



Youth Initiative Winter Training (5th Cohort)

25th - 31st January, 2018

BCMD Media Lab, YDF Complex, Thimphu





Over 100 young people have participated in the Youth Initiative programme since 2014. It proves that with proper guidance and training, our young citizens are capable of bringing change. BCMD continues to build on the success of the Youth Initiative programme. This winter, the 5th cohort of YI members were trained in a 7-day training programme from the 25th to 31st of January, 2018. About 24 high school and university students, teacher trainees, graduates, and LGBT youth gathered with a common goal to take community based actions and bring change in their community.

The week long residential training was focused on research, dialogue, debate, deliberation, policy making and representation. The youth also learned about civic sense and their duties as part of a community. Apart from that, the training included two field trips. The youth also got opportunities to interact with resource persons from different organisation on various issues. *(Refer to Annex 1 for list of resource persons)*

The main objectives of the training were:

- To enable Youth Reps to engage on issues using research, debate and deliberative communication skills. And collectively arrive at decisions through a dialogue approach to discussions.
- To strengthen the ability of youth to share their voice
- To enable youths to take community-based actions.

A brief on activities of each day of the training:

Day 1

Soon after the participants arrived, an energizing introduction round kick-started their first day of the training. The participants were then introduced to the Youth Initiative Programme and its history, local actions, what is expected of them as YI members and more importantly, what they expect to gain out of the training. The afternoon sessions focused on the participants reflecting on strengths and weaknesses of their communities, what they envision their communities to look like in 2030, and the roles they would play in helping their communities achieve those visions. The day ended with ex-YI members sharing their own experience. Participants shared that hearing from ex-YI members helped them understand their own roles better.

Day 2

Energized by jogging in the serene pine forest in upper Motithang and a hearty breakfast, the youth started their second day of the YI Winter camp with a session on benefits of practicing mindfulness. The youth then learned about methods, ethics and other components of conducting research. They also had the chance to get firsthand experience in reviewing a draft policy. The afternoon session included a field trip to the parliament where the youth learned about unique characteristics of Bhutan's democracy and how it was nurtured by our leaders throughout the last century.

Day 3

The third day of the Youth Initiative Winter Camp trained youth in public speaking, debate, project proposal writing and budgeting. Through mock debates, youth shared their views on various current



issues in Bhutan and honed their critical thinking skills. Session on project proposal writing was able to guide the youth in refining their proposals for community-based actions.

Day 4

Before their fourth day of training, the participants woke up early to practice their lesson on mindfulness from the first day and went on a silent mindfulness walk. At the Media Lab, Dasho Sangay Khandu of the National Council shed light on the Constitution of Bhutan, effective representation, and policies and their deliberation in the parliament. Throughout the three sessions, participants interacted actively with Dasho Sangay Khandu and shared their queries on diverse issues related to youth representation, the education system, gender rights, etc.

Later in the afternoon, local action groups presented their proposals to mentors, following which each group was assigned a mentor. Role of the mentor will be to:

- Guide YI members in
 - writing well-defined, innovative and achievable proposals for their LAP
 - implementing the LAP throughout the implementation period
- Host periodic mentoring sessions in person or via phone/email/video call to
 - Monitor the progress
 - Help resolve issues, if any
- If required, assist YI members in replicating the YI training sessions in their community
- Communicate with the respective programme person at BCMD whenever necessary.
- After the implementation period, update the BCMD program person with a reflection report
- Guide YI members in ultimately becoming active and engaged citizens

During the tea break, the group members familiarised themselves with respective mentors and received feedback on their local action proposals.

The YI members organised an Open-Mic-Night in the evening, where they engaged in interactive games, and showcased their various talents in dancing, singing, drama and event-hosting. Additionally, the participants from the transgender community shared their experiences growing up and living in Bhutan as trans-women, which was received with tenderness by the other participants. Another participant used the platform to present his interest and experience in sustainable development projects.

Day 5

Two officials from Bhutan Toilet Organisation (BTO) led the first session of the day on Civic sense and duty. The YI members learned about the inspiring work that BTO does towards building a toilet culture in the country by inspiring and empowering individuals and communities through education, advocacy and social initiatives. The participants then caught a bus for their second field trip to Greener Way in Babesa, Thimphu, an organisation that manages waste. The YI participants learned to be mindful of the waste we generate, and be thankful of those who segregate and recycle waste to keep our country clean.

After a tasty lunch, the YI members got together in their respective groups to develop draft action plans, using the following questions to help guide them:



- What issues are you concerned about in your community?
- What steps can you take to contribute to addressing the issue?
- How would you organise yourself?
- How would you advocate?
- Who would be your stakeholders/partners?
- What resources would it take?

With guidance from officials from BCMD, the groups also prepared draft budgets for their action plans.

Like the earlier four days, the 5th day also ended with a debriefing session. The debriefing sessions focused on participants reflecting on their learnings from each day in addition to an introduction to the sessions of the following day.

Day 6

To help the participants further understand their role as YI members and refine their local action proposals, two ex-YI members shared their experiences of implementing their own action plans along with a few success stories.

After comprehensive research and interacting with various speakers, the five LAP groups made presentations on the need to focus and advocate on the issues they identified. The presentation was attended by officials from UNICEF, BCMD, the parliament, and mentors and ex-YI members. The youth felt that more research and communication with their community is needed before finalizing and executing their action plans.

Details of the local action plans developed by each group are as follows:

The YI members formed 5 groups and 3 committees according to the issues they identified in their community. The committees are the Women, Youth and Children Committee, Economic Development Committee, Environment Committee. The issues identified by the 5 groups were:

1. **Waste Segregation** (Thimphu group)

A group of graduates, unemployed youth and students from colleges and schools across Thimphu wish to tackle the issue of lack of waste segregation in Thimphu. Through their project, they aim to work in cooperation with Greener Way and schools in Thimphu to educate youth on proper waste segregation.

2. **Alcohol Consumption** (Sherubtse-Rangjung Group)

A group of students from Sherubtse College and Rangjung Central School expressed that the consumption of alcohol in their community and among students in their college is very high. Due to availability of local breweries in the vicinity, the number of consumers are increasing. Therefore, they feel the need to address the issue as early as possible and through this project, focus on reminding students about the ill-effects of alcohol consumption in order to ultimately reduce the consumption among students.

3. **3Rs of Paper (Reduce, Reuse, Recycle)** (Taktse Group)



Students from Taktse college and high school are interested in recycling paper because books (used and unused) are left behind by students at the end of each semester, which are then simply burned by the college/school caretakers. To address the issue, they wish to carry out a survey on the existing condition and then carry out an advocacy program on different ways paper can be recycled.

4. **Zero Food Waste (Samtse Group)**

Students of Samtse college of education recognised the issue of food waste in their campus, stating that daily, 10-15 Kgs of rice is wasted in the college which hosts more than one thousand students. The group mainly aims to advocate on “Zero Food Waste” and introduce a zero waste policy in their college.

5. **Youth and Climate Change Discourse: Building Young Climate Ambassadors in Climate Vulnerable Community (Lobesa-Bajo Group)**

Students from College of Natural Resources and Bajo High School share a common concern that the Punakha-Wangdue Valley is highly vulnerable to the impact of climate change in the form of GLOF threats, windstorms, hailstorms, etc. While much work is being done to address climate change at global level, very few initiatives take into account children who are most affected by climate change. Hence, the group aims to strengthen youth’s ability to cope with worsening impact of climate change through encouraging the youth to actively participating in discourse, deliberation and discussion on climate change issues.

Day 7

On the last day of the training, the YI members elected two coordinators from among themselves (Rebekah Rai and Wangdi Norbu) to represent YI related matters and events. All YI members and coordinators were then briefed on their roles and responsibilities as YI members and coordinators.

Responsibilities of a YI Coordinator (in addition to their general responsibilities as YI members) are:

- To represent the current Cohort of YI members at Steering Committee meetings and other YI events.
- To act as a liaison between YI members and BCMD.
- To stay updated on Local Action Plans of all groups and regularly communicate the same to BCMD.
- To provide regular updates on all YI activities to the current YI Media Representative (for updating the YI Website).

Lessons Learned

- Need more time for planning
- Speakers needs to be briefed properly on their roles and the requirements from them
- Identify and inform the speakers beforehand (at least 2 weeks before the programme)
- The minimum age for the participants should be at least 17 and above. This is because the level of understanding of those below 16 years are different from those older than them
- It helps participants to bond and open up quickly when it is made residential



Evaluation

Question 1: Define the word "Citizenship". Use your own words.

Pre Evaluation Answers:

- To be recognized or identified as a citizen or member of a respective country/living in a country for a (long) period of time. *(11 respondents)*
- Being responsible for our own rights and duties to the national/country/person with roles, responsibilities, fundamental rights and duties. *(6 respondents)*
- The status that gives you the right to vote, right to voice as a legal member of the country. *(2 respondents)*
- Being included as Bhutanese with freedom of speech.
- Relationship among the people and the nations.
- Appreciation of country and state and the member of the country.

Post Evaluation Answers:

- The state of being the citizen of a country and upholding responsibilities *(10 respondents)*
 - Choose and elect representatives.
 - Uphold the pence and prosperity of the country by contributing in one's own way.
 - Right and duty to assist the lawmakers in policy framing and being responsible for the socio-economic development of the country.
- Active participation for the betterment of the country. *(9 respondents)*
- Identify where we can participate. *(2 respondents)*
- It is the representation of an organisation or country.
- Citizenship is a represent of yourself for the issues in our country.
- One who is patriotic to one's one country and actively participating in building the nation.

Observations:

In the pre evaluation, participants mostly related being a citizen with identifying with the place one was born/living in and being recognized as a member of a country along with the rights they are entitled to. However, in the post evaluation, participants redefined this term with a more personal and proactive approach, broadening their perspective. The majority of the participants related the term with having more of an active role in the country whether that meant to elect people, the betterment of the country, or contributing in their own meaningful and personal ways. The most used words in the post evaluation answers were "responsibility" and "active participation".



Question 2: What makes a citizen "effective" in a democracy?

Pre Evaluation Answers:

- Active participation in policy making and achieved responsibility for one and other. (8 respondents)
 - Including transparency, dialogue, equality and equity.
- Sharing voices, opinions and ideas for the betterment of the country. (8 respondents)
 - Through voting and selecting their own leaders.
 - To solve issues by electing the right party
 - Giving opportunity to use voice and involving youths in decision making help the citizen more effective.
- Making a difference. (2 respondents)
- Obeying the rules and being committed. (2 respondents)
 - By also being corrupt free.
- Being part of democracy, policy making, carrying out fundamental rights and duties.

Post Evaluation Answers

- Active participation/being an active citizen. (16 respondents)
 - An active citizen who organizes campaigns to run awareness on issues and executing local actions.
 - Being active and engaged in the community to natural issues/concerned.
 - Being active and a civil society.
 - Active citizen participation and volunteering in the community. Knowing one's rights and duties.
 - Being concerned, intuitive, active participation, active representation.
 - Participating with their rights and duties and sharing their thought works being active makes a citizen "effective" in democracy.
- Good governance, decision making and inclusivity. (5 respondents)
 - Freedom of speech, good governance, press, civil societies, accountability, active citizenship, inclusivity.
 - People included in decision making, given freedom of speech and ability to make decisions.
 - Making policies and decisions.
 - By contributing to the nation and making oneself useful.
- Takes responsibility. (2 respondents)
 - Who raise their voice for the people and who take responsibility and duties for the community are the effective citizen.



- When a citizen is aware of his/her responsibilities and duties. When a citizen dedicatedly decides to take local action against wrong happenings in the community or mends lapses of society.
- Effective representation, effective dialogue deliberation and debates on the concerning issues.

Observations:

In the pre evaluation, participants had varied answers on their ideas on what makes a citizen effective in a democracy. The answers were vague and short in comparison to their post evaluation responses. The post evaluation responses, on the other hand, consisted of a vast amount of answers that related to “active participation” as a way of more effective citizenry and consisted of more comprehensive accounts and different ideas on what that meant to them. Participants were able to explain their responses in greater detail and were able to come up with examples to back up their answers.

Question 3: Would you consider yourself as someone who has a strong sense of civic responsibility? Why or why not?

Pre Evaluation Answers:

19 participants answered “Yes” and 4 answered “No”

Yes and why?

Because:

- I take my sense of responsibility seriously. (10 respondents)
 - I understand civics and have a strong sense of civic responsibility.
 - I participate in local actions and am studying to serve the nation.
 - I participate in policies decision making like in my college and as a member of my family, I carry out responsibilities.
 - I take care and help my community and their environmental needs, ensure their activities are beneficial.
 - I have fundamental duties and take responsibility in my everyday work.
 - I consider myself with a strong sense of responsibility and concerned about tackling national issues from the very root.
 - I don't like relying on anyone to do anything and moreover I think people can entrust responsibilities.
 - I think my own little ways like throwing papers or wrappers in a dustbin, doing work on time, taking my responsibilities as a student, daughter, citizen is what makes me as a person with a strong civic sense of responsibility.



- As a future teacher, I have to be responsible to make good students in every field and serve the country.
- I care for my country. *(2 respondents)*
 - I want to help my country develop in a good way and am concerned about issues.
- I try to advocate and promote GNH and SDGs but also trying to advocate youth issues.
- I like helping backward people who need help.
- I am currently training to build future leaders to be more effective.
- Whether changes brought or affects me, if it's not right or I don't feel good I do something to address it.
- I always look for nation building.
- As a human being, we have human sense.

No and why not?

Because:

- I am not aware of the current situation of our country. *(2 respondents)*
- I am not confident with dealing with youth related issues. *(2 respondents)*

Post Evaluation Answers:

All participants answered "Yes" after the YI program.

Yes because:

- I care about my country/community. *(7 respondents)*
 - I am part of society and my actions results in what happens to our country/society we live in.
 - I take my role in democracy seriously and care about youth issues.
 - I take great responsibility because I look for the interest of communities and nation as a whole.
 - I clean my own toilets, streets and rooms. I take my own actions to solve a community issue in a small way.
 - I care about what happens in the society.
- After the training, I have a stronger sense of civic responsibility. *(5 respondents)*
 - After attending YI, I learnt a lesson that I can't wait for someone to do what I can do by myself.
 - I'm taking part as a membership of the YI.
 - I have realized I could initiate so many things for the community.
 - I am actively participating in community works.



- I am an active citizen. *(5 respondents)*
 - I feel I am an active citizen who contribute to the society in my own little way.
 - I am taking part as an active citizen.
 - I try to fulfill my responses wholeheartedly and try to be active.
 - Concerned, intuitive, active participation, active representative citizen.
 - In order to bring changes in and around the world, we should be a responsible and active citizen.
- I would consider myself to have a strong sense of civic responsibility being a youth and the future of the nation. *(2 respondents)*
- I can identify an issue occurring in a country and I know how to proceed by local action on that issue
- I respect other points of views, how to overcome local action and help out or represent community.

Observations:

Participants mainly reflected their personal experiences in the pre evaluation. In the post evaluation, participants who answered “No” previously expressed they grew more confident and realized their sense of civic responsibility as the YI program helped recognize their potential to make changes in their own way, and realizing their sense of role in the community and society. Many others who previously answered yes in the post evaluation also stated that the YI training helped them strengthen their sense of civic responsibility. Similarly, participants gave personal accounts in the post-evaluation answers but they included more ideas like community building, local actions, and being part of active citizenry.

Question 4: What are the ways in which young people can bring change?

Pre Evaluation Answers:

- Youth are empowered and supported when addressing issues. Include them in policy making by giving them a platform. *(11 respondents)*
 - Raising voices about the challenges we face as a youth and pointing out sustainable solutions.
 - Youth initiative and participation at both local and national level, in both local and national level.
 - Expression of ideas and view, youth engagement and social services.
 - Participate youth in making new policy for the development of the country.
 - Including youth in environmental issues, waste management and many in other activities.
 - Giving opportunities, letting them share their voice, involving them in decision making, experiences.



- Engage in the community services, provide platforms to speak and debate, entrust them the opportunity and responsibility to coordinate and organize social activities.
- By expressing what is in their minds, irrespective of having a concern of being right or wrong, actively participating in opportunities or platforms provided by governments or other organizations.
- Make sure the generation gap is not too vast, take part in decision making process with older people, positive vibes.
- Organizing the campaign about issues, forming a group towards an issue. *(5 respondents)*
- Being aware of the current situation of our country and not being afraid to address the problems.
- Research, vote and political voice.
- Taking initiative, being responsible. Conscientious effort for one's good.
- Dealing with social issues, in decision making.
- By communicating to each other.
- Knowing the issues of the country and to work with it.
- By being responsible and committed.

Post Evaluation Answers

- Raise awareness and their voice through voluntary works/volunteerism. And initiate project in local community/local action plan and education/sharing knowledge to people by participating in youth programmes. *(12 respondents)*
 - They can come up with issue and form a group who are concerned about it and they can raise funds and proceed for their local action with so much persuasive word which can bring out the better result than ever.
 - Participating in the social activities.
 - Provide platform to raise their voice like I, giving opportunity to talk and share their views with older citizens of the country.
 - The best example is this program the YI where youths are supported to take up local actions which bring about change.
- Active participation, effective representative, through an action plan and giving opportunities. *(5 respondents)*
- By leading them, helping them.
- Make your voice heard by the policy makers with the right approaches, attending youth programs/other platforms to develop (small scale), sharing ideas and opinions through right mediums of communication.
- Solve some small issues in the locality, talk new ideas for development of the locality/country with youths.
- Learn the issues and understand so that I can bring changes.



Observations:

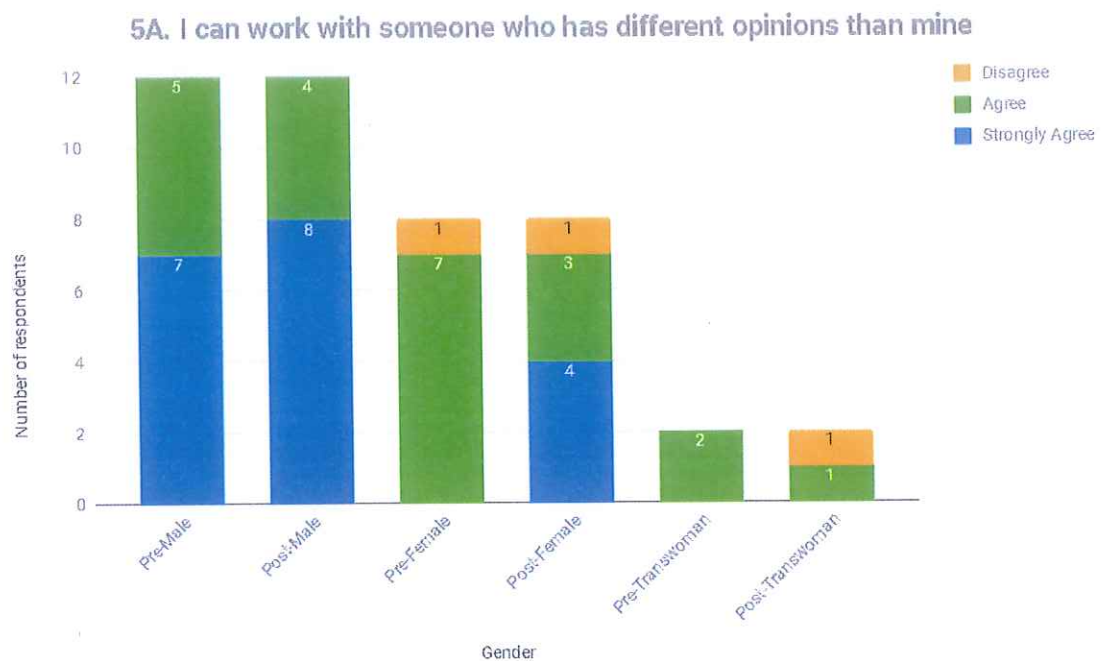
Because of the nature of the question, the answers in the post and pre evaluation had the most variance out of any other so participants had many different ideas with their responses. The responses in the pre evaluation mainly consisted of bringing young people together and giving a voice and platform to include them in the decision making process and forming some kind of a campaign. In comparison, for the post evaluation, most responses included some form implementing some kind of a local action plan, a proposal, bringing people together and planning campaigns, and ideas about volunteerism; the responses were generally a lot less unambiguous, and substantiated, addressing the question more directly, showing that the participants were more confident in ideas on how youth can bring change after the YI program.



Question 5: Please tick and indicate the degree to which you agree or disagree with the following statements:

Note: Pre and Post refer to results from post evaluation and pre evaluation. For example, "Pre-Male" refers to the data in the pre evaluation question from males, and "Post-Male" refer to the data from male responses after the YI program.

Question 5A: I can work with someone who has different opinions than mine.

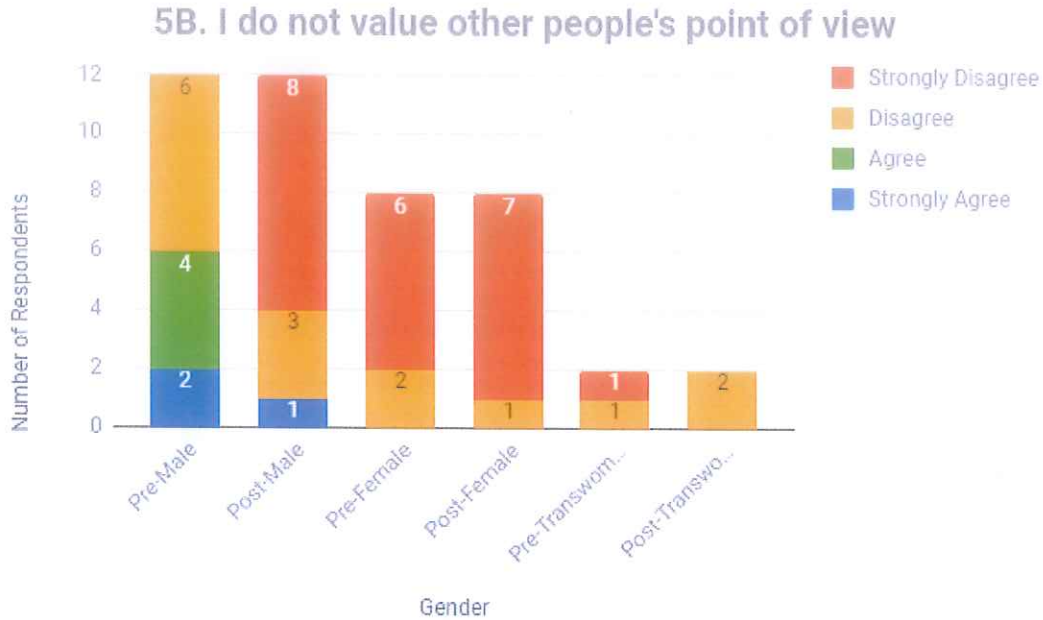


Observations:

After the YI program, 1 male felt more strongly about being able to work with someone with different opinions than his. 4 out of 7 females shifted in the strongly agree category from just the "agree" stance. The program had an adverse impact on 1 transwoman, surprisingly. The majority of participants remained unchanged in their stance. The most change was people from agreeing to strongly agreeing (especially females).



Question 5B: I do not value other people's point of view.



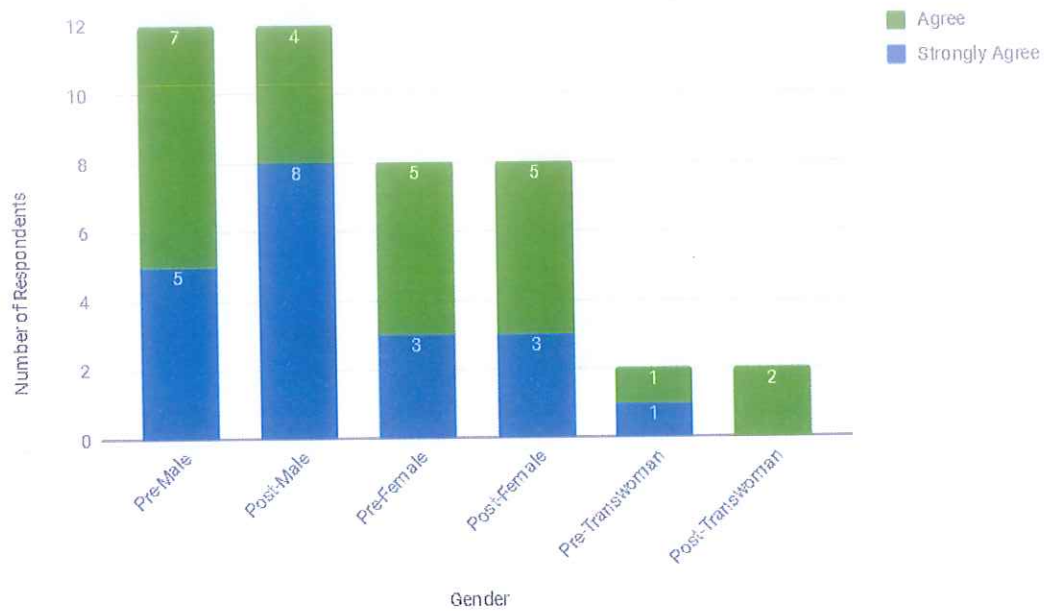
Observations:

After the YI program, all males who agreed (4) shifted their opinion to strongly disagree along with who initially strongly agreed and 3 who only just disagreed. The females and transwomen had very little change from the pre and post evaluation: Only 1 female shifting their opinion to disagree to strongly disagree and 1 transwoman who changed her opinion from strongly disagree to just disagree.



Question 5C: If the way I'm doing something isn't working, I try to think of different ways to do it.

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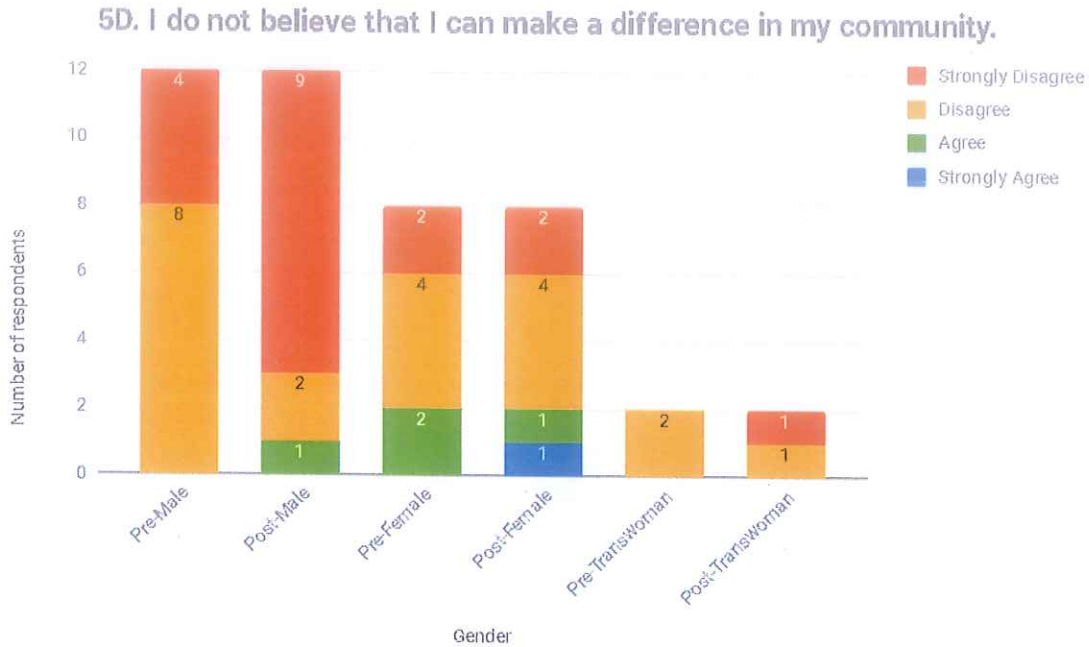


Observations:

For this question, no one disagreed or strongly disagreed in both the pre and post-evaluation. 3 out of 7 males shifted their stance from agree to strongly agree after the YI program. The females remained unchanged in their opinions. However, 1 transwoman shifted her stance from strongly agree to agree, just like in the previous questions.



Question 5D: I do not believe that I can make a difference in my community.

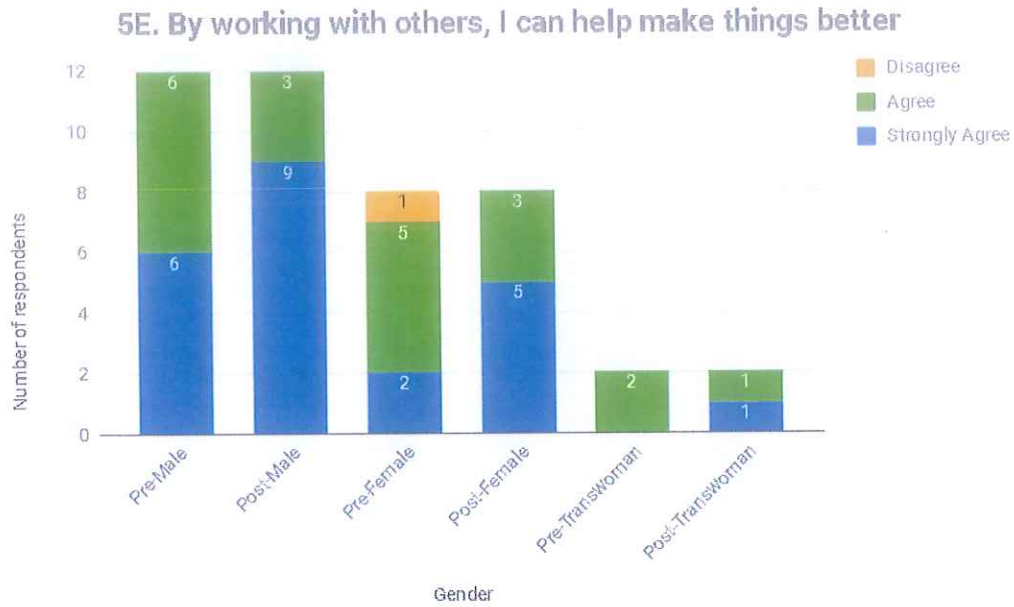


Observations:

After the YI program, most males changed their stance to strongly disagreeing to this statement from initially having only 4 people to 9 in the pre evaluation showing that they picked up some things that made them more confident. Surprisingly, 1 male changed their stance to agree which is surprising. The females had the most mixed responses: In the post evaluation, 1 female changed their stance from agree to strongly agreeing and 1 transwoman changed their stance to strongly disagree from disagree, showing that she gained confidence after the program in believing she can make a difference.



Question 5E: By working with others, I can help make things better.

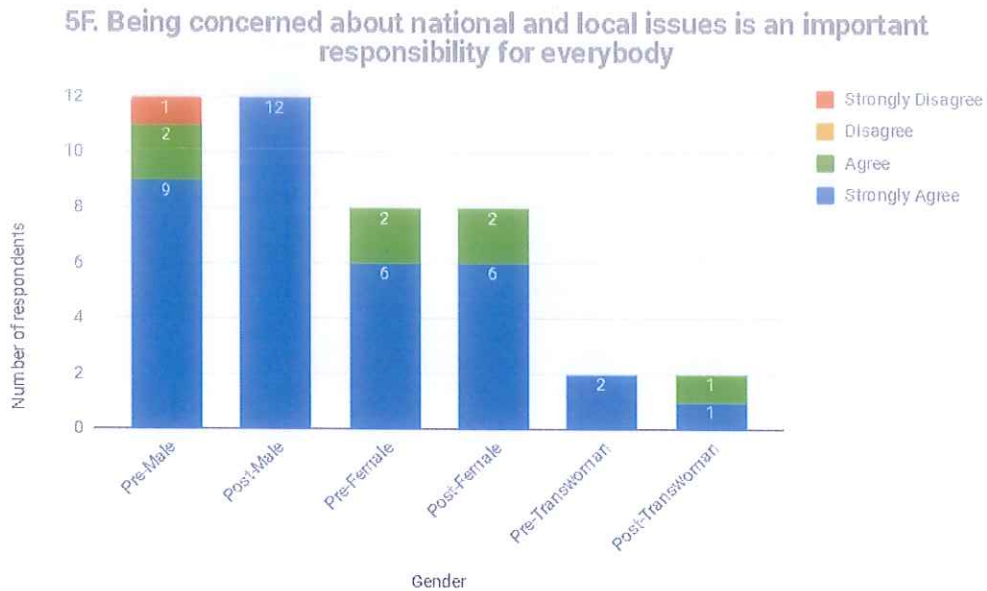


Observations:

When we compare the results from both the post and pre-evaluation, we can see people across all genders changed their stance to strongly agree. This shows that the program has helped our participants build confidence in their teamwork skills.



Question 5F: Being concerned about national and local issues is an important responsibility for everybody.



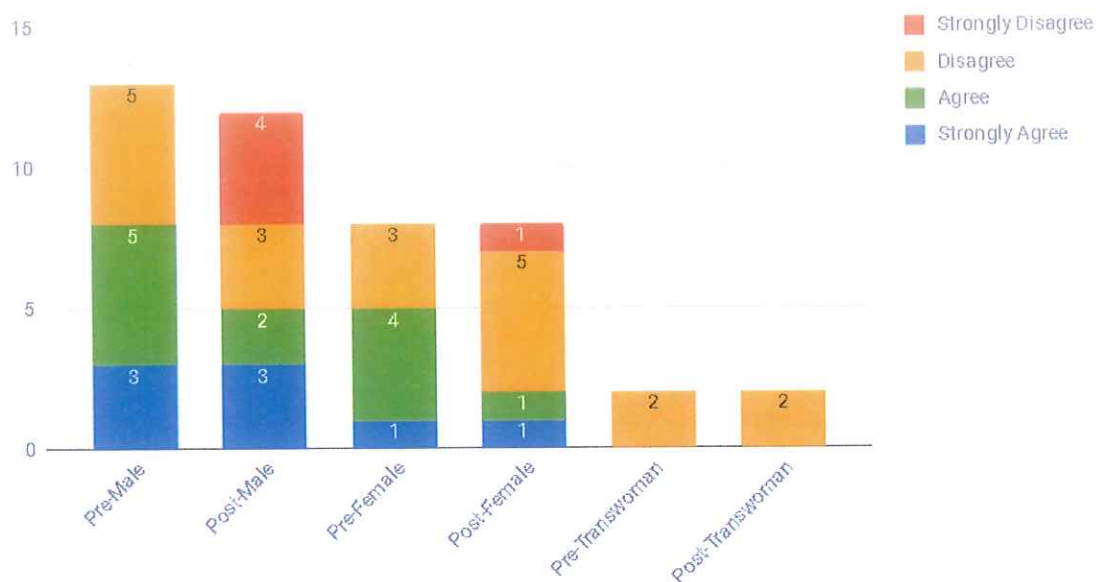
Observations:

All males switched their stance from agree and strongly disagree to strongly agree after the YI program. The females remained unchanged in their opinions and 1 transwoman changed from strongly agree to agree.



Question 5G: There are very few opportunities for young people to participate in Bhutan's Development.

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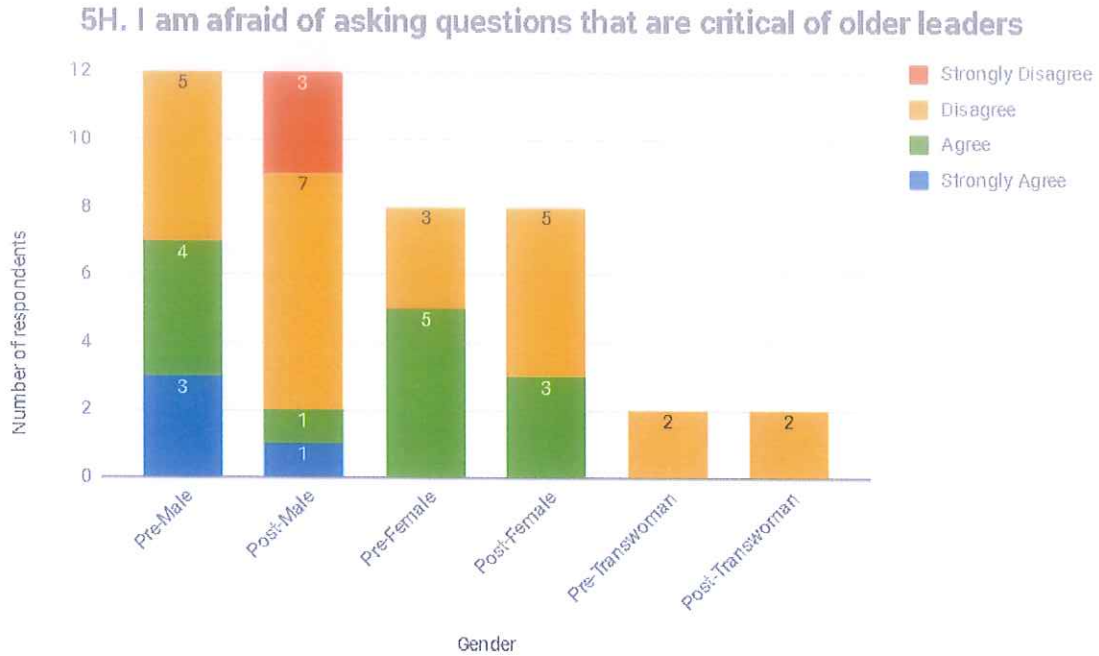


Observations:

After the YI program, some of the male participants changed their stance to strongly disagree. But the 3 who strongly agreed initially in the pre evaluation did not change their opinions even in the post evaluation. Likewise, the transwomen did not change their stance either. The majority of the female participants changed their stance from agree to disagree. With 1 strongly disagreeing, and 1 still strongly agreeing with the statement even after the YI program. Thi suggests that while the programme has given the youth confidence, they are yet to see opportunities where they can contribute to make a difference in the society.



Question 5H: I am afraid of asking questions that are critical of older leaders.



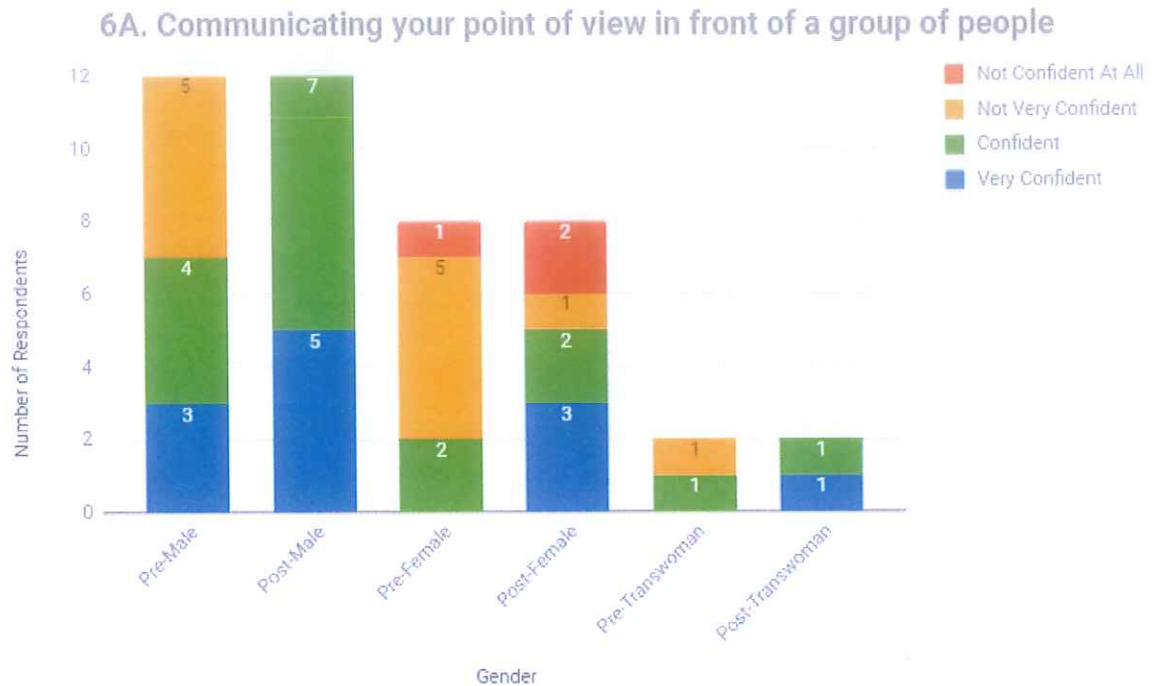
Observations:

In the post evaluation, most of the males who answered strongly agree and agree switched perspectives to disagree with 3 strongly disagreeing. There were no females or transwomen who had strong opinions on this issue. The female participants mostly disagreed (5) with 3 remaining unchanged in their stance (agreeing). Both transwomen did not change their stance in the pre and post evaluation.



Question 6: How confident are you dealing with the following activities? Tick one only.

6A: Communicating your point of view in front of a group of people.

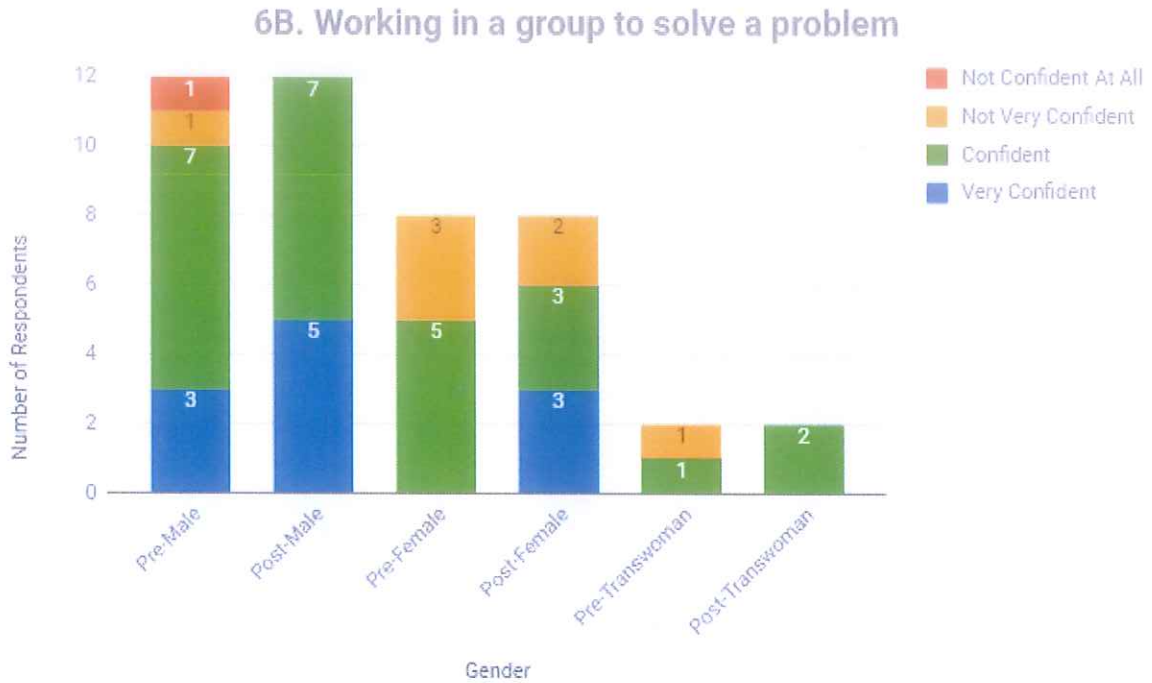


Observations:

In the post evaluation, we can see that the all of the less confident males (5) have gained more confidence with the majority (7 out of 12) in the very confident group. This is the group that is the most comfortable with expressing their views in front of a group of people. The females also became more confident as a result of this program. However, 1 female became even less confident. The female group also had the most youngest members, 1 who was 15 years old, 1 who was 16 and 1 who was 17. It is important to mention that they expressed the most lack of confidence so the age could have been a factor for the perceived lack of confidence, as these results could easily be misinterpreted by attributing it to gender.. However, it is an improvement for the majority of females, as those who previously expressed they were just confident changed their stance to very confident. Both the transwomen also experienced a boost in confidence because of the YI program. Age may be very important for future consideration. However, the younger members expressed more confidence when working with groups.



Question 6B: Working in a group to solve a problem.

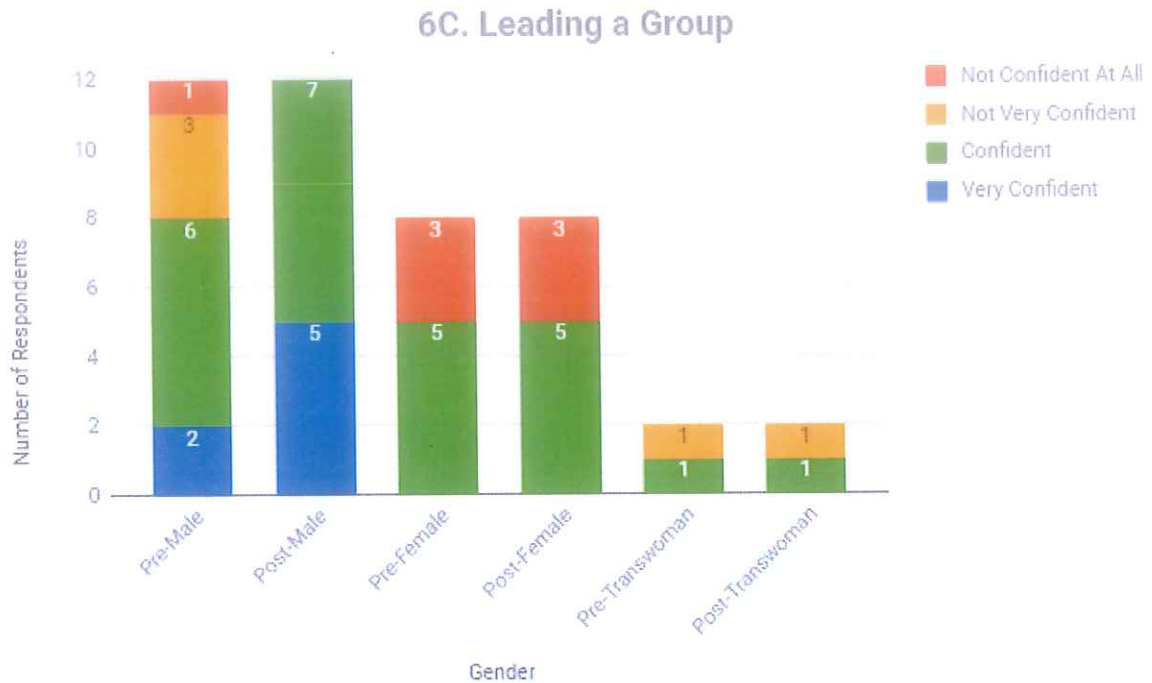


Observations:

Both the males who previously expressed a lack of confidence grew more confident by the post evaluation. Once again, the male participants were the most confident group. Most of the female participants also improved after the program. 1 female became confident after previously expressing a lack of confidence, and the other 3 females in the confident group became very confident. 2 females showed no improvement (they were 15 and 16). 1 of the 2 (already confident) transwomen became confident after the program. There was an overall increase in confidence across participants of all genders.



Question 6C: Leading a Group.

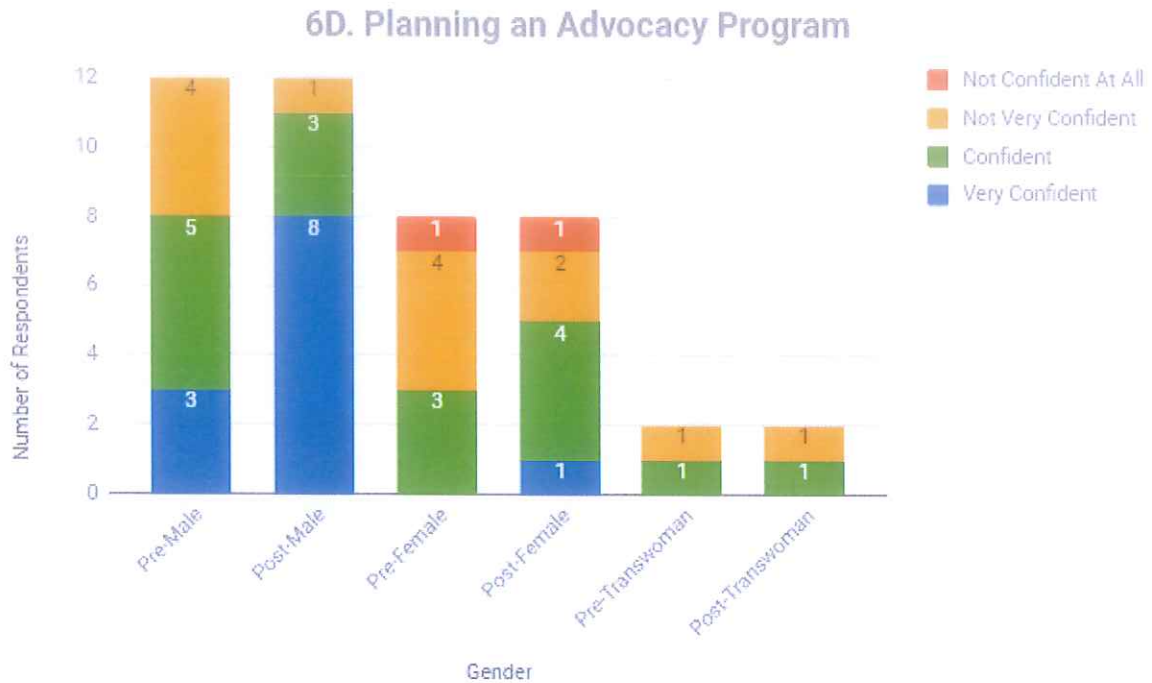


Observations:

This question has had interesting results. There was no improvement amongst the female and transwomen group even after the program. Females were split between either being confident or not confident at all, and this may have well be attributed to having the youngest members as previously mentioned. Likewise, the transwoman who was not confident previously still remained not very confident. There was also no improvement amongst the confident females and transwoman. The males on the other hand were all confident or very confident. They showed an improvement in leading a group (both the confident males to very confident and the less confident ones).



Question 6D: Planning an Advocacy Program.

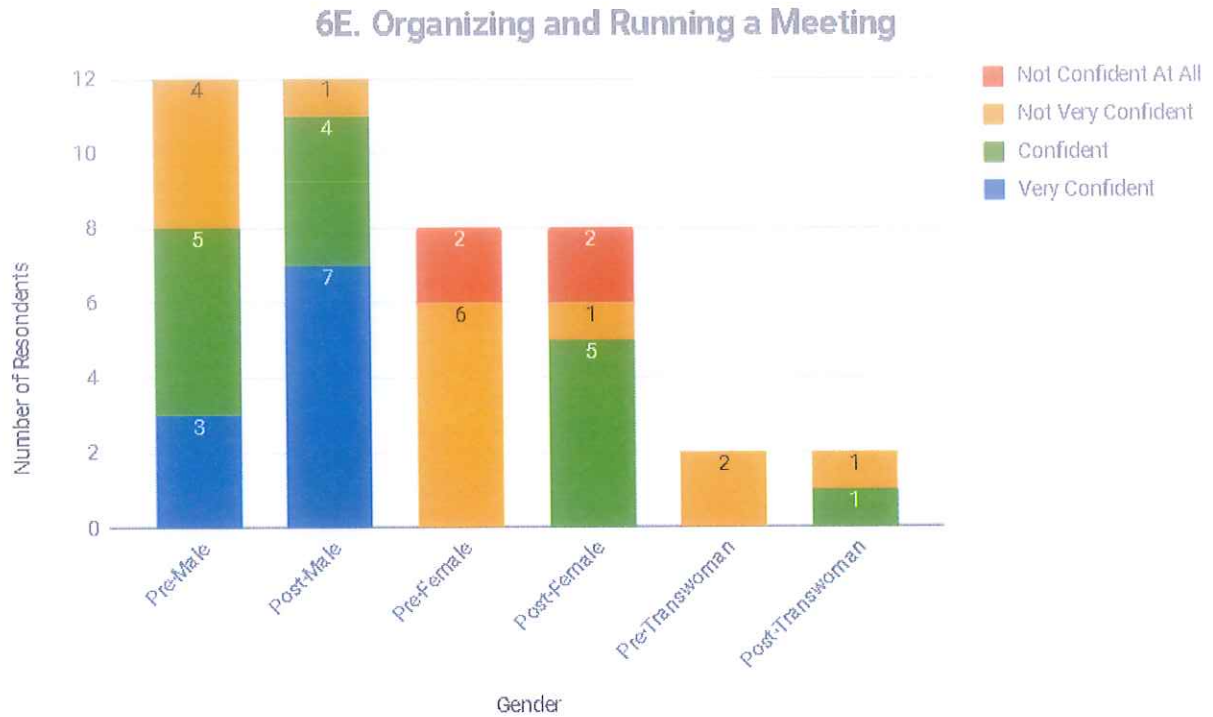


Observations:

There was an improvement in confidence in planning an advocacy program amongst males and females but not the transwomen. All the 3 previously not confident males except 1 became more confident after the YI program. There was also a significant increase in the number of very confident males from 3 to 8 which is the majority of our male participants who are now very confident in this area. Only 2 females from the less confident group became more confident with planning an advocacy program. The rest of our female participants did not change their stance.



Question 6E: Organizing and Running a Meeting.

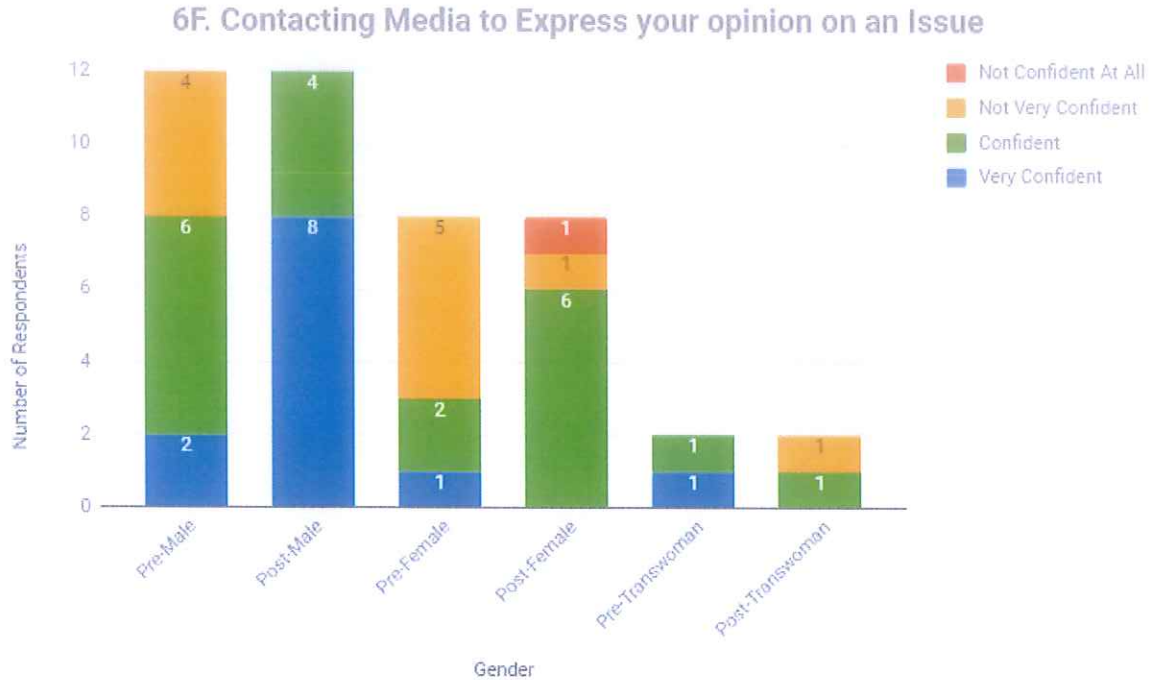


Observations:

In the pre evaluation, all of the males except 1 were confident or very confident. Most changed their stance to very confident in organizing and running a meeting. It is interesting to note that none of the females expressed any confidence in this area before the program. But after the program, 5 out of the 6 females became confident in this area showing quite an improvement in confidence levels. 1 out of the 2 transwomen also became confident by the pre evaluation. The 2 females in the least confidence category still did not change their stance.



Question 6F: Contacting Media to Express your Opinion on an Issue.

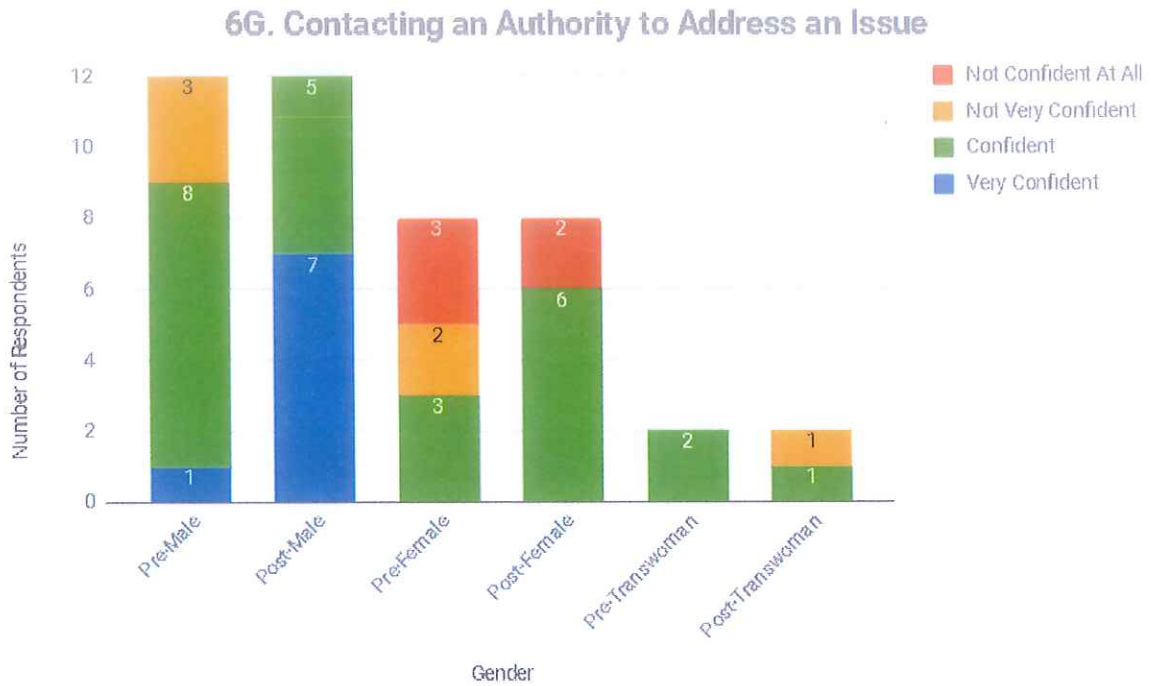


Observations:

All genders showed an improvement in confidence levels except the transgroup who showed had an adverse experience. The males were the most confident group, with the vast majority (8 out of 12) in the very confident group, and the rest (4) in the confident group. The majority of females (6 out of 8) joined the confident group after only previously only having 3. However 1 female in was very confident in the pre evaluation changed her stance to confident and 1 female in the less confident group changed her stance to not confident at all, showing an adverse effect. Likewise, both transwomen interestingly had both an adverse effect as well, showing a drop in confidence levels.



Question 6G: Contacting an Authority to Address an Issue.



Observations:

This statement also had similar results to other previous issues amongst the participants. There was an overall improvement in confidence levels except the transwomen group. 1 did not change her stance and the other became less confident than previously stated. The male groups showed the most improvement. With 7 out of 12 in the most confident group. And the 3 previously less confident participants joining the confident category after the program. 3 out of 5 females who were previously not confident or not confident at all also joined the confident group by the pre evaluation. But 2 females did not change their stance.



Question 7: List three skills you want to learn from the YI Winter training

Pre Evaluation Answers:

- Leadership. *(6 Respondents)*
- Confidence. *(9 Respondents)*
- Research. *(10 Respondents)*
- Communication/Interaction. *(6 respondents)*
- Youth related issues. *(5 respondents)*
- Problem solving and decision making. *(5 respondents)*
- Capacity building in all activities to be carried out. *(3 respondents)*
- Gain knowledge. *(2 respondents)*
- Sustainable development. *(2 respondents)*
- Lead local people in local action plans. *(2 respondents)*
- Youth development. *(2 respondents)*
- Be able to voice opinions. *(3 respondents)*
 - Raise out my voice about the challenges we face as youngsters
 - Express concerns and issues openly and clearly (as youngsters)
 - To be able to speak the truth although it may sound harsh
- Learn about constitution of Bhutan
- To be productive and useful
- Role model to stand myself to face any problems
- Collaboration skills for development
- Improve thinking, critical and more broadly
- Group work
- Advocate the society about the problems and the way to address it.
- To bring change in the locality
- Ways to help others
- Something new
- Analytical skills
- Commitment

List three skills you acquired from the YI Winter training

Post Evaluation Answers:

- Developing a local action plan. *(11 respondents)*
- Confidence. *(8 respondents)*
- Research skills. *(7 respondents)*
- Writing a proposal. *(6 respondents)*
- Communication skills. *(7 respondents)*
 - Public speaking



- Taking part in effective dialogue,debate, deliberation. (7 respondents)
- Active citizenry. (5 Respondents)
 - Being an effective member/citizen.
 - Effective representation.
 - Civic responsibility.
- Responsibility. (3 respondents)
- Value of teamwork and cooperation. (2 respondents)
- Critical issues related to youth and country (2 respondents)
 - National issues and individual rights and duties
- Positivity. (2 respondents)
- Respect for others. (2 respondents)
- Policy making and Decision making (2 respondents)
- To be the change maker
- Creativity
- To be mindful
- Finding solutions to problems
- Participating in and grabbing opportunities provided
- Budgeting
- Persuading a community

Observations:

The most common skills participants listed they wanted to improve/acquire were confidence, communication, leadership, research, responsibility, capacity building, learning about youth related issues, improving problem solving skills, group related skills, and other general knowledge and soft skills. After the pre evaluation, participants stated they acquired confidence (which is also evident from the previous reports) , leadership, communication, presentation, research and team building skills. But this program also enabled many of them to pick up other skills not previously mentioned like writing a proposal, developing a local action plan, debate, dialogue and deliberation and many gained a greater perspective and respect for the different issues and people around them. Overall, the program did help meet many of these expected goals from our participants and also went further.



Annexure

Annex 1: List of Resource Persons

1. Deki Choden, Principal of Early Learning High School, on Mindfulness
2. Dasho Sangay Khandu, National Council Member, on the Constitution of Bhutan, Effective Representation, and Policy Deliberation in the Parliament
3. Michael Rutland, United Kingdom's Honorary Consul in Bhutan, on Debate and Public Speaking
4. Duba, Director of National Assembly, on the History of Parliament
5. Representatives from Bhutan Toilet Organization and Karma Yonten, Greener Way, on Civic Sense and Duty
6. Pek Dorji, Executive Director of BCMD, on Active Listening and Dialogue
7. Jamba Tobden, Researcher with RUB, on Research and Ethics of Research
8. Sangay Thinley and Sonam Waiba, Former YI members, on Local Actions and History of YI

Annex 2: Programme

Day 1: Thursday, January 25 th 'Why are you here?'		
Time	Programme	Resource person
8:45	Registration	Pasang
9:00 – 10:00	Welcome + Introductions <ul style="list-style-type: none"> ● Introduce each other ● Welcome to YI + History of YI ● Set expectations 	Pasang + Tshewang Meenam Siok Sian Pek-Dorji
10:00 – 10:30	Tea Break	
10:30 – 11:30	Active listening	Pek Dorji
11:30 – 1:00	Reflecting session: <ol style="list-style-type: none"> 1. What are your community's strengths? What works in your community? What's not working in your community? 2. Imagine that you are heading in 2023- describe how your community looks like? How is your community faring? 3. What would your role be to move us in that direction? 	Tshewang
1:00 -2:00	Lunch	
2:00 – 3:30	Activity: Democracy Scavenger hunt	Tshewang
3:30 5:00	Why local action? Expected outcomes	Meenam (10 mins) Tshewang (10 mins) Screening of local action video (30 mins)



	2 Youth reps share their YI experience	Former YI Sonam Waiba+ Sangay Thinley (40 mins) and Q and A (30 mins)
5:00 -5:30	Debrief Day 1 Briefing on Day 2 schedule	Use the table format
5:30 – 6:00	Orientation on hostel rules + Assignment of tasks	Tshewang + Meenam + Pasang
6:00 -6:30	Check in to rooms	Meenam
6:30 -7:00	Signing of handing over	Meenam
7:00	Dinner and retire to rooms	

Day 2: Friday, January 26 th 'Research, dialogue and deliberation'		
Time	Programme	Resource person
7:00 – 8:00	Morning exercise	Pasang + Meenam
8:00 – 8:45	Breakfast	
8:45 -	Depart for the lab	
9:00 – 9:15	Registration	Pasang
9:15 - 10:15	Mindfulness	Deki Choden
10:15 - 11:45	CORE TRAINING: How to do research? Research ethics. How to review policy?	Jamba Tobden (iGNHas)
11:45 – 12:00	Tea Break	
12:00 – 1:00	Group Activity: Practise review of policy (Draft Education policy or National Youth Policy).	Jamba Tobden (iGNHas)
1:00 -2:00	Lunch	
2:00 – 3:45	Field Trip to the Parliament Assignment: Write a reflective piece on the field trip.	
3:45 – 5:15	Core training: Dialogue and deliberation	Pek Dorji
5:15 -5:30	Debrief Day 2 Briefing on Day 3 schedule + tea	Tshewang + Meenam
5:30 – 7:00	Movie: 12 Angry Men + discussion	
7:00 -7:45	Dinner	
8:00	Retire to rooms	

Day 3: Saturday, January 27 th 'Debate'		
Time	Programme	Resource person
7:00 – 8:00	Morning exercise	Participant
8:00 – 8:45	Breakfast	



8:45 – 9:00	Depart for the lab	
9:00 – 9:15	Registration	Pasang
9:15- 9:30	Energiser	Pasang
9:30-10:30	Speaker series: Getting your points across: Public speaking	Micheal Ruthland
10:30 – 10:45	Tea Break	
10:45- 12:00	Core Training: Debate	Micheal Ruthland
12:00 – 1:00	Activity: Mock Debate	Micheal Ruthland
1:00 -2:00	Lunch	
2:00 – 2:15	Energiser	Meenam
2:15 – 3:15	Core training: What is proposal? How to write a local action proposal, scheduling and budgeting Parameters for Local Action (it is within budget? Is it within your capacity? Is it feasible?)	Ashok Moktan & Yeshey Choden
3:15 – 4:15	Activity: hands on writing of a draft proposal	Ashok Moktan & Yeshey Choden
4:15 – 5:00	Debrief Day 3 and end with tea Briefing on day 4 schedule and end day 3 with tea	Tshewang + Meenam
5:00 – 7:00	Watch Movie: The Great Debater + debriefing	Tshewang
7:00 -7:45	Dinner	
8:00	Retire to rooms	

Day 4: Sunday, January 28 th 'Representation and policy'		
Time	Programme	Resource person
7:00 – 8:00	Morning exercise	Meenam
8:00 – 8:45	Breakfast	
8:45 – 9:00	Depart for the lab	
9:00 – 9:15	Registration	Pasang
9:15 – 9:30	Energiser	Pasang
9:30 – 11:00	Speaker series: The Constitution of the Kingdom of Bhutan	Dasho Sangay Khandu, NC
11:00 -11:15	Tea break	
11:15 -12:45	Speaker series: What is effective representation? How do you represent your electoral and how can we represent youth voice?	Dasho Sangay Khandu, NC
12:45 – 1:45	Lunch	
1:45 – 2:00	Engeriser	Meenam



2:00 – 3:30	Core training: What is a policy? How is it made and deliberated in the parliament?	Dasho Sangay Khandu, NC member
3:30 – 3:45	Orientation of the mentors to their role and function	Siok Sian Pek-Dorji
3:45 – 4:30	Interaction with the mentors	Meenam
4:30 – 4:45	Tea Break	
5:00-7:00	Open Mic Night	The youth will showcase their talents
7:00- 7:10	Debrief Day 4	Tshewang + Meenam
6:00	Briefing on Day 5 schedule and end the day 4 with tea	
7:10	Dinner	
8:00	Retire to rooms	

Day 5: Monday, January 29 th 'Civic sense'		
Time	Programme	Resource person
7:00 – 8:00	Morning exercise	Meenam
8:00 – 8:45	Breakfast	
8:45 – 9:00	Depart for the lab	
9:00 – 9:15	Registration	Pasang
9:15 – 9:30	Energiser	Meenam
9:30 – 10:00	Speaker Series: Civic sense and duty	Tshering Nidup and Che Dorji from Bhutan Toilet Organization
10:00 – 10:15	Tea Break	
10:15 – 1:00	Field trip to Greener Way + Reflection	Tshewang
12:00 – 1:00		
1:00- 2:00	Lunch	
2:00 – 2:15	Energiser	Pasang + Meenam
2:15 – 4:00	Planning to take action: Develop a draft plan of action	Tshewang
4:00 – 5:00	Prepare draft budget	
5:00 -5:45	Debriefing of day 5 and briefing on the day 6 schedule +tea	Tshewang + Meenam
7:00	Dinner	Meenam
8:00	Retire to rooms	

Day 6: Tuesday, January 30 th 'Local action-Walk the talk'		
Time	Programme	Resource person
7:00 – 8:00	Morning exercise	Participant
8:00 – 8:45	Breakfast	
8:45 – 9:00	Depart for the lab	
9:00	Registration	Pasang
9:15	Energiser	Pasang
9:30	SPEAKER SERIES: Walking the Talk	Sangay Thinley and



		Sonam Waiba, YI
10:30	Tea Break	
10:45	Group activity: Finalise the local action plan	Tshewang+Meenam
1:00	Lunch	
2:00 – 2:45	Presentation of the proposed local action plans (to UNICEF, BCMD, other CSOs, YI mentors)	Meenam
2:45- 3:15	Tea Break	
3:15-4:00	Presentation of the proposed local action plans (to UNICEF, BCMD, other CSOs, YI mentors)	Meenam
4:00 – 5:00	Work on local action proposal	
5:00 – 5:30	Debrief Day 6 Briefing on day 7 schedule and end of day 6	Tshewang + Meenam
7:00	Dinner	
8:00	Bed time	Reminder to pack up

Day 7: Wednesday, January 31 st 'Local action-Walk the talk		
Time	Programme	Resource person
8:00	Breakfast	
8:45	Pack up and head	Meenam
9:30	Registration	Pasang
9:35	Energiser	Pasang
9:50	Introduction of YI Steering Committee Members and their roles	Sangay Thinley, YI
10:30	Interaction over tea break	
11:00	Election of 2 new Steering Committee members from new YI members	Meenam
12:00	Brief Youth Representatives on their role in the coming months + Farewell	Meenam
Closing lunch		



Annex 4: Photos



Day 1: Participants identify issues for their local action plans



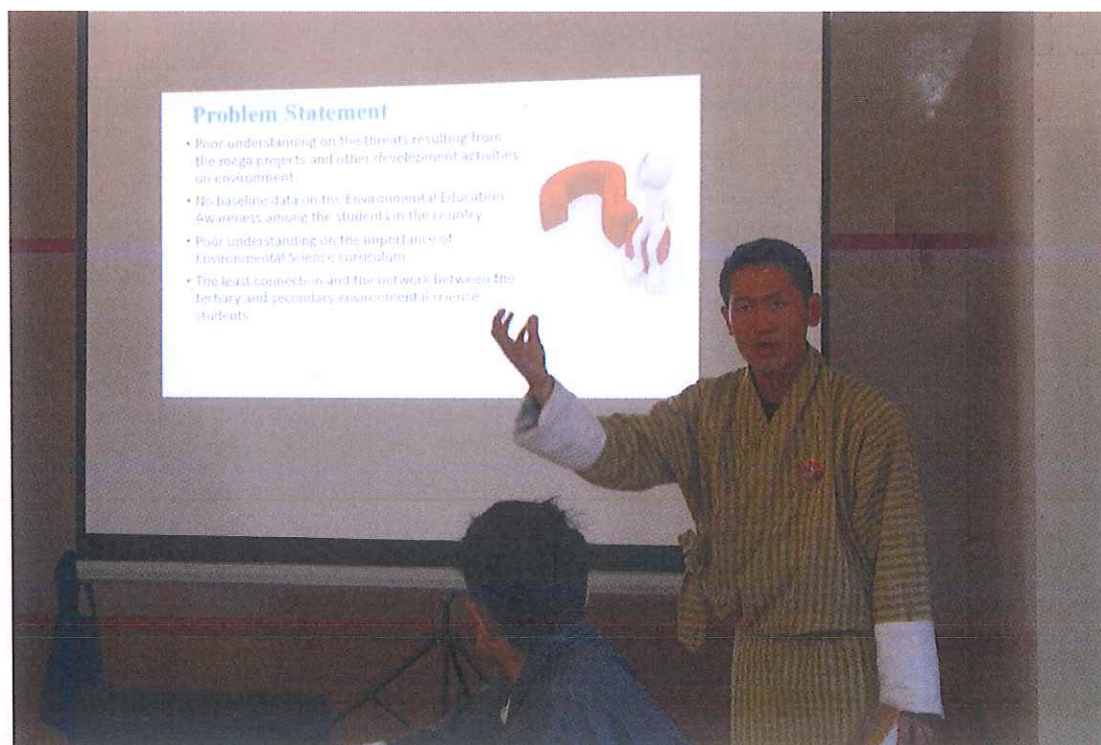
Day 2: YI members at the Parliament building



Day 3: Participants engage in a mock debate



Day 5: YI members on their field visit to Greener Way



Day 6: A YI member presents his group's Local Action Plan