are more readily available.

### **EXERCISE**

Each participant was given a piece of paper of various shapes and sizes with wording on both sides. Participants were tasked to place the pieces together to form a complete picture. After 10 minutes the poster for the Commonwealth Day was completed with each piece fitting correctly. Through the exercise it was established that despite the way we describe ourselves or how others interpret us, what is important is that we are relevant to the total picture. Whether we can describe it or not we are still an entity in our own right. The most important lessons learnt were:

- Team work is very important
- Communication and negotiation is key
- Even the smallest part is important to make the whole
- Need for Patience and Perseverance until you get it right
- You can convert anything into something

It was important for the RYC to work in unison and make a contribution towards the overall performance of the region. Each individual's contribution to the collective effort plays a part in the success.

### **4.2 UNPACKING THE RYC PLAN OF ACTION**

While CYP is given the mandate to undertake various programmes, individual countries will identify which activities need to be undertaken, but at the end of the day each country is benefiting from the mandate of CYP. Priorities will differ but the RYC as a collective body are in a position to decide which areas are of relevance to them.

It is then important to identify actual activities that the RYC can do with resources available to them. Minimum packages will allow for the RYC to fulfill the agenda of the action plan based on past experience.

RYCs were encouraged to look at niche areas where they can be used as a resource in order to make the contributions to youth empowerment. They were encouraged to approach partners with a 'what can I do to assist?' other than 'what I want to do attitude'. They were encouraged to negotiate and be pro-active and non-confrontational.

### **GROUP WORK**

Groups were tasked to discuss the following:

1. How can we plan properly? How do we deal with assumptions? How do we monitor implementation?
2. What challenges have RYCs encountered and can they be addressed?

Below are the presentations made by the Groups.

### **GROUP 1**



### **How can we plan properly?**

- Have mission, vision and goal
- Identify priority areas
- Identify SMART objectives
- State – Who? What? When? Why? How?
- Identify resource requirements
- Identify persons responsible for implementation
- Identify relevant partners
- Identify beneficiaries

### **How can we deal with assumptions?**

- Identify who can be affected by your activities, positively and negatively.
- Design strategies to approach them to maximize impact
- Be determined to succeed
- Do the right things
- Don't give up

### **Steps in Monitoring and Evaluation**

- Develop a Monitoring and Evaluation strategy
- Develop Monitoring and Evaluation tools
- Monitor and Evaluate timely
- Discuss the outcome of Monitoring and Evaluation

### **Challenges**

- Lack of financial resources
- Lack of reliable partners
- The existing political atmosphere.

### **Opportunities**

- The existence of CYP
- The existence of Ministries responsible for youths
- The existence of a lot of cooperating partners sharing some objectives
- Personal determination
- Existence of NYCs

### **Group 2**

#### **Key steps in developing Plan Of Action**

- Needs assessment of different stakeholders
- Identify gaps
- Activities identified to address the gaps

### **Dealing with assumptions**



**Cause of assumptions:**

- Disengagements
- Perceptions/impressions
- Pre-conceptions
- Ignorance

**Solutions**

- Information
- Appreciate inquiry
- Orientation at the beginning of the RYC term
- Monitoring and Evaluation

**Key steps for effective monitoring and evaluation**

- Putting in place performance indicators

**Challenges**

- Lack of resources
- Roles not clearly defined
- Time constraint as volunteers

**3<sup>rd</sup> Group**

**Key Steps in Planning**

- SWOT analysis
- Have issues to deal with
- Develop interventions
- Identify resources (external and internal)
- Identify the time frame for each intervention
- Identify collaborative stakeholders

**Dealing with assumptions**

- Carry out baseline survey
- Involve stakeholders in all the stages of project cycle

**Key steps for effective monitoring and evaluation**

- Develop clear indicators
- Develop the tools for Monitoring and Evaluation

**4<sup>th</sup> Group**

**Key Steps in developing Plan Of Action**

- Set clear objectives and goals set.



- The Plan Of Action should be in line with government policies on youth development.
- The Plan Of Action should be flexible enough to adopt to a change in government policies on youth.
- There should be submission of periodic report to CYP on progress on implementation on the Strategic Plan in the country.
- The SWOT analysis should be used
- Develop the external and internal monitor

### **5<sup>th</sup> Group**

#### **Key steps in developing Plan Of Action**

- Feasibility studies/needs assessment
- Stakeholder analysis/consultations
- Actions must be prioritized

#### **Key steps for effective monitoring and evaluation**

- Identify assumptions
- Identify reasons for the assumptions
- Avoid ambiguity during planning – be realistic

#### **Monitoring and Evaluation**

- Monitoring and Evaluations must be integrated during programming of actions
- There should be Balance priorities.

#### **Challenges Faced by RYCs**

- Communications gaps
- Mobilising and accessing finances and material resources
- Lack of recognition and acknowledgement of RYC mandate.
- More and more governments continue to adapt policies especially National Youth Policies
- Learn, sharing, interaction opportunities have been created.
- Opposition

### **5.0 EFFECTIVE COMMUNICATION SKILLS – Facilitator Patrick Mpedzisi**

The facilitator indicated that communication is essential in all areas of human endeavours. He pointed out that communication has evolved over the years.

#### **5.1 Channels of communication**

Participants went through an exercise of listing the types of communication as follows:  
Print media, Electronic media, Telephone (fixed line), Email, Non-verbal/verbal communication, Letters, Non-Verbal Communication, Folk Media, Music, Talking To Yourself, Drama and Body Language.



Most communication channels require that those you are communicating to have access to the same media channel e.g. language, cell phone or email.

## 5.2 Types of Communication

Communication in various forms can be divided into two major groups these are:

- Oral
- Written.

During plenary the following comments were made on the characteristics of the two. Below were the comments made:

### A. ORAL

- Direct and provides instant feedback
- Not commitment-bound
- Convenient
- Facial expressions
- Lacks evidence
- Public non discrete
- Sometimes one talks before thinking
- Accent difference
- Spontaneous
- Can easily be forgotten
- Instant translation
- Easily understood
- Cheaper

### B. WRITTEN

- Permanent record of reference
- Lack of tones
- Requires some learning (academic)
- Symbolic nature
- Easily Stored
- Timely translation
- Slow

It was also pointed out that some aspects of communication were interchangeable e.g. an e-mail was almost instant as compared to phone conversation which would require more money and time. There are a lot more linkages between modern media as they are now faster and more accessible.

The choice of the mode of communication depends on the nature of the information and the relationship between the sender and receiver.

## 5.3 Communication Styles and their Implication

Communication also holds several implications for the sender and the message. A written letter can be binding and relay a sense of authority as opposed to a phone conversation, and also a written letter often requires the writer to be careful to avoid errors and use correct grammar to ensure a credible record of the communication. Aspects such as dressing, facial expressions, and tone of voice or language can impact the type of message being sent and how it is received.

More and more communication is carried out in languages based on groupings e.g. age groups, academicians, well-off, development workers, professionals etc. We tend to develop languages as we go along in our everyday life. The Facilitator pointed out that as RYCs it was important to be conscience of the implications of communication as they go about their duties in the office and in every day life. There is need to ask yourself: *What message am I sending and why?*



## **EXERCISE/GROUP WORK**

Participants undertook Individual assessments to determine their communication styles. Another exercise was undertaken to describe styles of communication. Communication styles can demonstrate a personality type.

Participants were asked to demonstrate the different styles i.e. Openly Aggressive (I win/You Lose), Assertive (I Win/You Win), Passive Aggressive (I Win/You Lose), Passive (I Lose/You Win).

The behaviours were discussed in plenary and the message portrayed and implied intentions were listed:

### **1. Openly Aggressive Behaviour**

*I am direct in expressing my needs, wants and opinions and I give no thought to other people's.*

### **2. Assertive Behaviour**

*I clearly express my needs, wants and opinions in a way which is considerate of others.*

### **3. Passive Aggressive Behaviour**

*I indirectly make sure that others are aware of my needs, wants and opinions and that they are more important than theirs.*

### **4. Passive**

*I do not express my needs, wants and opinions directly. I put others' needs above my own.*

## **GROUP EXERCISE**

Participants were divided into four groups to further discuss each of the communication styles. The exercise entailed participants giving real life situations and how they manifest these traits.

### **1. Passive**

- Have soft tones
- 'No problem' type of person

### **Body language**

- Shrug body language
- Humble

People communicate this way because they are egocentric and they can not succumb to extreme unwanted pressure.

### **2. Openly Aggressive**

- Dictator/demand
- Assume command
- Oppressive/domineering
- Don't take loss kindly
- Feel undermined when demand not met
- Quick to punish/reactive
- Insecure



- Low self esteem/reactive
- Like sycophants/boot lickers
- Averse to competition
- Don't give room to independence of thought.

### **Body language**

- High pitched voice
- Tense
- Put on mask

### **Effects**

- Demoralising
- Intimidating
- Timid
- Confused
- Feel abused
- Develop a defense mechanism

The above styles are situational in the way they manifest. Depending on a situation one may adapt to a certain behavioral styles in order to accomplish a goal or due to limiting factors.

### **3. Assertive Behavior**

- Likes dialogue and consensus
- Democratic
- Apologetic
- Polite
- Not short tempered
- This behavior can be used to achieve a goal. It may be used in line with your job e.g. customer care. Assertive behaviour implies that you need to be a good negotiator

### **Effects**

People feel:

- Good
- Welcomed
- Accommodated
- Respected
- Loved
- Secured
- Efficiency
- Consistence
- Encouraged
- Motivated



#### **4. Passive behaviour**

A situational example was acted out between a female and male RYC member. The wife says: “our neighbour’s wife is always driven to work by the husband. She’s so lucky’. The message suggested is: ‘I also want to be driven to work’

##### **Body language**

Usually, there would be innocence in the expression and low tone of voice. This may be as a result of lack of responsibility or transparency. It can also entail deceit and selfishness.

##### **Effects**

This behavior can provoke feelings of pity, anger and pressure depending on the situation.

#### **5.4 Key Communication Skills for Youth Leaders**

Communication has serious power dimensions in the style of communication used. Most people in positions of power use Passive Aggressive communication behaviour. A youth leader should always aim to be ASSERTIVE. In some instance aggressive behaviour is required but someone can only be aggressive to a point before they are ostracised by people.

A number of RYCs were asked to share individual assessments on types of communication used as compiled by their peers and were asked if it reflected a true picture of who they were.

Hand-Outs on communication were distributed.

Youth leaders needed to learn from the environment to help self-improvement. There was a lot to be learned from elders, persons in authority, processes and people. LEARNING was stated to be a key aspect of effective communication.

#### **6.0 CONFLICT MANAGEMENT / NEGOTIATION – Facilitator Lee Habasonda**

##### **6.1 Understanding Conflict**

The facilitator requested participants to mention terms that relate to conflict. The following were the terms mentioned:

- Difference
- War
- Guns
- Trouble
- Tears
- Diamonds
- Election
- Greed
- Oil
- Hell
- Aid
- Women
- Anger

Conflict was defined as a form of competitive behaviour between people or groups over perceived or actual incompatible goals or limited resources.



It is different from gamely competition and may lead to physical/psychological harm or destruction. Conflict could be positive or negative. It can be caused by:

- Problems with people's relationship
- Problems with data
- Perceived or actual incompatible interests
- Structural forces
- Perceived or actual competing values

Conflicts were expressed in three ways:

- Intrapersonal (within oneself e.g. condemning yourself over lost love)
- Interpersonal (between two people)
- Substantive (big differences)

## **6.1 Types of Conflict**

There are two types of conflict:

### **1. Destructive**

Conflict is destructive when it:

- Diverts energy from important work or other issues
- Destroys morale
- Polarises groups
- Deepens differences in values
- Produces violence

### **2. Constructive**

Conflict is constructive when it:

- Opens up and clarifies important issues and helps to solve them
- Increases involvement of individuals in important issues
- Makes communication more authentic
- Releases pent-up emotions, stress or anxiety
- Helps build group cohesiveness
- Helps individual growth, provided there is reflection on the conflict

## **6.2 Main sources of Conflict**

The following were pointed out as sources of conflict:

- The aggressive or competitive behaviour
- Frustration
- Competition for limited resources
- The introduction of change
- Drive for power
- Clashes between values (Principles) and interests (Preferences)
- Cultural influences/norms
- Misinformation, assumptions and expectations

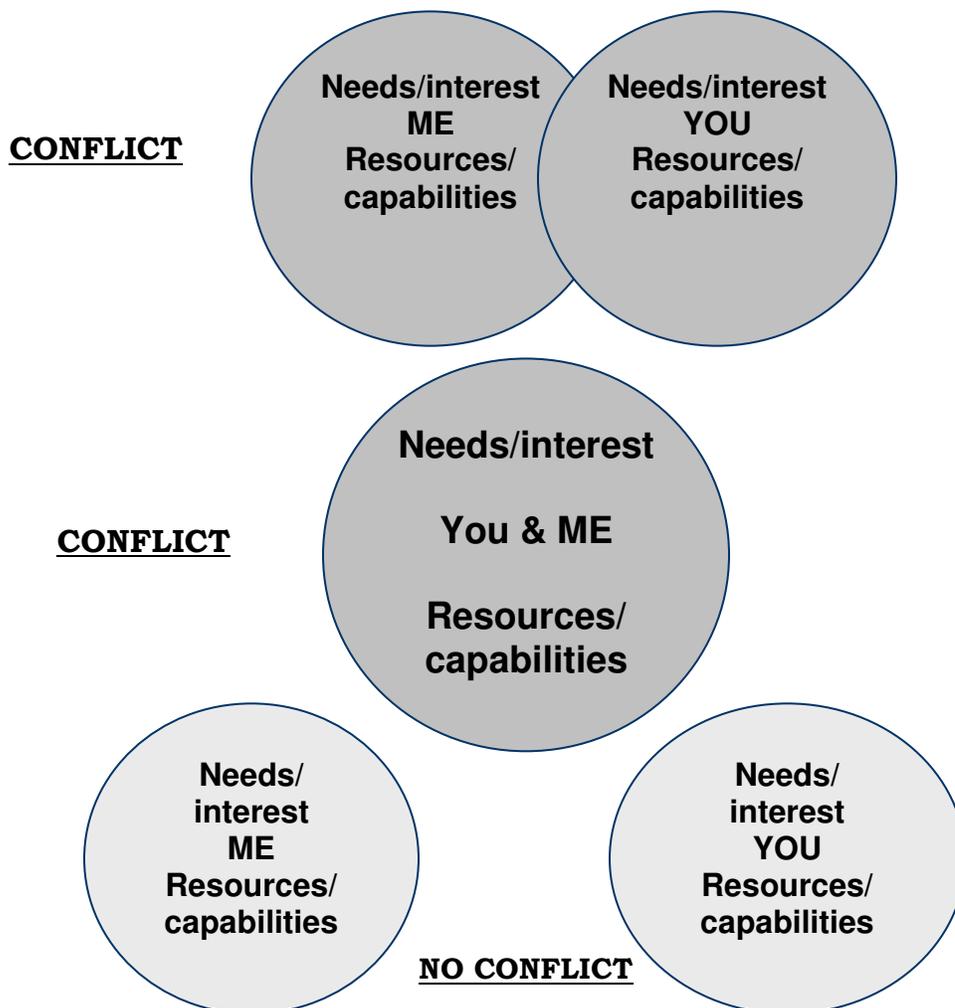


- Role and status issues
- Goals/means/end/clashes
- Neurotic games
- Poorly defined responsibilities

### 6.3 How to handle Conflict

- Competition- win for A/Loss for B
- Joint problem solving- win for A and win for B
- Compromise-A&B share losses and gains
- Avoidance- loss for A & loss for B
- Accommodation- loss for A/win for B

#### Essential Structure of a conflict



### 7.0 NEGOTIATION

Conflict can be resolved through arbitration, mediation and negotiation. The process of negotiation brings the two parties together to resolve an issue. Negotiation is a process that has to



be thought through to the end. Negotiation is a process whereby two or more parties who are faced with a problem or conflict attempt to agree on how best to solve the problem or resolve the conflict

### **7.1 Stages of Negotiation -Identifying conflict and selecting an approach**

1. *Establishing the mandate:* Identify who needs to be represented and how.
2. *Preparing and planning:* Research the characteristics of the parties, gather information about the conflict issue and gauge your strengths and weaknesses in resolving the problem.
3. *Meeting the other part:* Prepare the environment for serious talk, by first engaging in small talk to diffuse tension and break the ice
4. *Gaining commitment of constituents:* Get a commitment to the resolution from the people you represent
5. *Implementing the agreement*

### **7.2 Key skills for negotiations**

Before entering any negotiations, one must understand the power relations and thereby own power in the process. You should gauge what authority you are carrying to the negotiation table.

- Power is the capacity to act effectively and the ability to influence people & situations
- Sources of power are drawn from knowledge, skills, attitude, organisation, mandate and case

#### **Key skills for negotiations**

- Communication
- Listening
- Knowledge about your issue
- Patience
- Flexibility

A practical exercise was undertaken in which two sides enacted a negotiation process between a government and a displaced tribes' representative.

### **8.0 African Union Youth Charter Presentation**

Dabesaki Mac-Ikemenjima and Patrick Mpedzisi had been involved in the drafting of the African Youth Charter for the African Union. They made a presentation on the background to the Youth Charter that was adopted by Heads of States at the July 2006 meeting in Ethiopia.

It was pointed out that the African Youth charter is an opportunity to champion youth rights across Africa and secure government support. For the Charter to be ratified it needs to be endorsed by 15 countries.

Currently the African Union defines youth as being aged 14 – 35 (based on country averages). Members of the Pan-African Youth Union (PYU) are drawn from the National Youth coordinating bodies and observer status is accorded from members of regional youth bodies.



The implementation of the Youth Charter would require the establishment and identification of a mechanism and process. Money was already available for this process, but awaiting the charter's ratification.

### **Way forward**

It was agreed that the RYC members take up this youth development opportunity by establishing their nation's position on the youth charter and ensuring its ratification. It was also suggested that RYC as a body would discuss the matter further to develop a communiqué to be sent out to Ministers responsible for youth.

## **9.0 RESOURCE MOBILISATION**

The Session was facilitated by Patrick Mpedzisi. He pointed out that there was incredible pressure in the youth development sector for resources. He added that this need for resources by the youth movement meant there was need to develop expertise in resource mobilisation. The session was approached with practical examples through group demonstrations and role play.

### **Exercise**

The participants were paired and given role plays that hinged around resource mobilisation. Participants first had to give their company/organisational profiles. These were:

1. A Donor and a youth NGO (Gilbert and Emmanuel)
2. A donor agency that does not fund youth and a youth group (Ravi and Hlobisile)
3. A Corporate Body with a Corporate social responsibility fund and a youth organization (Batsho & Phyllis)
4. A Stationary company, A youth Organisation and a Conference Facility (Jonah, Rama & Bockarie)
5. A VIP in a local community and a youth NGO (James & Palesa)
6. A Corporate body (with no Corporate Social Responsibility programme) and a youth NGO (Dabesaki & Francis)

### **Plenary Discussion**

From the presentation of the role plays, participants were able to point out certain observations. These were both negative and positive learning points. The observations were as follows:

- Resource mobilisation is more tactical than theoretical.
- It was noted that it is important to be focused when meeting the donor.
- Compromise in the approach is sometimes necessary.
- There is need to make use of the opportunity and leave a lasting impression.
- You need to do a lot of public relations to create a general impact.
- There is need for young people to be weary of undesirable conducts e.g. answering calls on the cell phones.
- Attention should be paid to the selection of words.
- Prior research about the possible donor is essential.
- Leadership styles and organisational development are essential to resource mobilisation
- Pre-planning what you are going to say is good but one should be open minded and be ready to share information.
- Donors have a mindset prior to meeting them and sometimes it is a duty for the fundraiser to change that.



- Resource mobilisation is about creating sustainable relationships with the donors.
- The image you present is important even if they don't give you funds, they will talk about you to some body else.
- Make them feel bad that they can not fund you if they can not at the time.
- Creating confidence in the eyes of the donors is important.

### **Questions To Ask In Resource Mobilisation**

The questions below can help you bring out important elements in preparing for resource mobilisation.

1. What has worked?
2. What are reasons why you failed to get funding in the past?
3. What tips would give to somebody on resource mobilisation

### **10.0 INDIVIDUAL PLANS REVIEW**

This session was facilitated by the Regional Direct, Valencia KD Mogegeh who noted that as time drew closer to the next RAB as well as the term of office end it was important to review activities undertaken and build on the experience to improve of the work plan.

Through contributions it was identified that there were several key steps in developing the Plan Of Action (POA). These were:

- Needs Assessment/Gap identification/SWOT Analysis
- Activities/Issues/Interventions
- Resources
- Who should be involved/stakeholders/consultations

In order to be effective in developing the POA, one needed clear goals and objectives as well as prioritisation of issues.

### **10.1 Prioritising the RYC Plan of Action**

Using a process of elimination the RYC POA was down-sized. This activity was based on actual activities undertaken by RYC's over the past year. Six POA implementation areas were identified as priorities. These were

1. Resource Base diversification
2. Capacity Building
3. Advocacy
4. Information dissemination
5. Relationships/Networks
6. Reporting & Mandates

Participants were tasked to map the way forward for the POA drawn at the RAB 2005 on the themes raised.

From contributions made by the groups, a revised POA was drafted. It was suggested that reporting template be developed to ensure the RYC's provided consistent information on their



activities. Participants were informed that the deadline for submission of country specific individual plans of action was December 20<sup>th</sup> 2006.

## **10.2 WORKSHOP EVALUATION**

- Participants completed evaluation forms. A majority of the participants felt that the workshop was sufficiently practical to facilitate transfer of some of the skills they had learnt.
- Facilitation was good and did increase understanding on the various topics addressed during the workshop. Sessions on negotiation and planning may have to be re-visited to allocate adequate time to address those topics.
- Participants were able to share experiences during and outside the planned sessions, this enabled stronger links and networks amongst RYC members, with staff and facilitators.

By and large extent the workshop achieved its intended objectives and provided an opportunity to strengthen relationships among RYC members, with CYP RCA staff and other development partners.

## **WRAP UP**

It was generally agreed that the workshop had met its expectations. Facilitator and volunteers during the workshop were given tokens of appreciation and the workshop participants too.

## **11.0 CLOSING CEREMONY**

The closing ceremony was held at the CYP Centre and officiated by the Seychellois Ministry of Youth, Principal Secretary, Allain Volcere. A presentation was made by the reigning Miss Zambia 2006, Precious Mumbi who spoke about the attitude youth should have towards influencing others and approaching challenges in life. She spoke of how her unique opportunity as a beauty pageant queen had opened doors for her to not only motivate young people but also raise funds for causes as well as allowing personal development.

During his speech, Mr. Volcere expressed his happiness at the content and participation of the RYCs in the workshop. He cited it as a sign of commitment by CYP and the RYCs. He also made mention that he looked forward to seeing the RYCs at the 2007 RAB Meeting to be hosted by Seychelles.

The Africa RYC Coordinator, Batsho Nthoi gave a vote of thanks and expressed gratitude Mr.Volcere for the invitation to Seychelles. He also said he was confident that the knowledge learned was relevant to the participants as RYC members and also in their everyday lives. He thanked CYP and the facilitators for having made the workshop a complete success.

Participants were given certificates of participation. The workshop was officially closed.