

YOUTH LEADERSHIP DEVELOPMENT COURSE WINTER SCHOOL 2024 REPORT

29 June – 11 July 2024

#Youth4Integrity



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Executive Summary

The Youth Empowerment and Transformation Trust (YETT) in partnership with Africa University's College of Business, Peace, Leadership and Governance hosted the “**Annual Youth Winter School**” in July 2024. The Youth Winter School had 34 participants (20 Females and 14 Males) aged between 18 and 26 years from the country's ten (10) provinces. The course aimed at strengthening institutions that focus on promoting transparency in Zimbabwe and enhancing a culture of integrity amongst young people.

The Winter School was made up of 3 sessions including a teambuilding session, academic session led by Africa University and Leadership in practice sessions led by youth and other experts in transparency and accountability initiatives. The participants also had an opportunity to engage with key state institutions including the Zimbabwe Anticorruption Commission, The National Prosecuting Authority, and the Zimbabwe Revenue Authority in the various sessions.

The sessions included presentations, workshops, teambuilding, mentorship and networking opportunities with experts from different fields. Additionally, the programme was characterized by interactive sessions, discussions, group work, and mentorship sessions, which enabled participants to share experiences, lessons learned, while also practising how to become effective leaders. The 2024 Youth Winter School was convened based on the recognition that young people play a crucial role towards building transparent, equitable, accountable, and resilient institutions, and societies. The Winter School also acknowledged the roles and contribution of youth in preventing and countering corruption. To this end, the Youth Winter School for 2024 was focused on promoting integrity, and fostering, a culture of honesty and value-based leadership among young people in Zimbabwe. The programme underlined the importance of young people investing in leadership development, personal growth, and ethical responsibility for the betterment of society.

Overall, the Winter School of 2024 underlined the importance of young people to not only lead with integrity, but to also ensure that they adopt behaviours that are reflective of them being socially accountable leaders, who can play critical roles in advancing societal transformation.

Introduction

The Youth Empowerment and Transformation Trust (YETT) is an organization which has been significantly involved in nurturing the capacities of young people in Zimbabwe, to realize their full potential. Since its inception, YETT has been developing young leaders through its flagship Youth Leadership and Development Course famously known as the “Winter School”. YETT’s Annual Youth Winter School started in 2005 to strengthen the capacities of young people and enable them to exercise effective leadership in the various institutions that they lead or work in.

The 2024 Winter School had a total of thirty-four (34) participants from diverse background, including CSOs, community-based organizations (CBOs), faith-based organizations (FBOs), student unions, as well as other interest groups. Of the thirty-four who attended, twenty (20) were females, and fourteen (14) males including 3 youth with disability.

The 2024 Youth Winter School was aligned with the African Union’s Agenda 2063 as well as the UN Agenda 2030 strategy, which both highlight the importance of accountability and transparency as key priorities in the international development agenda. The 2024 Winter school also drew inspiration from the findings encapsulated in the National Development Strategy (NDSI), which noted that most young in Zimbabwe do not appreciate honest and hard work. Section 735 of NDS I says that “*It has been noted that most youth in Zimbabwe have not embraced the culture of hard work and the principle that hard and honest work pays.*” The Youth Winter School therefore sought to highlight the importance of integrity, accountability, transparency and ethical leadership.

Objectives of the Winter School

The following were the objectives of the 2024 YETT Youth Winter School:

- To develop a new leadership based on a new ethos, norms, value system and a new paradigm, i.e. transparency, integrity, respect, mutuality, respect for diversity, unity of purpose, tolerance and active solidarity inform this paradigm;
- To cultivate an attitude of resisting behavior that is not in line with the values of integrity.;
- To encourage a culture of holding leaders to account based on factual information from media and commitments made by leaders during elections; and
- To enhance participation of young men and women in leadership processes and create an enabling environment for learning, networking and exchange of ideas.

Expected Outcomes

The specific outcomes of the 2024 Youth Winter School included the following:

- Enhanced understanding of integrity and its impact on the individual, family, community and governance institutions;
- Increased ability to conduct advocacy and engage duty bearers on pertinent issues;
- Increased knowledge and skills to lead individuals and organisations in a more effective and sustainable manner;
- Enhanced understanding of how ethics, morals, and values relate to their leadership dilemmas; and
- Development of comprehensive set of practical skills and tools to rely on through leadership practice.

Academic Session

The academic session was led by Africa University through the College of Business, Peace, Leadership and Governance. Africa University provided theoretical foundations of the themes and concepts to be explored during the Winter School. The sessions also provided the youth with an experience of the university campus environment as it was hosted at Africa University with facilities being open to the participants.

The first day focused on the issue of integrity as a social construct, leading with integrity and understanding advocacy and its place in the chain of change;

- The second day focused on where integrity has worked in the world, gender inclusion and integrity, conflict transformation and peacebuilding and skills and networking skills;
- The third day focused on integrity in research and academic spaces, integrity at the workplace, issues of resilience, integrity in business and economics;
- The fourth day was about role models, corruption, and the progress on the National Anti-corruption Strategy (NACS);
- The fourth day also included site visits to the Forbes border post and Sakubva Open Marker, which had the objective of immersing participants into how government processes are implemented, and to also identify the measures in place to address corruption in the context of cross-border trade.

Proceedings of the Academy Sessions

Opening Ceremony

Remarks by Professor Engineer Talon Garikai, Deputy Vice Chancellor, Africa University- Acting on behalf of the Vice Chancellor of Africa University;

Professor Engineer Talon Garikai gave opening remarks on behalf of the Vice Chancellor of Africa University. As a private institution, whose mandate is to develop leaders of this continent, Africa University was delighted to host the Youth Empowerment and Transformation Trust capacity building program. He added that the 2024 theme of the Youth Winter School focused on “*promoting integrity and value in leadership*,” adding that this was timely since our society is battling the erosion of African values and many young people are succumbing to disruptive subcultures that are threatening the future of this continent. Africa University is guided by the “ubuntu” philosophy which means I am who I am because of others. Its vision for developing ethically grounded leaders is revealed through partnerships with likeminded organizations and institutions whose programs align with their visions and mission such as the Youth Empowerment and Transformation Trust (YETT).

Professor Garikai highlighted the importance of partnerships to the developmental trajectory of organizations, adding that partnerships have broadened the scope of the work done by Africa University. The Professor also outlined how partnerships have played a role in strengthening their academic and outreach programs through information sharing, research, skills development, and resource mobilization. He added that the YETT Youth Winter School was part of Africa University’s contribution towards capacity strengthening of institutions and young people into strong and accountable citizens. He added that the collaboration with YETT was in line with the Africa University strategic plan for 2023-2027 which seeks to deploy principled and creative leaders as well as driving positive change at all levels of society across Africa.

Professor Garikai spoke briefly about the “Strengthening Institutions and Youth Agency in Zimbabwe's Accountability (SIYA) project and added that *it was aligned strongly with Africa University's core value of integrity.* He added that Africa University looked forward to engaging SIYA over the project relation until 2028. Professor Garikai highlighted how the Youth Winter School was further aligned with the continental blueprint of Africa Union's Agenda 2063, whose aspirations are for “*the Africa we want.*” He added that Agenda 2063 seeks to ensure that the continent's youths are not only engaged in civic spaces but are also empowered to play a more meaningful role in the development of the continent. He emphasized that young people in Zimbabwe needed to acquire the necessary skills and aptitude, including values of honesty, integrity, discipline and fairness.

Professor Garikai's remarks also referenced Africa's demographic dividend. He noted that Africa's young people comprise of more than 60 percent of the population and underscored that this demographic reality compels them to occupy their space and fully participate in

shaping Africa's developmental agenda. Professor Garikai concluded his remarks by expressing his confidence in Africa University's continued collaboration with YETT and emphasizing that the partnership would be crucial in developing ethical innovators and business leaders who would be poised to develop the new, innovative, transformative and sustainable models of leadership required to drive the continent's development.

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Professor Engineer Talon Garikai, Deputy Vice Chancellor, Africa University

models.

Remarks by Youth Empowerment Transformation Trust (YETT)'s Director: Mrs Rosewita Katsande; The Director of the Youth Empowerment and Transformation Trust (YETT) gave opening remarks and gave a history of the Youth Winter School. She outlined how this programme has been carried out since 2004 and is one of the flagship programs for YETT. She reiterated her conviction and belief in young people's critical roles in societal transformation and leadership.

Miss Katsande described the Youth Winter School as a programme that had accumulated significant impact from its inception in 2004 with more than 600 participants trained so far. The Director of YETT outlined the objectives of YETT and emphasized that the training programme was aimed at laying a foundation for the new generation leaders with practical exposure to the country's development challenges. She underlined YETT's interest in working with young people to promote the culture of integrity and increase their knowledge and appreciation of integrity. Miss Rosewita Katsande highlighted that the Winter school provided an opportunity to interact with facilitators and institutions that are working on promoting integrity at both national and sub-national level.

The Director of YETT explained how the 2024 Winter School is part of the SIYA initiative which they are working on as a collective with the Zimbabwe Coalition on Debt and

Development (ZIMCodd), Transparency International Zimbabwe (TIZ) and Southern African Parliamentary Support Trust (SAPST). She appreciated the partnership with Africa University, USAID support and other partners.

In concluding her remarks, the Director of YETT congratulated the 2024 Youth Winter School participants and commended them for their leadership potential. She indicated that for one to be selected for the Youth Winter School is a testimony to the leadership potential they possess. She underlined that youth leaders must step up and have proper solutions, ideas and take collective action in terms of the current challenges that the country is facing.

Remarks by Mr. Tashinga Zamba from Zimbabwe Coalition on Debt and Development (ZIMCodd);

Mr. Tashinga Zamba from the Zimbabwe Coalition on Debt and Development (ZIMCodd) highlighted that the SIYA project covered two important issues, namely institutional strengthening, and youth agency. He underlined the importance of young people in the SIYA project, adding that they play important roles in leadership and promotion of accountability. Mr. Zamba described the SIYA project and outlined that it was designed to respond to particular problems such as corruption and limited participation in government processes. Mr. Zamba further outlined the relevance of this project in strengthening the capacities of young people to advocate for accountability and to push for integrity. He added that fighting against corruption remains a challenge, particularly for young people in Zimbabwe, especially because of the visible power dynamics and differences between themselves and the elites. He added that given the reality that youth are the majority population, there was a potential for the

"The SIYA project is critical towards strengthening the capacities of young people to advocate for accountability and to push for integrity. This is even more important in the current context where fighting against corruption remains a challenge, particularly for young people in Zimbabwe."

Mr. Tashinga Zamba, Zimbabwe Coalition on Debt and Development (ZIMCodd):

SIYA project to make resounding transformation in society. Mr. Zamba articulated the SIYA project was based on the underlying assumption that building and strengthening integrity among the youth, would contribute towards addressing corruption.

Remarks by Mr. Clementine Murombo from the Zimbabwe Youth Council;

Mr. Clementine Murombo made his remarks made on behalf of the Director of the Zimbabwe Youth Council (ZYC) and highlighted that the Zimbabwe Youth Council was the government agency responsible for youth. He outlined how the ZYC is dedicated to serving the young people of Zimbabwe through creating platforms for youth empowerment and participation. Mr Murombo outlined that the ZYC maintains relationships with over 1000 registered youth associations and YETT is one of them. The relationship helps concretize the alliances with youth leaders and assist in the coordinated growth, development of youth organizations. It also brings a sense of accountability and coordination in the youth sector.

Mr Murombo expressed his delight to see young people in Zimbabwe taking active roles in civic, political, and decision-making spaces. He underlined that youth are the vanguard of their future and urged the young people to continue to embrace inter-generational dialogue for the attainment of Zimbabwe's vision of being an upper middle-class economy by 2030.

Mr. Murombo gave a brief appraisal of the national economic blueprint for Zimbabwe, the NDSI, which states that young people and youth are lazy, lacks discipline and integrity so there is need to come up with another perception. He further applauded platforms such as the YETT Youth Winter and Summer Schools as key towards providing a foundation for change in youth development and economic empowerment. He added that capacity building programmes that are availed through initiatives such as the SIYA project are poised to make a positive impact on youth by playing a complimentary role to government programs such as the Zimbabwe Youth Service. He urged the partners who were present to continue making key investments in youth in order to harness full potential of young people in developing Zimbabwe.

"Platforms such as the YETT Youth Winter Schools and Summer Schools as key towards providing a foundation for change in youth development and economic empowerment. He added that capacity building programmes that are availed through initiatives such as the SIYA project are poised to make a positive impact on youth by playing a complimentary role to government programs such as the Zimbabwe Youth Service."

Mr. Murombo, Zimbabwe Youth Council (ZYC)

Mr Murombo concluded his remarks by updating participants on what the ZYC was doing in the arena of legal and policy reforms. He added that the ZYC was currently working on the national youth bill and all issues that are going to be taught during the winter school are encompassed in the bill. It is important to collaborate as stakeholders and ensure that

the voices of the youth are heard and addressed.

Session presentations

Upon conclusion of the opening ceremony, the academic sessions led by Africa University professors began. They focused on diverse themes and had engaging methods that included case study analysis and site visits. Below is an outline of these sessions.

Integrity as a social construct- by Reverend Dr Bishau (UMC), Director of peace institute technology
This discussion was led by Reverend Dr Bishau, United Methodist Church (UMC) Director of Peace institute Technology, who unpackaged the concepts of integrity, ethics and the law. The presenter started by outlining the scope and goal of his presentation, which was to raise awareness among young people on the need to act with integrity. Dr. Bishau underlined that he hoped that participants would emerge from the session with enhanced understanding of the concepts of integrity, ethics, and law, including how they overlap and how they are different. He added that he was envisaging that his interaction with them would encourage them to apply the necessary skills and norms in life, work and society

Session II: Leading with integrity- By Professor Pamela Machakanja, Africa University;

This session was facilitated by Professor Pamela Machakanja. The participants viewed a video and were asked what they learnt from it in terms of leading with integrity. The responses from the participants after watching the video included the following:

- One of the reasons we fail to practice integrity as people is because we lack patience;
- You do good not because someone is watching because there is always someone watching;
- It is always good for the means to justify ends than the ends justifying the means;
- Do not pull others down so that you can excel;
- If you are an inspiring leader you need to empower other people, inspire people, lead change and share vision.

Participants were asked to share the names of people that they look up to and some mentioned Tino Machakaire, Jah Prayzah, Winky D. Professor Machakanja defined ethical leadership as a style of leadership that incorporates principles of morality, integrity, fairness, and transparency into decision-making and actions. She added that ethical leaders prioritize their organizations as well as their stakeholders and beneficiaries' well-being and consider the impact of their decisions on the common good.

Session III: Understanding advocacy and its place in the chain of change- By Dr. Rusero;

Dr. Rusero underscored the need to advocate for positive change, change that transforms and to be able to do that there is need for strong advocacy skills. He defined advocacy as a process that contributes towards the emancipation of people with regards to their freedom, social justice and equality. Dr. Rusero added that advocacy is about standing for what is good for humanity, through various activities and approaches. He outlined forms of advocacy and explored strategies that including supporting, defending, protesting, lobbying and activism.

Day Two

Recap and Reflections on Day One;

Participants were asked to share their reflections on the sessions from the previous day and their responses included the following:

- Integrity refers to the idea that integrity is not inherent trait but rather a concept created and shaped by society.
- Leaders have to be resilient, when you fall you try again, nowadays people want the easy way, and they are willing to step on other people's toes just to succeed;
- The sessions were challenging and also instilled some sense of responsibility in local governance and sustainable development.
- Integrity begins at home, and it is not achieved at once;
- As youth we need to include ourselves in national governance and know about our nation;
- We don't need to live on yesterday's failures or tomorrow's plans but we should live today to change tomorrow;
- Advocacy is instrumental for social change.

Presentations for Day Two:

Session IV: Where has integrity worked in the world? Learning from others- Dr. Bigirimana, Africa University;

Dr. Bigirimana facilitated this session and sought to engage participants by presenting examples where leading with integrity has worked in advancing social transformation. The participants were posed with several questions which provided scenarios on how they would lead with integrity.

Session V: Towards a new generation of leaders: Youth with Integrity- By Tafadzwa Macheka, Youth Empowerment and Transformation Trust (YETT)

Mr Tafadzwa Macheka from YETT posed the following statement: “*The National Development Strategy states that most youth in Zimbabwe have not embraced the culture of hard work and the principle that hard and honest work pay,*” and followed up by asking participants if this assertion was true.

Their responses included the following:

- We are doing hard work but it's not always honest because we will be utilizing the available opportunities;
- It is true because we are focusing on making money using easy and fast ways;
- Youth have the culture of hard work, but it is affected by the digital era;
- We are being pressurized to be smart than honest;

Mr Macheka then went on to define integrity as the practice of being honest and showing consistent adherence to strong moral, ethical principles and values. There are certain principles that are tied to integrity such as, honesty, consistency, reliability, fairness, transparent, accountability, respect, loyalty, morality and ethics. He added that integrity is not a value that is simply passed on its something that must grow inside of us. Integrity is a process not a quick fix.

Following this definition and conceptual overview, Mr. Tafadzwa Macheka tasked participants to write on a piece of paper what values they hold in their heart, how closely they live on the values, and the values that they are showing in their behaviors that they don't actually want.

Values Held by Participants dearly;

- I hold the values of accountability and reliability;
- The value that I want to have is loyalty;
- I am a giver when it comes to celebrations. I got to an extent were by I concentrated on other people`s need more than mine. I want to focus more on myself;
- I am reliable. The value that I don't want is transparency in a relationship. I want to work on over-sharing which is something I do.

- I am respectful. I respect my body and take care of myself. I am very consistent in what I do. I have great self-control. I leave with these values 90 percent of the time.
- I am consistent and very honest. Sometimes I am so frank that people might take it in a negative manner;

Session VI: Gender inclusion and integrity- By Mrs. Eunice Bere, Africa University;

Mrs. Eunice Bere from Africa University, divided participants into six groups, and tasked them to describe and outline the state of gender-based violence and gender-based discrimination at family, community, school, workplace, national and international levels. The answers included the following:

Family Level;

- Gender-based violence and discrimination within the family can take many forms, such as, domestic violence against women by intimate partners or other family members,
- Dowry-related violence and harassment;
- Female genital mutilation;
- Child marriage;
- Differential access to food, education, and healthcare for girls compared to boys

Community Level;

- Violence against women and children;
- Sexual harassment and assault in public spaces;
- Exclusion of women from community leadership and decision-making roles;
- Lack of services and support for survivors of gender-based violence

School Level

- Sexual harassment and assault of students, especially girls;
- Unequal access to educational resources and opportunities for girls;
- Gender stereotyping and biases in curricula and teaching practice;
- Lack of comprehensive sexuality education, bullying and harassment.

Workplace

- Sexual harassment, assault, and abuse;
- Unequal pay and opportunities for advancement for women;
- Discrimination in hiring, promotion, and termination decisions;
- Lack of policies and programs to support work-life balance;
- Exclusion of women from leadership and decision-making roles.

National Level

- Gaps in laws and policies protecting the rights of women and girls;
- Inadequate enforcement of existing laws and regulations;
- Underrepresentation of women in political leadership and governance;

- Lack of investment in programs and services to empower women;
- Limited programmes to prevent or respond to gender-based violence, discriminatory laws and practices that disadvantage women;

International Level

- Trafficking of women and girls for forced labor and sexual exploitation;
- Use of rape and sexual violence as a tactic of war and conflicts;
- Lack of access to sexual and reproductive healthcare and rights;
- Disproportionate impact of poverty, hunger, and climate change on women and girls, Underrepresentation of women in international leadership and decision-making bodies

Mrs Bere underlined that all human beings are born free and equal in dignity and rights. All societies have allowed exclusion consciously or subconsciously. She then defined discrimination and explored gender as a social and cultural construct. She emphasized that gender roles are culturally specific, learned, and changeable. The presenter also defined intersectionality as the interaction of gender with other relations of power such as age, race, class, religion, and ethnicity. The presentation highlighted how power is a fundamental component of gender. She especially noted how imbalances affect gender relations.

Session VI: Conflict transformation and peace building- Dr. Murwira, Africa University;

Dr. Murwira introduced the concepts of conflict, peace, conflict Transformation and peacebuilding. He referenced the Dalai Lama, who in 1991, said peace must first be developed within an individual. He added that the Dalai Lama also underscored how love, compassion, and altruism are the fundamental basis for peace. Once these qualities are developed within an individual, he or she is then able to create an atmosphere of peace and harmony. This atmosphere can be expanded and extended from the individual to his family, from the family to the community and eventually to the whole world.

The presenter defined peace as non-violence and as a state of security or order within a community. He juxtaposed this to the definition of conflict, which he presented as a situation which manifests itself whenever incompatible activities occur. Highlighting the impact of conflict, Dr. Murwira outlined that conflict affects relations, often leaving people with unhealed wounds (physical and psychological), fear and to some extent, feelings of revenge and discontent. Dr. Murwira observed that healthy social relations are distorted when people have a mental polarization which also feeds into behavioural polarization. The presenter also outlined the impact of conflict, which include polarization of groups.

Session VII: Youth: Skills and networking skills- Mrs Davi;

Mrs Davi requested participants to share two truths and one lie about themselves and made the other participants guess what the lie and truth is. The exercise demonstrated that it is impossible to really know who a person is. She then explored the importance of strengthening networking skills among young people. She added that leadership is not about being in charge but taking care of those in your charge or care. The presenter also discussed the importance of leadership for youth and underscored that effective leadership involves developing decision making skills, inspiring others, building confidence, and driving change.

Participants were asked on the qualities that makes a great leader and some of their responses included the following: charisma, fairness, resilience, confidence, listening ability, transparency, being accountable, patience. This led to discussions on what young leaders need to do to enhance their leadership skills. Mrs Davi encouraged young people to be realistic in their goal setting and expectations. She urged young people to be realistic about what they are capable of and not capable of. She also outlined that effective leaders are required to have a vision and to set goals, in addition to possessing effective communication, team building, problem solving, resilience, and adaptability.

Day 3 Presentations

Recap and Reflections

The participants were asked to share reflections on the previous day sessions and some of the reflections include the following:

"Indeed, transparency is essential for reducing opportunities for corruption, improving public trust, and promoting sustainable development. However, the reality is that there is transparency due to the limited access of information in user-friendly format."

YETT Youth Winter School 2024 Participant;

- Begin with the end in mind;
- Integrity still works in places such as universities, families and communities;
- There is need to change mindset from scarcity and victimhood to one of abundance and responsibility;
- There is need to enhance social skills and networking skills;
- Gender refers to a cultural and social construct which differentiate the roles of men and women;
- Leadership is about connecting with others which were social and networking skills come into play;
- Conflict transformation is a process of establishing and maintaining healthy power relations through peace building;
- Integrity is a vital value that encompasses of honesty, authenticity, and moral principle;
- Leaders should be able to see things in other people's perspectives and respond in a way that acknowledges and respect their feelings;
- Gender discrimination can be caused by a number of things which include religious beliefs, cultural practices;
- Effective leadership comes with great responsibility and require outstanding strategies that is strong social skills and the ability to network and influence;

- There are different types of gender-based violence which are physical violence, sexual violence and emotional abuse;
- Leadership is not about being in charge but is about taking care of those in your charge;
- Self-reflection and awareness lead to persona and purpose identification;
- Integrity is indispensable attribute to humanity, and it is indisputable that everyone needs it;
- Peace must be first developed within an individual. Peace is a state of security or order within a community provided by law, custom or public opinion; and
- Gender based violence is fuelled by a patriarchal society.

Session VIII: Integrity in research and academic space- Dr. Stanley Murairwa

" Research is a systematic process of collecting and logically analyzing data, with the objective of answering questions and addressing social problems."

Dr. Murairwa, Africa University: Presenter/ Resource Person: Youth Winter School 2024

Dr. Stanely Murairwa asked participants to analyze the diagram of a person who was confused in which way to take A or B. The person is trying to decide on which route to follow. This shows that there are two routes which are the integrity

route and the dishonesty route. A person is supposed to make the decision on which path to take, the easy path or the hard path? After the presentation one is supposed to make a choice on which route to take.

Participants were asked what they have done which can be classified as dishonest? Their answers were, cheating, lying, stealing. There was use of three bible verses by the facilitator. Proverbs 10:9 states that the man of integrity walks securely but he who takes crooked path will be found out.

- Proverbs 12:19 says, truth lips endure forever but lying tongue lasts only a moment.
Proverbs 12:22 says, the Lord detest lying lips, but he delights in men who are truthful.

Dr. Murairwa defined research as a systematic process of collecting and logically analyzing data. He added that research has to revolve through processes which are questions, observations, and knowledge, developing the research topic, developing research questions, choosing a study design, choosing methodology, data analysis, drawing conclusion and informing others or application in practice. He identified the key words associated with research, i.e., research, pragmatic, systematic, empirical. During the presentation, there was emphasis on research being action-oriented and being designed to alleviate socio-economic and political problems. It was also underlined that policy research is geared towards addressing social problem and feeding into the policy making process.

The presenter underlined the importance of using knowledge to influence decision makers. He linked research to advocacy and highlighted that evidence-based analysis can be used for effective advocacy. He cited several examples of research, including applied research, policy research and advocacy research. A distinction was made between basic research and applied

research. The Resource Person defined basic research as that which seeks to identify fundamental factors behind broad categories of social phenomena. Applied research was defined as that which seeks to investigate more specific situations or events and is often more concerned with the effects of various policies. The type of research to be used as evidence to influence policy will always depend on the type of problem and/or issue the change advocates are seeking to address.

Dr. Murairwa also touched on the question of ethics in research and underlined the importance of respecting everyone involved in the research. He added that researchers must be transparent and accountable in the way they conduct research.

Dr. Murairwa also discussed the concept of academic integrity, which was defined as acting in a way that is honest, fair, respectful, trustworthy, reliable and responsible in your studies and educational work. He outlined the three key stakeholders in the academic sector, namely

the students, teacher and the institution. The discussion on academic integrity led to conversations on why students cheat academically. Different factors were presented, including external factors such as influence from parents and the community. There was also a discussion on individual factors that perpetuate academic cheating including the scenario where people are lazy to research. Dr Murairwa

"Negotiation is an everyday experience which is done consciously and subconsciously. It is designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed."

Mrs Bere, Africa University: Youth Winter School 2024;

discussed the role institution policies in curtailing academic dishonesty. He urged young people to respect rules regulations and guidelines of their academic institutions.

Session VIII: Negotiation- Mrs Bere, Africa University;

The session began with Mrs Bere sharing an ambiguous picture which showed an optical illusion between an old woman and young woman. She then asked participants to share their perceptions by describing what they see on a picture that she had shared. Participants shared their different opinions, with some describing the person in the photo as young, or as a queen.

The moral of the exercise was to demonstrate how perceptions can influence the way we view the world, depending on where you are viewing from or your lens. The exercise highlighted the importance of culture, perceptions, and vantage points in any negotiation situation. Mrs Bere used this as an entry point to discuss how misperceptions or different perspectives have often been at the centre of negotiation processes.

Mrs Bere then defined negotiation as an everyday experience which is done consciously and subconsciously. She underlined that negotiation was characterised by dialogue between two or more parties to resolve points of difference, gain an advantage for an individual or collective, or craft outcomes to satisfy various interests. The presenter added that negotiation is designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed.

Mrs Bere then described the types of negotiations and distinguished between hard and soft negotiation. The presenter defined soft negotiations as being characterized by an environment where participants are friends, goal is agreement, concession and building relationships, easy to reach agreement, trust, and accept losses to reach agreement. She distinguished this from hard negotiation, which is often characterized by entrapment, inefficient outcomes, and the distortion of relationship. Mrs Bere highlighted that hardball negotiations often lead to win or lose outcomes or zero-sum outcomes, especially because of their adversarial and competitive nature.

The presenter encouraged the use of interest-based relationship, which is also known as integrative and redistributive negotiation. During interest-based negotiations, participants seek to meet each other in the middle. This is based on the recognition that zero-sum approaches to conflict resolution are problematic. The presenter also outlined the core principles and characteristics of interest-based negotiation which include flexibility, preparedness, inclusivity and consensus orientation.

The presenter defined the minimum standards in interest-based negotiation, which include defining problem, focusing on all parties of the conflict, considering the interests of all parties involved, identifying effective and durable, win-win outcomes, building relationships, and restoring trust. Mrs Bere added that such an approach allows for parties to explore multiple options for mutual gain and define objectives criteria.

The discussion highlighted the importance of negotiation in addressing corruption. The plenary discussions revealed that negotiation processes are often some of the platforms where discussions on integrity and transparency can be undertaken. Negotiations can lay the groundwork for good governance and for the promotion of accountable institutions.

Session IX: Integrity at the workplace- By Dr. Nyikadzino;

Dr Nyikadzino asked participants to define what a workplace is in groups and their answers were:

- An environment where an individual provides services;
- A place where you work;
- An environment where there are people working on a unified goal or purpose;
- An environment where people go to work for a living;
- An environment where adults go to do their jobs and get paid;

The presenter defined a workplace is a location where someone works for their employer or themselves. It is a place of employment or source of income. He defined types of workplaces, include remote or virtual workspaces as well as formal or informal. Dr. Nyikadzino underlined that no matter the type or context, integrity is key.

Dr. Nyikadzino described integrity in the workplace as the act of doing the right thing when no one is watching. It refers to having upstanding character traits and work ethic including sound judgment, honesty, dependability, and loyalty. The presenter also underscored that a integrity at the workplace implies that one adheres to company rules and regulations, is professional, is trustworthy and reliable, practice and encourages open and honest communication, is responsible for their actions and consistent in work-based actions.

Dr. Nyikadzino provide some tips building integrity at a workplace, which included the following:

Tips for enhancing workplace integrity:

- Following and respecting company policies (dress code, code of conduct) and procedures;
- Being willing and ready to work;
- Being exemplary and being a role model, meaning that one's working style and attitude should inspire others;
- Maintaining high standards and professional conduct;
- Keeping workplace language professional;
- Respecting each other's opinions and not being dismissive. This means respecting others' ideas and opinions even if one disagrees with those views;
- Demonstrating maturity, by listening and considering what others say;
- Reporting any unethical behavior and wrongdoing. When reporting unethical behavior, one needs to be specific on who, how and where;
- Being accountable for one's mistakes, taking responsibility and accepting feedback;
- Protecting confidential information;
- Communicating honestly and openly;

The presenter concluded by stressing that dishonesty and lack of integrity eventually catch up with the perpetrator. Dr. Murairwa encouraged participants to not take shortcut towards their progress.

Session X: Resilience: By Mr Nkosana Maphosa

Mr Nkosana Maphosa asked participants to share their unsuccessful romantic stories. He went on to ask how many of them have applied for scholarships and how many were successful and how they dealt with the rejection. This was his way of introducing the aspect of resilience. He also shared his life story of how he had to cycle 32km to and from school in Plumtree and had to thrive in that kind of environment.

"Young people have the potential to change the fortune of Africa and to engineer prosperity in Africa. They need draw on their ethical values whenever they are confronted by challenges such as corruption."

**Mr. Maphosa, YETT Presenter/ Resource Person:
Youth Winter School 2024;**

Mr. Maphosa defined resilience as the capacity to bounce back from adversity, trauma, tragedy, threats, or significant sources of stress. It is adaptation to challenges and changes. Resilience is not about being invulnerable or avoiding all difficulties. Rather, it is the capacity to bounce back, learn

from experiences, and grow stronger in the face of adversity. He added that resilience enhances mental health and wellbeing, increases adaptability to change, overcoming set-backs and failure, improves professional and academic success, strengthens social relationships, identity formation and self-confidence.

Session XI: Integrity in Business and Economics- By Professor Thomas Masese

Professor Thomas Masese used the sustainable livelihood framework to describe the key elements that are critical in the acquisition of a strong outlook towards leading with integrity. These include natural capital, financial capital, social capital, and physical capital. He defined integrity as being honest and having strong moral principles. The presenter outlined that a person with integrity behaves ethically and does the right thing, even behind closed doors.

Professor Masese also defined integrity in business as the process of acting with honor regardless of whether one's actions are public, committing to doing what promised to do, having an ethical culture that permeates the entire organizational ecosystem and being transparent about shortcomings, staying accountable and owning up to any mistakes. He underlined that a person's integrity is shown by a person's values, what they say, how they manage themselves, how they manage relations, how they handle tasks.

Professor Masese stressed that integrity is strengthened by small things such as expressing gratitude for others, valuing honesty, and openness, taking responsibility and accountability for one's actions, good and bad, respect, helping those in need without sacrificing your own health, demonstrating reliability and trustworthiness, showing patience and flexibility even when unexpected obstacles show up.

Furthermore, Professor Masese discussed the importance of integrity in business and economics, adding that integrity is crucial to a business success and may actually boost business performance. He discussed the rationale for business integrity, including ensuring that businesses have wider access to capital, decreased vulnerability, increased customer loyalty, improved employee commitment and improved brand reputation.

Day 4 Sessions

Exercise on Role Models:

The participants had an exercise on role models. The participants were asked to name their role models and why they consider them role models and the participants name the likes of Dr Amai. Chisamba, Tinotenda Machakaire, Winky D, Strive Masiyiwa, Tawanda Dzangare, and Danai Gurira.

Session XII: Role models- By Mr Tafadzwa Macheka, YETT;

Mr Tafadzwa Macheka defined a role model is a person who serves as an example of the values, attitudes, behaviors associated with a particular role or position in society. They motivate others to achieve their full potential by demonstrating positive qualities and accomplishments. Role models are especially important for youth, as they can have a significant influence on the development and trajectory of young people's lives.

The presenter highlighted that role models are important for inspiration and aspiration, identity formation, skill development, navigating challenges, expanding horizons. By serving as beacons of success and positive influence, role models play a vital part in shaping the next generation. Providing youth with relatable, inspiring role models can profoundly impact their personal growth, academic achievement, and future endeavors.

Session XIII: Corruption- Presented by Mr. Zamba;

Mr Zamba started by unpacking the concepts of power and corruption. He defined power as the authority, duty, or office entrusted to a person through election, appointment, an employment contract or in their formal or professional capacity. Mr Zamba defined

corruption as the abuse of entrusted power for private gain, and classified into three categories, i.e. petty corruption, grand corruption, and political corruption. Values for anti-corruption are transparency, accountability, and integrity.

Participants were asked to define corruption. In general, participants demonstrated awareness of what corruption entailed. They were able to outline how corruption affects society in general, and how it affected young people. Participants also outlined how corruption was perpetuated by factors such as patronage and the abuse of power. Below are some of the ways in which they defined corruption:

"Corruption is the use of a position of power to further private interests at the expense of the public good. It includes the preferential treatment and appointment of friends and associates to positions of authority, without proper regard to their qualifications."

YETT Winter School 2024 Participant

- Corruption is the use of a position of power to further private interests at the expense of the public good.
- Corruption includes the appointment of friends and associates to positions of authority, without proper regard to their qualifications.
- It is the preferential treatment of relatives or friends, regardless of merit.
- Corruption is taking shortcuts to achieving personal success and accumulating wealth.
- People at times feel compelled to engage in corruption to advance their careers under the "everybody else is doing it, so I have to as well" belief.
- Nepotism, cronyism, and the use of personal connections to obtain favours can be deeply ingrained in most societies.
- Corruption often involves those in positions of power.

During the plenary discussions, participants outlined that corruption is an issue that affects society as a whole. The lively plenary discussions highlighted how corruption poses a significant threat to society, hindering progress and impacting the lives of individuals, particularly the youth. Young people noted that corruption takes away the socio-economic benefits that young people are entitled to. They discussed how corruption negatively impacts the enjoyment of all human rights-civil, political, economic, social, and cultural as well as the right to development. They specifically noted how as young people, they were disproportionately affected by corruption, especially as it robs them of socio-economic opportunities and hampers their ability to find decent work and other socio-economic opportunities.

Participants in the Youth Winter School 2024 also noted how corruption impacts young people in Zimbabwe. For example, they noted that among the youth, corruption is often driven by peer pressure, which often leads others to want to take short cuts to achieve success. Participants also noted that the social acceptance or normalization of certain corrupt

practices have resulted in corruption becoming a moral cancer. They cited the example of how it has become normal to pay a bribe when one wants to get a drivers license.

Participants also noted how corruption robs young people of opportunities and denies them a decent future. They noted that young people tend to bear a disproportionate burden of the discriminatory effects of corruption due to their reliance on public services. For example, well-deserving and qualified young people are being denied their right to education, because of corrupt enrolment practices in colleges and public training institutions.

Participants also discussed how corruption has affected the economy. They noted that corruption had become a threat to human and people's rights.

Building on the insights from participants, Mr. Zamba continued with his presentation by engaging participants to identify the various forms of corruption that they have seen or witnessed being committed. Participants mentioned the following:

Various Types/ Forms of Corruption:

- **Embezzlement** – which is the misappropriation or diversion of funds or resources entrusted to someone's care for personal use or unauthorized purposes
- **Nepotism and Favouritism** - granting preferential treatment, such as jobs, contracts, or promotions, to family members, friends, or acquaintances, regardless of their qualifications or abilities.
- **Extortion** - Illegally obtaining money, property, or services through coercion or threats.
- **Bribery** - Offering, giving, receiving, or soliciting something of value to influence the actions of an individual in a position of power.
- **Sextortion** – a form of bribery where sexual favours are the medium of exchange;
- **Patronage** - exchanging political support, favours, or resources for political appointments, contracts, or other benefits.
- **Fraud** - deliberately deceiving others for financial or personal gain, often involving false representation of facts, forgery, or manipulation of records.
- **Grand corruption** -This form of corruption involves those, who through their abuse of positions of power or influence use State institutions or policies to embezzle money or enrich themselves;
- **Money Laundering** - concealing the origins of illegally obtained money by passing it through a complex sequence of banking transfers or commercial transactions to make it appear legitimate.

Mr Zamba asked participants what some of the drivers of corruption were, and the following were responses from participants:

Participants perceptions of the drivers of Corruption in Zimbabwe

- Insufficient separation of powers among different branches of government can create gaps in accountability;
- There is lack of sustained commitment from political leadership to prioritize anti-corruption measures;

- Underfunded oversight bodies, such as anti-corruption agencies, auditors, can struggle to effectively monitor and investigate wrongdoing;
- There is lack of comprehensive explanations and rationales for policies, programs, and actions taken by the people in power;
- Interests of political and economic elites can obstruct anti-corruption efforts.
- There is insufficient independence and capacity of the judiciary and law enforcement to investigate and prosecute corruption cases.
- There are difficulties in tracing, seizing, and repatriating stolen assets hidden in offshore jurisdictions.
- There is social acceptance or normalization of certain corrupt practices in some contexts.

Reflecting on the insights that were shared participants, Mr. Zamba briefly outlined some of the challenges which militated against effectively addressing corruption in Zimbabwe. He noted that there is still limited progress in efforts to tackle corruption. Mr Zamba observed that there are currently no safe houses for whistle-blowers which makes it unsafe for the citizens to say anything. Leaders who take part in corruption are not held accountable for their actions. No assets have been recovered where corruption is in question.. This shows that the National Anti-corruption Strategy (NACS) has a lot of loopholes and there is need to review and strengthen national strategies and legal frameworks.

Mr Zamba observed that the National Anti-corruption Strategy (NACS, 2020-2024) needed to be augmented by legal frameworks such as the adoption of the Whistleblower Protection Law, the Witness Protection Law and standalone Sextortion law . The presenter also called for the establishments of “networks of Integrity” which should be accompanied by the setting up of integrity committees within public institutions (eg, ZACC). The speaker also called for the enhancement of Oversight Mechanisms and strengthening parliamentary oversight, which would in turn, guarantee the independence of key independent oversight bodies and adequately resource them (ZACC, NPA, OAG etc.). He also called for the establishment of mechanisms at the subnational, which will focus on anticorruption initiatives.

Site Visit to Forbes Border Post, Mutare

Participants went for a site visit at Forbes border post where they got to ask questions to the customs officials on how they work as shown by the pictures below. The participants also visited Sakubva Open Market.



Concluding Reflections

Overall, the Youth Winter School academic sessions achieved the set objectives. Participants also acquired basic skills on rationale behind evidence-based advocacy and why this is important to their work. They were also exposed to the various theoretical approaches and motivations behind key concepts which laid the foundation for the leadership in practice sessions.

Leadership in Practice Sessions

The second phase of the Winter School focused on leadership in practice sessions. These sessions provided youth an opportunity to engage with leaders in the civic space, private sector and state institutions responsible for promoting transparency and accountability.

Day 5 Sessions

Proceedings of the Leadership in practice sessions

Session I: Understanding Global Indicators on Corruption: By Mr Dakarayi Matanga

Dakarayi Matanga, the Senior Research Officer for Transparency International Zimbabwe (TIIZ), delivered a presentation on “Understanding Global Indicators on Corruption.” The session explored corruption concepts, prevalence measurement, and strategic applications of corruption data for youth engagement. Participants explored various corrupt practices, including embezzlement, nepotism, extortion, bribery, sextortion, patronage, fraud, and money laundering. As SRC leaders, other participants highlighted that they prioritize transparency and accountability within their institutions. Open communication channels and responsible fund management contribute to maintaining integrity. One participant highlighted that accountability involves admitting mistakes and accepting responsibility.

Participants were taken through the **Corruption Perceptions Index (CPI)**, developed by Transparency International which provides valuable insights into corruption levels worldwide. The CPI ranks 180 countries and territories based on their perceived levels of public sector corruption. Scores range from 0 (highly corrupt) to 100 (very clean). Over two-thirds of countries score below 50, indicating serious corruption challenges globally. Mr Dakarayi further explained that corruption, justice, and the rule of law are interconnected. Weakening justice systems contribute to impunity for corruption. Both authoritarian and democratic leaders can undermine justice, allowing corruption to thrive.

Session II: ZACC Anticorruption efforts: Ms Charity Mudavanhu

Charity Mudavanhu, a Zimbabwe Anti-Corruption Commission (ZACC) Senior Public Education Officer facilitated a session sharing the mandate and strategies being used by ZACC to fight corruption. It is commendable that young people are actively engaging in discussions about corruption and its impact on development. Young people expressed a desire for action rather than mere processes when it comes to addressing corruption. Charity emphasized that corruption is a crime, as defined by the Criminal Law Codification and Reform Act Chapter 9:23. Encouragement was given for young people to declare conflicts of interest to avoid corruption charges. Participants raised questions about ZACC’s independence and authenticity, especially since the chairperson is appointed by the President. Charity clarified that ZACC’s chairperson selection involves a parliamentary shortlist, public interviews, and final approval by the President. A youth-friendly committee within ZACC was suggested during the session. ZACC operates under section 255 of the Constitution (amendment number 20). Their responsibilities include investigating, arresting, and referring matters to the National Prosecuting Authority. Monitoring and examining practices, systems, and procurement procedures are also part of their role. Participants expressed dissatisfaction with

ZACC's "catch and release" approach. Charity emphasized the importance of understanding the justice system before blaming the commission.

The facilitator highlighted that ZACC is inclusive and actively involves young people in anti-corruption efforts. She further explained that ZACC does television and radio programs to disseminate information on corruption and to raise awareness. The facilitator asked the participants why they have to care and fight corruption. This is what one of the participants had to say:

"It is of paramount importance for us youths to talk about anti-corruption and integrity because we need to know what's around us that is causing us to suffer and we collectively find strategies as youth leaders of today and the future".

Corruption erodes trust and increases vulnerability among youths. It negatively affects public service delivery and contributes to brain drain. The facilitator explained the **National Anti-Corruption Strategy (NACS)** which was launched in 2020. The NACS serves as a roadmap to fight corruption in Zimbabwe (2020-2024). It addresses causes, impacts, and prevention strategies, involving all stakeholders. ZACC is currently advocating for the enactment of a Whistleblower Act. *"Integrity is crucial in curbing corruption, especially among youth leaders", she lauded.* Young people play a vital role by bringing fresh ideas and motivation for change. Unfortunately, the facilitator failed to address issues brought by participants regarding the Auditor General's report and the Aljazeera Gold Mafia documentary.

Session III: The Role of the National Prosecuting Authority: By Mrs Angeline Munyeriwa

Mrs. Angeline Munyeriwa's presentation focused on the National Prosecuting Authority (NPA) and its role in combating corruption in Zimbabwe. Her emphasis on integrity and the importance of evidence resonated deeply, especially in the fight against corruption and promoting integrity. The NPA's primary mandate is to combat corruption and crime through prosecution. They collaborate closely with other agencies, including the Zimbabwe Anti-Corruption Commission, the Financial Intelligence Unit, ZIMRA, and the police. Participants expressed ignorance about channels to report corruption. Raising awareness among citizens is crucial. The NPA's role in educating young people about their mandate and processes is essential. Knowledge empowers citizens to take action. The NPA operates under Section 258 of the Zimbabwean Constitution. Sections 258, 259, 260, and 261 place an obligation on the Prosecutor General to report to citizens consistently.

Recommendations

- Participants recommended the removal of bail on corruption cases as victims tend to influence witnesses thus destroying evidence.
- There is need for youth involvement in the fight against corruption
- Disseminating information and lobbying for the Whistleblower Protection Act are commendable steps.
- Advocacy for youth participation and mindset shifts is crucial for a corruption-free society.
- Efforts to ensure citizens' access to NPA services are commendable

Day 6 Sessions

Session IV: Enhancing the relationship between parliament and youth: By Mr Phillip Muziri

One of the partners for the #SIYA project which is SAPST represented by Mr Phillip Muziri presented on the topic: **Enhancing the Relationship between Parliament and Youth**. Parliament plays a crucial role as an elective institution and is one of the key pillars of the state. The facilitator highlighted that Section 20 of the Zimbabwe Constitution enjoins the state to take measures to ensure youth have access, opportunities and protection and that there is youth inclusion and he highlighted that the constitution was amended to embrace young people through initiatives like the Youth Quota, Child Rights Caucus, Youth Parliament, and the Parliamentary youth program. The presentation also focused on the role of the parliament. Parliament serves as a representative body, responsible for legislation, executive oversight, and safeguarding the constitution (as enshrined in section 119 of the Zim Constitution).

Session V: Youth, Employment and Informal Economy Enhancing the relationship between parliament and youth: By Mr Jabulani Chikomwe

Jabulani Chikomwe's presentation on the informal economy shed light on critical aspects of this sector. Jabulani emphasized the significance of integrity within the informal economy. Despite its informal nature, maintaining ethical standards is crucial for sustainable growth.

Jabulani highlighted the challenges in the informal economy, he mentioned that there is

- i. Inadequate protection: Informal businesses lack legal safeguards and face vulnerability,
- ii. Infrastructure gaps: Limited access to basic amenities hinders growth, overcrowding in markets: space constraints affect operations,

- iii. Politicization of support: Financial assistance is being influenced by political factors

- iv. Poor sanitation: hygiene challenges persist in designated market areas. Participants reflected on the delicate balance between economic survival and ethical conduct.

Recommendations from participants to improve policy and practice in the informal economy

- ✓ The government to develop a strategy that support young people in the informal economy
- ✓ The government to regulate labour and working conditions in the informal economy
- ✓ Ensuring financial inclusion through intervention tailor made for young people in the informal economy by the government
- ✓ Support the formalization process for growth and better opportunities
- ✓ Inclusive programming through intentional disability inclusion
- ✓ Development agencies to support rights education, skill training and financial literacy
- ✓ The development agencies to support incubation process for actors in the informal economy
- ✓ The government to engage young people in the initial stages of drafting of policies
- ✓ Decriminalizing of activities that youth do to earn a living for example pirating and vending.
- ✓ Implementing of localized approaches to issues.

Session VI: Experiences from youth led community initiatives: By Elaine Manyere

Elaine Manyere, a Young Women Rising alumni and team leader of a community-based organization, facilitated a session on **Experiences from youth led community initiatives**. The session aimed to explore the challenges and dynamics in youth led

community initiatives. Participants were divided into groups based on their fear of popping balloons, and through a role-playing activity, Ellaine conveyed important insights about youth led initiatives. Ellaine used balloons as a metaphor for community initiatives and projects. The balloons represented the ideas, efforts, and goals that leaders hold. Participants who held balloons symbolized those actively involved in community work. Balloons being popped by another group represented challenges, obstacles and opposition faced by these initiatives. The group protecting the balloons represented allies who support and collaborate with community leaders. Ellaine further emphasized the critical role of stakeholder analysis in community initiatives. She also shared practical strategies for successful leadership in community-based organizations.

Reflections from Participants

- Many participants expressed frustration with limited funding and bureaucratic constraints when seeking funding for their organizations.
- Some highlighted the need for cultural sensitivity and community-specific approaches in youth led initiatives
- Participants appreciated the practical insights shared by Ellaine.
- Participants shared various community initiatives from their contexts.
- Many expressed frustrations at the lack of recognition and support for youth-led projects.
- Some participants felt overwhelmed by the dual role of being both allies and leaders.

Day 7 Sessions

Session VII: Inclusion, Integrity and Development: By Tariro Gurure

Tariro Gurure, an esteemed Winter School Alumni and an Inclusion Expert, facilitated a session on **Inclusion, Integrity, and development**. She emphasized that inclusion, integrity, and development are intricately linked, forming a cohesive framework for progress. Her insightful presentation provided valuable guidance for fostering positive change within organizations and communities. Tariro highlighted the strategies for promoting Inclusion. She highlighted that organizations should implement policies that grant equal access to opportunities and resources as enshrined in the constitution of Zimbabwe.

Session VIII: Auditor General Report Reflection Session: By Mr Tafadzwa Macheka

Tafadzwa started off by posing a question to young people if there were aware that the Auditors General report that was supposed to be issued out on 13th of June as mandated in the constitution of Zimbabwe, amendment number 20, Act of 2013 on Section 309 and specifically amplified section 10 of Audit Office Act itself chapter 22:18 was finally out. Few young people showed to be aware of it. He highlighted that the mission of the office of the Auditor General is simple, which is to examine, audit and present to parliament the management of public resources with the main aim to improve accountability and transparency in the system. He further explained that the Auditor reports contain results of accounts of all public entities, local authorities, ministries, state enterprises and parastatals and these include Ministry of health, education, ZINARA, ministry of finance and etc. He added that young people deserve to know how the funds are used as they are the tax payers.

Session IX: Youth Expression through Arts: By Mr Nyasha Timbe

Nyasha Timbe, a seasoned music producer and singer, facilitated a session on **“Youth Expression through Arts.”** The session aimed to empower young people by emphasizing the significance of arts, collaboration, and pursuing dreams. Nyasha highlighted the importance of parental support in achieving dreams. He acknowledged both positive and negative effects of one’s background on goal attainment. Participants were encouraged to recognize and leverage their unique backgrounds as sources of inspiration. Nyasha shared his personal experience, emphasizing how networking and collaborations opened numerous opportunities for him in the arts industry. Young people were encouraged to actively engage with others, seek mentorships, and build professional relationships. Nyasha underscored the crucial role of arts in self-expression. Whether through music, visual arts, or other forms, creativity allows individuals to convey their thoughts, emotions, and experiences. Arts can cascade knowledge across different sectors, bridging gaps and fostering understanding. Nyasha urged participants to pursue their dreams relentlessly. Consistency and dedication are essential for success. Young people were encouraged to consult others who have walked similar paths and sharing information can accelerate growth. Participants expressed concerns about parental hindrance in pursuing artistic careers. Nyasha acknowledged that the arts industry is not always favourable for young women due to issues like sexual exploitation, cyberbullying, and discrimination. Lack of support for youth artists remains a challenge.

Day 8 Sessions.

Session X: Conversation with a mentor

A day was dedicated to having participants engage with a mentor and engage on their chosen path. Civic leaders who have developed sustainable civil society institutions and have managed to successfully navigate the shrinking civic space were engaged and spend the day with the participants. Participants were divided into four groups and engaged with Mr J Wilford, Miss NKwekweza, Ms N Sengai and Mr D Muyambiwa. Below is an excerpt of the conversations. .

Journey to Life Mentorship By Darlington Muyambiwa

Darlington Muyambiwa, an esteemed mentor, led an impactful session titled **“Journey to Life.”** His testimonial experience resonated with participants, challenging them to embrace core principles for personal and professional growth. Mr Muyambiwa emphasized the irreplaceable value of hard work. Participants were inspired to commit to diligence and perseverance. Resilience emerged as a critical trait, enabling individuals to overcome obstacles in their life journey. Participants recognized Mr Muyambiwa as a man of integrity. His emphasis on networking underscored its importance in career development.

Leadership Development Mentorship Session By Namatai Kwekweza

Miss Kwekweza, one of the mentors who is also a team leader for a non-profit making organisation shared her inspiring journey to leadership. Her personal history motivated young participants to strive for excellence. The session fostered an open, judgment-free space for sharing and expression. Miss Kwekweza and her team established an innovation hub. This space encourages interaction, idea-sharing, and collaborative planning among young leaders and volunteers. The team’s youthful composition ensures fresh perspectives and effective idea implementation.

Coaching Session with Ms. Nyasha Sengai

Ms. Sengai, an experienced mentor, shared her personal journey and valuable wisdom during the coaching session. Her insights were practical and inspiring, emphasizing self-development, hard work, persistence, and effective leadership. Ms Sengai shared her personal story, highlighting the hardships she faced during childhood and her experiences in her first job after university, which shaped her resilience and determination and inspired her to start her non-governmental organization. Ms. Sengai discussed the challenges she encountered while running her NGO and how she eventually transformed it into a consultancy.

Leadership development Mentorship session by Mr Wilford

Mr. Wilford led an impactful mentorship session, emphasizing that one's background doesn't define their future. He encouraged youth to seek life-changing opportunities beyond mere allowances. Research is essential for effective leadership. He highlighted that ignorance has no defence in any industry. Leaders were encouraged to enhance their skills and prioritize continuous learning. Mr. Wilford explained the Emotional Intelligence quadrant which comprised of Self-awareness, self-management, social awareness and relationship management. He further explained the Balanced Wheel of Life Model. Participants learned about balancing various life aspects such as Finance, Mental health, Education, Family, Physical health, social connections, Spiritual fulfilment.

Closing Ceremony

Theme: "Call to Action, Take to the Sky"

The closing ceremony which included participation certification was held under the theme "Call to Action, Take to the Sky". Delight Muripo, a Winter School alumni was the master of ceremony and took the house through the program.

During the graduation ceremony, Executive Director Mrs Rosewita Katsande delivered spirited opening remarks to the 34 participants from diverse locations in Zimbabwe. With infectious enthusiasm, she congratulated the graduates, emphasizing that this marked the beginning of their leadership journey after completing the rigorous leadership development program. Mrs. Katsande urged them to trust and follow the footsteps of those who had already walked the path, assuring that they would be well-led. Notably, this Winter School edition, held under the #SIYA project, stood out as the first of its kind.

During the closing ceremony of the Leadership Development Winter School, Professor Stanley Murairwa, representing Africa University Vice Chancellor Mr. Peter Mageto, delivered impactful remarks. He commended the program's theme, which centred on promoting integrity and fostering a culture of honesty and value-based leadership among youth. Professor Murairwa emphasized that integrity is not only essential for personal growth but also crucial for societal betterment. Acknowledging the significance of involving young people in shaping a brighter future, he aligned the initiative with the Africa Union Agenda 2063, a vision for the continent. He further lauded that developing ethically grounded youths is their vision hence partnership was key. Furthermore, as an institution they were looking forward for further collaborations on SIYA initiative up to 2028.

Mr Murairwa highlighted that to promote integrity is in line with 2023-2027 strategic plan as a University. He said the 2063 Agenda can only be achieved when youths are honest, disciplined and have integrity. He encouraged participants to strive for higher ground individually and collectively, emphasizing that honesty and integrity form the bedrock of

effective leadership. Africa University values the Ubuntu Philosophy and envisions ethically grounded youths as key to progress. The partnership's commitment extends beyond the Winter School, with plans for continued collaboration through the SIYA initiative until 2028. Ultimately, Professor Murairwa underscored that achieving the 2063 Agenda hinges on honesty, discipline, and integrity of today's youth.

A motivational talk on the power of integrity was given by Mr Mukwanda. He emphasized that integrity isn't just a buzzword; it's a fundamental quality that shapes youths' actions and impacts their legacy. Integrity was defined as living consistently with one's beliefs, both inwardly and outwardly. During the graduation ceremony, Mr. Kuwana urged young people to recognize their own identities and embrace authenticity. He stressed that leadership hinges on integrity making a difference, creating impact, and standing up for what we believe. Graduation marked the start of young people's journey, and he encouraged them to uphold their values, even when faced with difficult decisions. He clarified that integrity involves giving personal instructions and faithfully following them, resulting in a lasting legacy. Mr. Kuwana's reputation as an international award winner and trusted figure stems from his unwavering commitment to integrity. He reminded young people that integrity isn't just a personal virtue however a brand they carry into the world. By staying true to their values, they can make a positive difference and leave a lasting impact. He highlighted that authenticity means positioning actions with inner opinion beliefs. Mr. Kuwana's talk underscores the power of integrity, a force that shapes leaders, builds trust, and leaves a legacy. As young people embark on their leadership journey, they were challenged to uphold their values and make strategic choices and always being authentic.

In a momentous ceremony, board member YETT Ntando Dumani, Professor Stanley Murairwa from Africa University, and Executive Director Rosewita Katsande awarded certificates to 34 participants who successfully completed an intensive 11-day Leadership Development Course. Their dedication and commitment to personal growth and ethical leadership were celebrated, marking the beginning of their transformative journey.

Two Winter School Participants gave remarks on behalf of their fellows with closing remarks from Ntando Dumani, a YETT board member, concluding the ceremony.

"TOGETHER WE CAN BUILD A GENERATION OF INTEGRITY"