

MANUAL OF OPERATIONS FOR YOUTH CENTERS

**Department of Youth & Sports
Ministry of Education
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INTRODUCTION

The establishment of Youth Centres (YCs) in urban areas of Bhutan is one of the many expressions of commitment of the Royal Government to nurture its youth. Further stressing this commitment is the formulation of a five (5) year National Strategic Plan for Youth Centres which spells out the directions with which the established YCs will take, along with those that will be established in the future. The development of this Manual of Operation (MoO) for the YCs is one step towards this direction.

Objectives of the MoO

This MoO is developed primarily to help the DYS and other stakeholders set up, manage, support, and sustain a Youth Centre as this MoO offers a minimum standard of practice in YC operations. Specifically, this MoO aims;

1. To provide basic information about the YC;
2. To serve as a guide for programme planners and implementers in the YC programme management cycle;
3. To supply basic technical inputs for YC staff in the operation and implementation of YC programmes, projects, services and activities

Setting up, managing and sustaining YCs involve a range of factors as experienced by the Department of Youth and Sports (DYS).

From its earlier structure as the Youth Guidance and Counselling Section (YGCS) when it first set up the Youth Information Centre (YIC) in 1999 up to its present structure as a department when it inaugurated and began to operate Harmony, the Centenary Youth Village in 2008, the DYS has since gathered a wealth of knowledge, rich experiences and valuable lessons that guided the development of this MoO.

These knowledge, experiences and lessons which DYS continues to gain up to this day, lead towards the progressing evolution of a set of minimum standards of practice for YC operations. It is the DYS' hope that this MoO becomes a worthy contribution to the achievement of its goals for the YCs over the years. By doing so, it also contributes to the Royal Government of Bhutan's commitment to provide both physical and emotional development of the Bhutanese Youth.

The YC's Vision

All youth in Bhutan live in an environment where there is equal opportunity, enabling them to be actively involved in matters that affect them; to live a happy, contented and responsible youth; preparing them to deal with the challenges of adulthood, enjoying a youth-friendly centre with multiple youth-specific programmes and services managed by competent people for every youth in the country.

The YCs Mission

To keep the DYS mission and mandate alive and functional in every Youth Centre established in the country by equipping youth with skills and inculcating the ethics and values of living a responsible and productive life.

The five year Goals of the YC (2009 – 2013)

- A. To ensure that the Youth Centres are functional
- B. To promote and provide Youth Health and Development (YHD) programmes and services in all Youth Centres;
- C. To sustain sound YHD interventions in Youth Centre
- D. To build young peoples' capacities to actively participate in Youth Centre programmes and services;
- E. To build Youth Centre staff capacities in YHD programme management and service delivery;
- F. To establish linkages and networking at all levels of Youth Centre
- G. To institutionalize an effective monitoring and evaluation system for the Youth Centres

Objectives of the YC

Through the numerous Programmes, Projects, Services and Activities, the YC aims;

- 1. To provide young people with comprehensive access to information on relevant youth-related topics and emerging issues in order to facilitate increased awareness, education and communication about these subjects;
- 2. To provide a safe and appealing environment for young people to interact with their peers;
- 3. To create increased opportunities for youth and adults (including parents) to address adolescent health concerns and other issues on an equal footing;
- 4. To engage youth in more productive activities like games, forums, reading, interaction, skill development etc.;
- 5. To provide confidential counselling services and referral if needed.

The YC Basic Information:

1. HOW IS YOUTH DEFINED?

The time of life between childhood and maturity: for many reproductive health programmes this stage covers the age between 13 to 24 years

2. WHAT IS YOUTH HEALTH?

The generally accepted definition of health is “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity”, used by the World Health Organization (WHO) since 1948.

Youth Health is the range of approaches to preventing, detecting or treating young people’s health and well being (WHO, 2001)

3. What is youth health and development?

Youth Health and Development is the core issue addressed in youth work concerned with the total well being of the youth.

4. WHAT ARE THE EMERGING YHD ISSUES IN BHUTAN?

Alongside the rapid technological advancements and economic growth felt in many urban centres in Bhutan, there is an increase in a range of Youth Health and Development issues and concerns. Having been inevitably exposed to a gamut of urban stimuli, many Bhutanese adolescents still lack access to correct and safe information, the necessary skills and appropriate support services that can help them handle new challenges. The rising incidences of youth violence, suicide and substance use and abuse are indicative of the lack of these information, skills and services.

Moreover, the universal concerns on reproductive health, HIV and AIDS, unintended teenage pregnancy, livelihood and employment, relationships and civic participation are now visibly emerging in the young Bhutanese’s milieu. These issues not only affect the health and well being of the Bhutanese youth, but also their families and communities.

5. WHAT DOES THE GOVERNMENT DO TO ADDRESS THESE ISSUES?

Expressing sincere care and concern over the rising youth related problems the Royal Government of Bhutan saw the need to institute relevant youth related agencies. A royal decree created the Youth Guidance and Counselling Section (YGCS) within the then Ministry of Health and Education in 1996. The YGCS was upgraded into a division (YGCD), under which the very first Youth Centre (YC) was established.

Taking into account that not all young people are in school at all times and many youth issues may not be addressed within the formal school system, the DYS established several Youth Centres where regular youth focused programmes and services are offered.

6. What is a Youth Centre?

A YC is a physical structure found in a strategic area (in an urban centre) where young people can access a range of programmes, projects, services and activities (PPSAs) unique to them as adolescents and young adults. YCs offer interventions directly addressing Youth Health and Development problems, issues, needs and concerns (PINC) identified by stakeholders including young people through various means. And while, many of these PINCs are also addressed within the school system, the **Youth Centres are designed to address YHD-PINC in situations outside school**, i.e., (a) **after school**, (b) **during weekends and school holidays**, and **when the youth for whatever reason or reasons (c) have dropped out of school**.¹

7. WHAT ARE THE PPSAs AVAILABLE IN A YOUTH CENTRE?

Among the basic PPSA that young people can avail in a Youth Centre are:

- Knowledge building services such as library and electronic communication and information technology facilities; tutorial and academic enhancement services;
- Psychosocial services such as counselling, group dynamics, and
- Career Counselling and Referral services for employment;
- Recreation services i.e. outdoor and indoor games
- Youth participation activities such as the organization of youth clubs and conduct of youth forums

8. WHAT MAKES A YC FUNCTIONAL?

- Staff competence and commitment
- Community stakeholders' support
- Young people's active participation and ownership
- Quality programmes and services
- Youth friendly facilities

1 The National Strategic Plan for Youth Centres – page 6, Ministry Of Education, Department of Youth and Sports 2009

PART ONE: BEFORE ESTABLISHING A YOUTH CENTRE

It takes keen and careful preparations to establish a Youth Centre in a given community. The DYS experience points to an area (Dzongkhag) where the following can be considered:

- a) High population of youth age

This includes the total number of young people by age, gender economic status, educational attainment, dropout rates, number of in school and out of school and employment status

SAMPLE DZONGKHAG PROFILE:

Name of Dzongkhag _____

Total Youth Population (13- 24) _____

Age	Total Number of Males	Total Number of Females	In school	Out of School	Employed/ working	Occupation	Unemployed	Remarks
10 -12								
13-15								
16- 17								
18 –24								

- b) Incidences or occurrence of youth psychosocial problems, issues, needs, or concerns

These include statistical or anecdotal reports on substance use, gang fights, pre-marital sex, teenage pregnancy, early marriages, and other such PINCs;

- c) Absence and / or Lack of youth oriented facilities, including but not limited to library, information centres, indoor facilities, information technology, etc;

Secondary data should be available to establish the above considerations. These secondary data can be found from the offices or institutions (local authorities) including but not limited to the police force, the school system, and health centers.

However, a Dzongkhag may also conduct its own rapid assessment survey to acquire first hand data.

A. Generating a Situation Analysis to establish the need for a YC:

The local Dzongkhag authorities may be able to conduct this with the assistance of the DYS- Youth Centre Division. Crafting situation analysis of the youth in a particular Dzongkhag entails:

1. The conduct of a survey among the relevant sectors, i.e., youth, parents, teachers, community leaders
2. The conduct of focus group discussions among the same sectors;
3. The presentation of data gathered to the various stakeholders

The data gathered from the survey and the focus group discussions will be able to determine:

1. The need for a Youth Centre in the area, and
2. The desire and willingness of the stakeholders to support the establishment of a YC

SAMPLE SURVEY QUESTIONNAIRE:

Name: (optional): _____ Sex: _____ Age: _____

School Level: _____

Which among the following do you think are the top five most prevailing youth issues in your community?

- Access to quality education
- Young people dropping out of school
- Unemployed youth
- Sex, teen pregnancies, early marriages, childbirth, and contraception
- HIV and AIDS
- Substance use and abuse, including alcohol and cigarette consumption
- The Law, violence and injuries, i.e., gang fights
- Health and Welfare Services
- Spirituality
- Participation in community and family decision making

Do you think there is an urgent need to address these issues? Yes No

Do you think a Youth Centre Facility can address these issues? Yes No

Will you be willing to support the establishment and sustenance of a Youth Centre Facility?

Yes No

B. Establishing a Network for Social Marketing

The data gathered from both the survey and the focus group discussions serve as the basis for the stakeholders in a given Dzongkhag to plan to establish a YC. A requisite step in establishing one is to build networks that will advocate the need to address the youth PINCs. This requires:

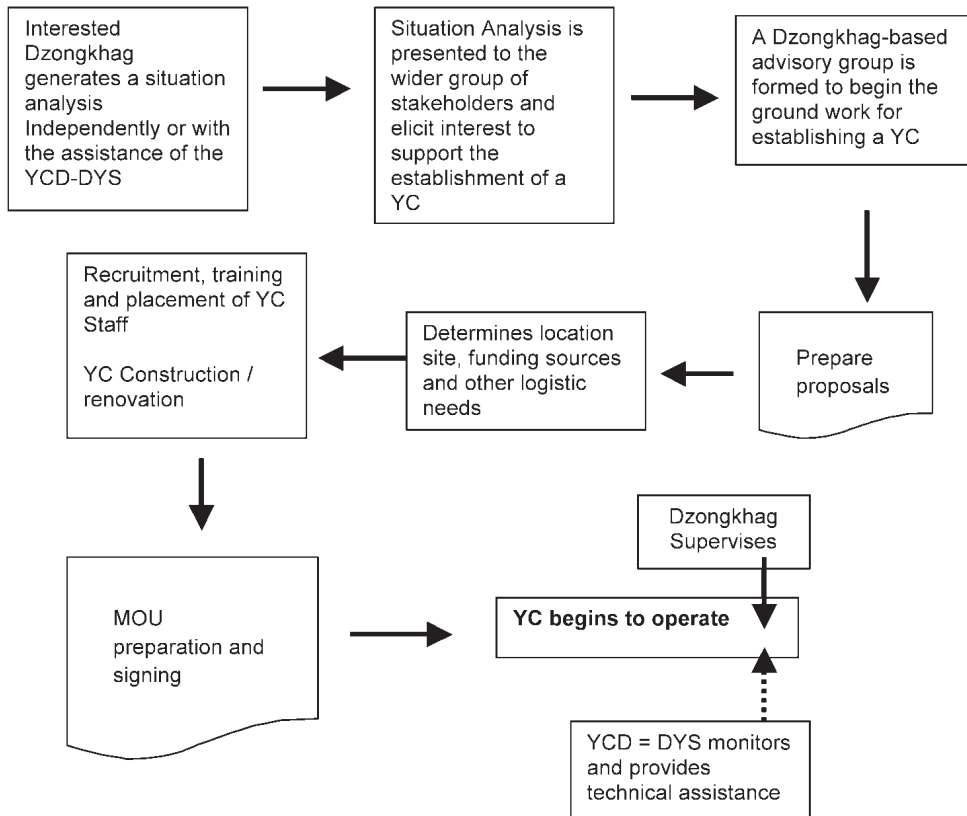
1. Organizing a community assembly participated in by parents, teachers, community leaders, NGO implementers, decision makers and youth representatives
2. Presenting a situational analysis gathered from the survey and FGDs;
3. Soliciting support to establish a YC within the Dzongkhag
4. Forming a Dzongkhag-based advisory group tasked to implement the establishment of a YC

C. Establishing a YC

The Dzongkhag-based advisory group with technical assistance from the DYS – Youth Centre Division (YCD) will consider the following areas of concerns:

1. Location – This may be an existing structure or an open site **deemed accessible** to many young people identified as the most feasible based on results of the situation analysis.
2. Funding and Logistics sources and resources – This may come in the form of Dzongkhag budget allocation, proposals to funding agencies such as Save the Children, Youth Development Fund, and other national or international agencies. The Dzongkhag based advisory group thus needs to write the appropriate proposal for funding acquisition.
3. Manpower – This involves the careful selection, training, hiring and placement of staff who will manage the day-to-day operation of the YC (please see YC management).
4. Memorandum of Agreement / Understanding – This document formalizes the partnership among stakeholders expressing each one's commitment as well as individual and / or institutional roles and functions in setting up, managing and sustaining the YC operations.

To illustrate the logical flow of the aforementioned processes, thus;



Some tips:

1. Ensure the proper documentation of all activities related to the establishment of the YC
2. Ensure the safe keeping of these documents
3. Celebrate the opening / inauguration of the YC, invite parents, teachers, community leaders and hold a short but meaningful programme of activities;

C. Setting up and maintaining YC facilities

A clean, neat, orderly and properly maintained YC contributes largely to its functionality. In setting up any YC, the following necessitates considerations:

1. Physical Space

This refers to both indoor and outdoor spaces where young people can convene. For indoor space, the **ideal international standards point to one client per square meter (1:1).**

Meaning, if a given YC aims to accommodate thirty (30) young people at a time, this requires at least thirty (30) square meters of space, excluding space for shelves, storage, toilet and staff.

Thus, if a YC has a total floor area of thirty square meters, it can only accommodate about twenty (20) clients at a time OR if it has a total floor area of only ten (10) square meters of indoor space, it can accommodate a maximum of only six (6) clients at a time.

Applying group work principles and practice in social work, where the ideal social worker to client ration is 1: 20 **the minimum space requirement for a YC is 30 square meter**, which accommodates twenty (20) clients at a time.

Meanwhile outdoor space is also of utmost importance to consider. This requires a huge amount of innovation and creativity. If however, the YC has available outdoor space, it is best to keep it open as a multi-purpose activity space.

1.1 Lay out

This refers to how the indoor space is maximized in order to accommodate the various indoor activities. In any given YC, spaces for reading / writing; discussing /meeting; one-on-one counselling; computer based learning; playing board games are required to accommodate them simultaneously.

To be able to meet these requirements, careful lay-out planning takes primary consideration. A private room for counselling might be necessary although counselling may be conducted at special times. Two (2) sample lay out plans using the minimum YC standard of thirty (30) square meter space are shown in the annex.

2. Facilities

These refer to the standard features and fixtures found in any given YC. These facilities meet the health and development needs to the youth target clientele. They include:

2.1 *Basic utilities*

These refer to the basic features of YC made available for everyone inside the YC and include:

- ✓ Clean and functional toilet and washroom facility
- ✓ Available potable water facility
- ✓ Proper ventilation and air circulation
- ✓ Proper and adequate lighting
- ✓ Available and safe electric power sources
- ✓ Communication facilities i.e., telephone and facsimile machines

2.2 *Standard furniture*

These refer to the most common fixtures of any given YC meeting the minimum standard of thirty (30) square meters. These include:

- ✓ One (1) working desk for one (1) Youth Center Manager
- ✓ One (1) working desk cum computer table for centre assistant
- ✓ One (1) standard four (4) layer filing cabinet
- ✓ One (1) Hanging two-shelved closed cabinet approximately one meter height by two meters width by thirty five centimetres depth (1m x 2m x .35 cm)
- ✓ Two (2) open bookshelves approximately two meters height by one meter width by thirty five centimetres depth (1m x 2m x .35 cm)
- ✓ At least two hundred (200) titles of youth oriented reading materials, including books, magazines and other such related publications
- ✓ At least five (5) square tables (75 cm x 75 cm)
- ✓ At least twenty (25), preferably stackable or foldable chairs
- ✓ At least three (3) functional computers (one for exclusive use of centre staff (when possible with internet connection)
- ✓ One (1) Audio –video facility i.e. TV set and CD/ DVD player
- ✓ One (1) blackboard or white board
- ✓ A corkboard / message board / bulletin board
- ✓ One (1) fire extinguisher

2.3 *Supplies and materials*

These refer to developmentally and pedagogically appropriate supplies and materials available and are periodically replenished or updated. These include;

- ✓ Writing paper and pens
- ✓ Staples and staple wire
- ✓ Adhesive tapes
- ✓ Scissors
- ✓ Blank CDs
- ✓ Sharpeners
- ✓ Erasers
- ✓ Permanent markers
- ✓ White board markers / chalk
- ✓ Glue
- ✓ Coloured paper / art paper
- ✓ First Aid kit
- ✓ Cleaning aids and tools
- ✓ Miscellaneous utensils i.e., cups and saucers, drinking glasses etc

3. YC Maintenance

Appropriate utilization of space, facilities, fixture and furniture is a primary function of the Youth Centre staff members. Regular inventory, reporting for and on replenishment, cleaning and repair helps maintain the YC's functionality.

Conditions for replacement or repair for damage or loss of these fixtures and furniture are drawn up as agreed on Dzongkhag case to case basis and is contained in the Memorandum of Understanding.

Technical assistance to orient and train centre staff on the proper use, care and maintenance of these facilities will be part of their general competency training.

D. YC Staffing Pattern:

1. YC permanent staff

Using the universal standards of group work in the field of social work, a given YC requires at least two (2) qualified individuals to run the YC's day to day operation as well as implement programmes, projects, services and activities. These two individuals are designated as the (1) Youth Center Manager and the (2) Assistant Manager

Under the supervision of the Dzongkhag authority and with technical assistance from the DYS, the Youth Center Manager and the Assistant Manager requisite the following qualifications;

1.1 Youth Center Manager

Qualifications:

- Male or Female
- 25 years old above
- Bachelor’s degree in education, psychology, the arts or other allied discipline
- Physically fit
- Knowledge of basic computer operations
- Preferably has experience in working or dealing with young people
- Has an excellent communication (written and oral) skill

Job Description and Basic Competency

Tasks	Competency
Oversees the daily operations of the YC	Management
Promotes YC programmes, projects, services and activities	Advocacy and networking
Engages youth to participate in YC operations	Leadership, facilitation, communication and organizing
Organizes and conducts periodic activities of the YC	Events organizing, leadership, facilitation, resource generation and mobilization
Conducts basic counselling	Counselling skills
Refers clients to appropriate agencies	Resource mobilization, documentation and
Generates periodic reports	Writing /documentation skills
Maintains youth data base	Research and analysis
Works closely with the Dzongkhag education office in relevant areas of decision	Co-ordination, consultation, communication
Crafts annual plan of action for the YC	Planning, resource generation
Implements annual plan of action of the YC	Management

1.2 Assistant Manager

- Male or Female
- 18 years old and above
- Has finished at least 2nd year college in education, psychology, the arts or other allied disciplines
- Physically fit
- Knowledge of basic computer operations
- Preferably has experience working or dealing with young people
- Has a good clerical skill

Job Description and Basic Competency

Tasks	Competency
Assist YCM in the daily operations of the YC	Management
Engages youth to participate in YC operations	Leadership, facilitation, communication and organizing
Operates and maintains YC facilities and equipment	Machine operation
Maintains and safe keep centre supplies and materials	Inventory skills
Safe keep YC records and documentation	Filing / clerical skills
Shares ideas with the YCM in the conduct of special programmes and projects of the YC	Creative thinking skills
Writes simple report as requested by the YCM	Writing
Assists YCM in the crafting and implementation of the annual plan of action for the YC	Co-ordination, consultation, communication

2. Hiring procedures and conditions

The protocol followed in hiring YC staff members should be done according to the RCSC Rules and Regulations. However, the recommended processes are as follows:

- 2.1 Appropriate announcements for recruitment are conducted;
- 2.2 Applications forms, letters and copies of credentials are accepted for review from which a shortlist of applicants is generated
- 2.3 Appropriate examinations i.e., psychological tests and IQ tests, will be administered
- 2.4 Interviews to short listed applicants will be conducted
- 2.5 The admitted applicant will be asked to sign the appropriate contract of service on a probation status for six (6) months within which he or she:
 - 2.5.1 Attends a basic orientation and exposure to the Harmony Village
 - 2.5.2 Receives training on Youth Health and Development
 - 2.5.3 Receives training on competency skills in managing a YC
 - 2.5.4 Works at the YC under close supervision of the Dzongkhag authorities
 - 2.5.5 Performs his / her specified job description
 - 2.5.6 Conducts her / himself in a performance assessment as basis for re-hiring after probationary period

3. YC staff training

The DYS and the Dzongkhag implementing the YC may agree / determine convenient schedules for the training of the YC staff members. The DYS –YCD shall administer a competency measurement tool for prospective trainees. Among the areas of training that the DYS-YCD shall conduct are:

- 3.1 Youth Health and Development Issues, e.g. substance use and abuse, reproductive health, peer pressure, etc
- 3.2 Psychosocial counselling
- 3.3 Career Counselling
- 3.4 Sports and games e.g. refereeing / arbitration
- 3.5 Peer education and counselling
- 3.6 Educational pedagogies
- 3.7 Basic facilitating skills
- 3.8 Group Dynamics
- 3.9 Youth Organizing
- 3.10 Advocacy and Networking
- 3.11 Resource Generation

The DYS-YCD will mobilize both internal and external resources to meet these training needs.

PART TWO: THE YOUTH CENTRE OPERATIONS

The success of the day-to-day operations as well as the special activities in the YC depends largely on competent management. This requires:

1. Understanding and internalizing the vision, mission, goals and objectives of the YC;
2. Keeping operating hours strictly
3. Continuously and creatively innovating in order to sustain the interest of the youth

Concretely, the YC operates with the following considerations:

A. *Keeping Regular Schedules*

It is best to determine the operating hours of the YC based on the availability of the young people it aims to serve. This may vary based on an agreed time between the centre staff and the clientele group. Once agreed, the centre in-charge has to make sure that these operating schedules are (a) **posted prominently** at the entrance of the YC and (b) **are adhered to strictly**.

B. *Keeping a Youth Friendly environment*

Youth Friendliness is governed by the following parameters:

1. **Appropriateness** – the YC staff must keep in mind that the centre has young people as primary clientele. Aside from age, YC staff members need to factor in gender, physical and mental capacities, culture, practices, convictions, beliefs, economic capability, internal and external environments of the youth clientele.

Books, reading materials, videos must attract this group. Youth oriented books and videos include special interests areas like teenage life, relationships, career, photography, academic supplements, etc.

Functional computers preferably with internet connections for young people to surf must be available. However, safety measures must be taken in order to ensure that internet facilities would not expose the users to inappropriate sites and materials.

Lastly, the YC's official name e.g. "our place", "dream place", "youth home" etc., must appeal accordingly to its target clientele.

2. **Adequacy** – this refer to the sufficiency of size, space, materials, facilities and equipment in relation to the number of youth clientele at a time.
3. **Accessibility** – this refers to the ease of acquisition of YC programmes and services by youth. Access considerations include the proximity of distance between young peoples’ place of residence and the YC; the YC operating time and the young peoples’ schedule; the processes involved (i.e., procedures, rules and regulations) in acquiring the YC’s programmes and services.
4. **Availability** – this refers to the readiness of programmes, services, the consequent materials and the capacities of the YC staff to make these available for the youth;
5. **Acceptability** – this refers to the sense of ownership of the Youth Centre acquired by young people through continuous use of the YC

On top of these five parameters in creating a youth–friendly environment are the more fundamental considerations of safety, neatness and orderliness. These however depend largely on how the YC staff members manage to engage the youth clientele into making the YC safe, neat and orderly.

C. *Managing the YC*

In the management of the YC, the following areas are considered:

1. *Establishing the youth clientele data base*

The YC is a youth hub. As such, it is important for the YC to keep track of pertinent information about every young person who avails of its facilities and services. Among the tools used inside the YC that can help establish the youth clientele data based are:

- 1.1 **The Youth Intake Form** – Is the first form that a youth client fills up the moment he / she chose to avail of the YC facilities and services. Once filled up, the youth intake form is filed and kept confidential and may be retrieved only in situations deemed necessary or appropriate; (please see annex for a sample)
- 1.2 **A YC card** – is a card issued to the youth who has filled up and submitted the Youth Intake Form. This card functions as library card allowing him / her to borrow books and publications, an identification card that indicates that he / she has filled up an Intake Form, and access card that allow him / her to use facilities of the YC at a discounted rate.

Operationally, the youth client presents this card to the YC staff before availing of any or all the YC facilities and services. The youth client, after presenting this card then signs the YC log book.

1.3 The Log Book – is simple a large notebook where young people write / sign their names and fill up the following information:

Sl. No.	Name	Sex/ age	INSY	OSY	Time In	Purpose(s)	Time Out	First visit	Repeat visit	Your Comments (Specific to YC Services, opening hours, staff etc).
Total										

Summary of the Day/Month:

of male users = _____ # of females users = _____ Total users = _____
 # Of male Youth visiting YC for 1st time = _____ # Of female Youth visiting YC for 1st time = _____
 # Of male Youth with repeat visits = _____ # Of female Youth with repeat visits = _____
 # Of out of school male youth = _____ # Of out of school female youth = _____

Purpose of visit:

Use library = _____ Information seeking = _____ Counseling = _____ Internet/TV= _____
 Games= _____ Others _____

(Signature of the In-charge)

2. Formation of Youth Organizations and volunteers

The lifeblood of any given YC is the active participation of young people in centre operations and programming. Young people can best demonstrate the so called ‘youth power’ if they are organized and are able to identify their own strengths and weaknesses. Organizing young people takes the following steps and time frame:

2.1 Identification of potential youth leaders

The YC CIC and CA will be able to utilize the youth intake form as reference in identifying potential leaders among the YC clientele. Once identified, YC staff engages the potential youth leaders in order to inform them about the possibility of being able to participate in the YC operations.

2.2 Formation of core-group of leaders

The leaders (around 5 – 10 youth) become a core group that may initially volunteer their time and talents in operating the YC. This requires careful scheduling among themselves and recognition of their respective abilities.

Note that some of them may be good at sports, some in the arts, and others in academic competencies. All these are geared towards the single goal of helping other young people in the community to live a healthy lifestyle as young people.

2.3 Leadership training for identified leaders

Once the core-group is formed and members have demonstrated active centre participation the YC staff can now arrange a schedule for a brief training on leadership.

This leadership training does not only aim to provide the core group members skills but more importantly to build and strengthen the team.

2.4 Promotion and recruitment of youth members and volunteers based on interests

The leadership training conducted among the core group of youth leaders and volunteers would have prepared them to:

2.4.1 Understand the vision-mission-goals and objectives of a YC

2.4.2 demonstrate interest and ownership of the YC

- 2.4.3 share ideas to promote their YC
- 2.4.4 craft simple promotional materials i.e., flyers, posters, leaflets, for the YC
- 2.4.5 form interest groups among themselves, i.e., sports, arts, academics, livelihood and employment, health and development, etc
- 2.4.6 recruit other young people to join their YC-based organizations
- 2.4.7 generate resources (material, financial, human)
- 2.4.8 write activity proposals
- 2.4.9 conduct meetings among young people
- 2.4.10 document / take minutes of these meetings
- 2.4.11 generate reports
- 2.4.12 plan and implement short –term activities, i.e., basketball tournament, art competitions, dance and singing showcases,
- 2.4.13 assess activities conducted
- 2.4.14 re-plan follow up activities

2.5 General Assembly of youth organization

These individually planned and implemented activities led by the core group members evolve into a general meeting among the wider YC clientele.

From the first year of operations, a general assembly becomes the venue for another core programme of the YC which is the regular youth forum.

3. Annual Programme Planning

In order to make a YC fully functional, annual centre programme planning takes place during the last quarter of each financial year (between April to June). An annual programme plan for a YC includes but is not limited to:

3.1 An assessment of the previous year's YC operations

The YC staff together with the core group of youth leaders may agree on the assessment tools in measuring the success of their individual and collective work. Before a year of operation ends, the YC can conduct a **satisfaction survey** (PLEASE SEE ANNEX FOR SAMPLE) among the relevant sectors in the community, i.e., youth, parents, teachers, and leaders. Conducting a Focus Group Discussion by sector is also a good way to assess YC operations.

3.2 Improvement plans for centre services

Utilizing the results of the assessment, YC staff and youth volunteers may be able to determine the areas of improvement for YC services. Physical structures, facility repair, improvement or enhancement, staff professional upgrading and continuing education may be considered in the annual plan.

3.3 The thematic youth forums

An important part of every YC plan is the organization and conduct of thematic youth forums per year. These regular forums are ideally held in the youth centre at the end of each quarter of the year, namely last weeks of March, June, September and December.

These youth forums generally aim to provide the venue and opportunity for the youth to:

- a) **Acquire background information** on youth health and development (YHD) issues such as reproductive health; career choices, life skills, substance use and abuse and the likes;
- b) **Express and clarify their views**, perceptions and opinions on these YHD issues, and
- c) **Plan personal and collective actions** that will address these YHD issues.

Local and national experts are invited as resource persons to these youth forums, with whom the youth participants are able to exchange and clarify their views. Unlike adult forums, youth forums are infused with many youth oriented activities such as games, arts and crafts, sports, debates and theatre as learning methodologies. It is important for YC staff (as always) to create a safe environment for the youth participants during the conduct of youth forums.

3.4 The Annual Plan

In summary, after assessing the YC operations of the previous year, the YC annual plan would look like this:

Component Area	Objectives	Activities	Target Dates	Persons Responsible	Remark / Indicators of success
1. Daily operations delivery of services					
2. Facilities					
3. Staff Upgrading					
4. Youth participation					
5. Youth Forums					

4. YC Regular Services

YC staff members are expected to deliver youth-focused services. Among these are:

4.1 **Psycho social counselling** – this refers to individual or group counselling service(s) for the youth in guiding them through the whole counselling processes of:

- 4.1.1 identifying their own problem
- 4.1.2 determining their actions and consequences of their action
- 4.1.3 identifying alternatives and other consequences
- 4.1.4 decision making
- 4.1.5 taking actions
- 4.1.6 referrals
- 4.1.7 following up on their progress

4.2 **Career counselling** – this refers to individual or group counselling service for the youth in guiding them through:

- 4.2.1 self assessment
- 4.2.2 gathering information and alternatives
- 4.2.3 preparing and planning actions
- 4.2.4 taking actions
- 4.2.5 referrals
- 4.2.6 following up on their progress

4.3 Life Skills building - this refers to group sessions conducted for the youth in order for them to understand and build the core life skills that include:

- 4.3.1 self awareness and empathy
- 4.3.2 problem solving and decision making
- 4.3.3 creative thinking and critical thinking
- 4.3.4 effective communications and interpersonal relationships
- 4.3.5 coping with stress and coping with emotions

4.4 Information and knowledge building – this refers to the use of library facilities and information technology including computers, telephones, facsimile machines and internet

4.5 Academic enhancement service – this refers to tutorial services rendered by the staff members or volunteers to young people who need to complement their school work with additional inputs.

4.6 Auxiliary services – this refers to other services deemed necessary by the stakeholders, i.e., parents, teachers, local and national government, and the youth themselves. These may include but are not limited to governance, parenting education, legislation, sports and arts festivals, spirituality, job placements, etc.

5. Promoting the YC to the community and generating resources

The YC success requires support from the target clientele group as well as the larger community (Dzongkhag). Word of mouth from youth leaders and volunteers can promote the YCs programmes and services. Other promotional modalities include:

- 5.1 Dissemination of information by the DYS and / or the Dzongkhag authorities informing the community about the YC programmes and services;
- 5.2 Posters, flyers and leaflets crafted, printed /mass produced and distributed by the YC staff and volunteers;
- 5.3 Organizing and conducting activities for the general youth population, teachers and parents;
- 5.4 Getting invited and creating opportunities to speak in local schools;
- 5.5 Utilizing local media (print and broadcast) to promote YC programmes and services .

By purposely promoting the YC programmes and services, the YC is able to generate interest as well as support among the community people. This support can translate to human, financial and materials resources for the YC.

Depository, inventory and management of these resources are subject to the agreed MoU between stakeholders of the YC in the Dzongkhags.

6. Documentation and records keeping in YC operations

YC staff members are required to document all activities implemented within the YC operations. These document and records are systematically filed, kept and are used as references in the periodic reports.

These documents and records include:

- 6.1 Photo, video and written documentation of specially organized activities, such as training, camps, youth forums, and general assemblies;
- 6.2 Individual clientele records i.e., intake form
- 6.3 Log book contents
- 6.4 Activity outputs, referral letters, recommendation letters, guidelines and memos from DYS-YCD, Dzongkhag authorities, etc
- 6.5 Cash ledgers – i.e., statements of income generated through use of facilities, donations and other such legal sources, expenditures, purchases and receipts
- 6.6 Copies of periodic reports

7. Reports and Reporting Procedure

YC staff members are required to generate and submit a quarterly report to the supervising Dzongkhag authority and the DYS-YCD. This report includes the quantitative and qualitative progress of the YC operation.

- 7.1 Qualitative Report** – is a narrative report describing the over-all environment and situation of the YC in relations to its regular operations. This may include anecdotes and testimonies of YC stakeholders, youth, parents, teachers, and the youth centre staff members themselves, etc., about the YC. The main objectives of the YC serve as the narrative outline of the qualitative report.

7.2 Quantitative Report – contains significant figures or numbers in relation to the YC operations including:

Total number of young people, by age, by gender, availing of the services

- Total number of services rendered
- Total number of books /magazines/ reading materials utilized for the period
- Total number of videos shown and viewed by total number of viewers for the period
- Total number of participants in the youth forum
- Total number of resources (human, financial, material) generated for the period
- Stock inventory
- Other significant figures

Examples of sample formats of the qualitative and quantitative reports are in the following pages..

Sample Template: Qualitative Report

Overall description of the YC operations for the period covered: _____

Congruence to YC objectives: (Describe how the YC functioned to meet the overall YC objectives)

1. To provide young people with comprehensive access to information on relevant youth-related topics and emerging issues in order to facilitate increased awareness, education and communication about these subjects;

Problems Encountered: _____

Actions Taken: _____

Recommendation / Staff Reflection: _____

2. To provide a safe and appealing environment for young people to interact with their peers;

Problems Encountered: _____

Actions Taken: _____

Recommendation / Staff Reflection: _____

3. To create increased opportunities for youth and adults (including parents) to address adolescent health concerns and other issues on an equal footing;

Problems Encountered: _____

Actions Taken: _____

Recommendation / Staff Reflection: _____

4. To engage youth in more productive activities like games, forums, reading, interaction, skill development etc.;

Problems Encountered: _____

Actions Taken: _____

Recommendation / Staff Reflection: _____

5. To provide confidential counselling services and referral if needed.

Problems Encountered: _____

Actions Taken: _____

Recommendation / Staff Reflection: _____

Prepared and submitted by: _____

Approved by: _____

Pertinent Attachments (when applicable):

- Minutes of the meeting
- Resolutions
- Photos / videos
- Letters
- Documentation of activities
- Master list of youth client

Sample template: Quantitative Report

Date submitted: _____

Period Covered: _____

Centre: _____, Location: _____

Operating Hours and days: _____

Centre –in Charge: _____

Supervisor: _____

Total number of YC clientele: M (male) F (female) IS (in school) OS (out of school)

10 – 12				13-15				16-17				18-24				Total			
M		F		M		F		M		F		M		F		M		F	
IS	OS	IS	OS	IS	OS	IS	OS	IS	OS	IS	OS	IS	OS	IS	OS	IS	OS	IS	OS

Services Available:

	10 – 12	M	F	13-15	M	F	16-17	M	F	18-24	M	F	TOTAL	M	F
Psycho social counselling															
Career counselling															
Life Skills building															
Information and knowledge building (please specify)															
Academic enhancement service															
Auxiliary services (please specify)															

Organized youth groups: (sample)

Total number	M	F	Age Range	Special Interest
12	4	8	12-16	Music
10	6	4	18-24	Sports (basketball)

Stock Inventory:

Supplies and Materials

Item	Number	Consumed	Balance
ex: white paper			

Facilities and equipment that need Repair or replacement:

Facility of Equipment	Damage(s)	Cause of damage	Date damage	Recommendations

Cash Statement:

(When applicable)

Income	Source	Expenditures	Source	Balance

7.3 Procedure of report

Both quantitative and qualitative reports are prepared by the Youth Center Manager assisted by the Assistant Manager. Accomplished report forms are submitted to the recognized supervisor (Dzongkhag Education Officer) for approval and to the DYS –YCD for comments.

The reports are reviewed and will be commented on by the supervising officer and the DYS-YCD to assist the CIC in further improving the operations of the YC.

8. Monitoring and Evaluation of YC

The performance of a YC will be based on the minimum standards prescribed in the MoO. The supervising Dzongkhag and the DYS-YCD may conduct a separate or joint monitoring and evaluation sessions for any given YC.

Monitoring and evaluation however is conducted not so much to find fault on the YC staff but rather to help him /her improve YC performance.

Monitoring progress of the YC will be based on:

1. Periodic reports
2. Monitoring and technical assistance visits by the DYS-YCD
3. YC staff feedback

Evaluating YC performance on the other hands will be based on:

1. Result of YC generated satisfaction survey
2. Report on focus group discussion
3. Performance evaluation

8.1 Performance evaluation – refers to the parameters set in order to determine the efficiency and effectiveness of the YC

The parameters that will be used in performance evaluation are as follows:

8.1.1 Over- all maintenance of the YC

- Efficient and effective use of resources
- Efficient and effective use of facilities
- Efficient and effective maintenance

8.1.2 Staff competence

- Quality of service delivery
- Efficiency in documentation, report writing and submission
- Creativity and innovation in programmes and services
- Work Independence
- Evaluative testimonies from stakeholders

8.1.3 Quality of Programmes and Services

- Relevance to youth clientele
- Ownership of young people
- Verifiable outcomes, e.g., job placement, reported abused, etc.
- Acceptance and endorsement of community stakeholders

Checklist for Quality Programme Standards

Relevance:

Indicators	Means of verification
YC clients have directly identified and prioritize the issue to address	Workshop documentation
YC clients have established the importance of addressing an issue	Conduct of and documented assessment
YC clients have determined appropriate services to be delivered by the YC	Availability of service

Ownership

Indicators	Means of verification
Youth clients participate in the management of YC operations	Documented planning workshop among young people Youth directed and assisted YC operations Presence of youth volunteers
Youth clients propose improvements of YC facilities	Youth designed and maintained YC facilities
Youth clients access YC services	Pertinent records such as the YC card and registry
Youth clients participate in the design and conduct of youth forums	Active youth facilitators and leaders

Verifiable Outcomes

Indicators	Means of verification
Increasing number of Youth clients serviced	Records and documentation i.e. intake form
Number of referrals addressed	Case / incident reports
Increasing youth participation	Number of organized groups i.e. interests groups

Acceptance and endorsement of community stakeholders

Indicators	Means of verification
Presence and increased in logistic support from the community	Improved facilities, records of financial and material endorsement
Memoranda of commitment between YC and stakeholders	Signed partnership agreements
Increased support from parents and teachers	Parents' and teachers' testimonies
Participation of significant adults in the planning of Youth Forums and other YC programmes	Documentation report

PART THREE: ROLES AND RESPONSIBILITIES

The successful care and management of any given YC rely on how well the community of people and institutions are able to perform their specific roles and responsibilities. To do so, each individual and/or institutional stakeholder has to build a sense of ownership of the Youth Centre in the area.

Building a sense of ownership

The sense of ownership among the stakeholders begins from the time Youth Health and Development is agreed and accepted as a **valid community issue**. This means, when parents, the formal school system, the Dzongkhag authorities, the YC staff, and the young people themselves have genuinely felt the need for YC to be set up and serve its purposes.

In YC operations, each stakeholder has a set of roles and responsibilities to play, namely:

The Local Stakeholders

1. The Dzongkhag authority - refers to the Dzongkhag Education Officer or his/her appointed focal person)
 - 1.1 Ensures the smooth operations of the YC
 - 1.2 Identifies, screens, interviews and assigns / hires / appoint the YC staff
 - 1.3 Supervises the performance of the YC staff
 - 1.4 Periodically consults with the DYS through the YCD for technical and professional assistance
 - 1.5 Approves YC annual plans of action
 - 1.6 Supports the YC staff in technical and programme operations
 - 1.7 Mobilizes resources for YC special programmes, projects and activities
 - 1.8 Enters into a Memorandum of Understanding with local, national and international organizations that would support YC programmes and services
 - 1.9 Manages YC human, material and financial resources
 - 1.10 Helps advocate YHD issues to the general community

2. The Parents – refer to parents and guardian of the young people who avail of the YC programmes and services
 - 2.1 Support YC programmes and services in any way
 - 2.2 Participate in parent-directed YC activities
 - 2.3 Encourage other parents to participate
 - 2.4 Encourage other parents to let their children avail / join YC programmes and services;
 - 2.5 Contribute to the success of YC programmes and services by volunteering time and resources

3. The school system – refers to the school heads and teachers in a particular Dzongkhag
 - 3.1 Encourages young people (13 – 24 years old) to avail of YC programmes and services;
 - 3.2 Contributes human and material resources for YC operations, programmes and services;
 - 3.3 Extends necessary and realistic help to YC staff and YC operations

4. Youth – refers to the youth population in a particular Dzongkhag whether in school or out of school
 - 4.1 Participate actively in YC programmes, projects, services, and activities
 - 4.2 Encourage other young people to avail of YC programmes and services
 - 4.3 Assist / volunteer time in the daily operations of the YC
 - 4.4 Help in mobilizing resources for YC operations
 - 4.5 Help maintain cleanliness, orderliness and functionality of the YC

5. Other institutional stakeholders – refer to local representations of Royal Government **whose performance of regular duties** may directly or indirectly affect the lives of young people, these include:
 - a. Ministry of Labour & Human Resources
 - b. The Ministry of Health
 - c. Royal Bhutan Police
 - d. Bhutan Narcotic Control Agency
 - e. Bhutan Olympic Committee and the National Sports Federations
 - f. NGOs – YDF, Tarayana, RENEW

The Department of Youth and Sports – Youth Centre Division

Having the primary mandate to address Youth Health and Development Issues, the Department of Youth and Sports (DYS) through its Youth Center Division (YCD), plays the following roles and responsibilities in YC operations all over Bhutan.

1. Sets and maintains a national standard for YC operations
2. Provides technical and professional assistance to local efforts in the setting up, management, monitoring, evaluating and sustaining local YC operations
3. Provides professional inputs on YHD interventions
4. Issues and disseminates guidelines on YC operations including but not limited to human, material and financial resource management
5. Co-ordinates with other divisions of the DYS to augment YC programmes and services
6. Co-ordinates with other departments within the Ministry of Education, other government agencies, and non-government organizations to complement YC operations
7. Organizes the annual national youth forum among the YCs
8. Sets up, manages, maintains the operation of a YC resources centre, this being the Harmony Youth Centre inside Harmony, the Centenary Youth Village compound.
9. Monitors and evaluates the Youth Centres' set up and quality of programmes and services

Harmony, the Centenary Youth Village

The Youth Center within Harmony, the Centenary Youth Village is the DYS' demonstration centre. It serves as both the resource and training centre for YC operations in Bhutan. Under the direct supervision of the YCD-DYS, Harmony, the Centenary Youth Village performs the following roles and responsibilities:

1. Maintains regular programmes and services of a YC as prescribed in this manual of operation
2. Develops updated and upgraded YHD interventions
3. Develops, organizes, and / or conducts training for YC staff and other youth –oriented agencies on youth health and development concerns;
4. Serves as venue for national YHD campaigns
5. Publishes and disseminates new trends and technologies in YHD interventions
6. Serves as depository of documentation and progress reports from the field
7. Serves as the secretariat to the annual youth forum organized by the YCD-DYS

PART FOUR: USEFUL NOTES ON YHD

Sound management of YC programmes, projects, services and activities require training in many aspects of centre management. Such training experiences will be made available by the DYS-YCD through its demonstration at Harmony, Centenary Youth Village.

Following are some useful inputs for the YC staff members to provide basic information on some of the more critical aspects of addressing Youth Health and Development Issues:

A. **ADVOCACY**

There are many reference materials that explain what advocacy is and what it does to effect change in the way people think, feel or behave. People are exposed to many forms of advocacy; television commercials promote products and services thereby influencing people to buy them. Lawyers argues on behalf of their clients, thus are called advocates.

In social development work, cause-oriented groups, government and non-government agencies champion particular issues and offer ideas for change. **Advocacy** therefore is the act of arguing on behalf of a particular (1) issue, (2) idea or (3) persons/ group.

For example:

- The Youth Centre advocates (champions and argues on behalf of) **Youth Health and Development issues**. Through the YC, people (especially the youth) are made aware of the importance of addressing the health and well being of young people.
- The **Youth Centre** also advocates (champions and argues on behalf of) **the idea of crafting appropriate programmes and services for young people**. Unique to the YC is it's belief in collective efforts to address YHD issues.
- Lastly, the YC advocates (champions and argues on behalf of) **the youth themselves**. **Organizing youth forums** and demonstrating the capacities of young people for quality civic participation is a form of advocacy.

By advocating on behalf of issues, ideas and people, individuals, groups and even societies are influenced to act on them and eventually **ACHIEVE DESIRED CHANGE**.

STEPS IN ADVOCACY

There are eight fundamental steps in ensuring sound advocacy actions:

1. DETERMINE THE MAGNITUDE OF AN ISSUE

Advocacy begins with solid data that will support the cause. This necessitates the establishment of scientifically correct database. Rapid assessments, focus group discussions, and other simple research methods such as a survey, are useful tools for the advocate to gather data. Concrete, Complete, Clear, Concise and Comprehensive data make-up the solid foundations of an advocate's arguments for and on behalf of an idea, an issue or a person. These data subsequently supports the **need to effect changes** which the advocate will thus champion.

2. BUILD A CORE GROUP AND IDENTIFY THE DESIRED CHANGE

An advocate of a social cause does not operate in isolation. Like-minded people (most especially from those who are directly affected, such as the youth themselves), and those who are supportive of them, mostly significant stakeholders like parents and teachers, can convene as a core-group and as a starting point agree and list down the changes they deem necessary. Among the desired changes the YC hopes to achieve include: *Behaviors of young people towards early marriage; Increased participation in problem solving and decision making skills among young people; People's general belief in young people's capacities; increased government agencies' support; wider community participation, etc.*

3. FORMULATE AUDIENCE SPECIFIC MESSAGES

The desired changes advocates wish to take effect among individuals and groups depend heavily on how these changes are formulated. When formulating advocacy messages, it is important to consider the person or groups that the advocate directs these messages at. Some of the more popular types of messages include:

- 3.1 **Factual messages** are messages that **state a fact as they are supported by statistics**. E.g. : *"Bhutanese youth comprise more than half of the population, over the past _years, _____number of teenagers have stopped school because of teen-pregnancies":*
- 3.2 **Emotional messages** are messages that **appeal to peoples' emotions (happiness, sadness, fear, anger)**. E.g. *"would you allow your son to be another addict?"*
- 3.3 **Consequential messages** are messages that **present direct consequences** E.g. *"A young person who stopped being productive will make a country non-productive too:*

SOME CORE MESSAGES ON YHD ISSUES:

Abuse is the maltreatment of a person (whether habitual or not) that degrades the dignity of being human. Abuse may be physical, emotional or sexual.

Young people can:

- Learn and live your right
- Learn to say no to anything that makes you feel uncomfortable
- Tell a friend or any person you can trust
- Run / stay away from your abuser
- Seek help from authorities

HIV / AIDS – HIV stands for Human Immunodeficiency Virus. Therefore, **HIV is a virus that infects people’s immune system. While, AIDS – stand for Acquired Immune Deficiency Syndrome.** Nobody dies of AIDS –but people with AIDS die of diseases that their bodies cannot fight! A person infected with HIV – develops AIDS – once with the syndrome, other viruses can easily take over and affect the person’s health for example a person with AIDS can easily get pneumonia and die of it.

Young people can:

- Abstain from sex
- Know your sexual partner very well
- Stay away from drugs and alcohol (as being drunk and / or drugged up may affect your judgement and decisions)
- If you suspect that your might have HIV – get your blood examined – contact the health center

Drugs and Substance Use and Abuse - Drugs and substances are not at all bad . Drugs and Substances are created or manufactured for a specific function. Alcohol, cigarettes and marijuana are substances. Drugs and Substances when abused become bad as it affects both person and the people around him or her. **Dangerous Drugs include:** Amphetamines, Cocaine, Heroin and LSD while **Dangerous Substances include:** Alcohol, cigarettes, marijuana and solvents. **These drugs and substances affect the user’s NERVOUS SYSTEM!**

Young people can:

- Learn to deal with stress
- Choose people to attach yourself with
- Exercise your coping skills
- Redirect your resources to things that are more valuable and long lasting
- Stay away from drugs and substance
- Do not be fooled as being high is temporary!

4. CHOOSE THE RIGHT VEHICLE TO CARRY the RIGHT MESSAGE

Advocacy does not only consider communicating the appropriate messages but the medium with which these messages are delivered. Choosing the appropriate vehicle to carry the message becomes imperative. Communication vehicles may be considered **depending on form**:

FLAT	INTERACTIVE
<ul style="list-style-type: none"> • Letters • Magazines • Leaflets • Posters • Flip charts • Picture charts • Overhead transparencies 	<ul style="list-style-type: none"> • One-on-one mentoring • Individual Worksheets • Group dynamics • Discussion worksheet • Group Games • Theatre (Drama) • Cultural Activities • Board Games

Or by audience:

Interpersonal	Group	Mass
Letters Leaflets One-on-one mentoring Individual Worksheets	Posters Flip charts Picture charts Overhead transparencies Group dynamics Discussion worksheet Group Games Theatre (Drama) Cultural Activities	Radio TV Film Newspaper Books Magazines

5. TEST BOTH MESSAGE AND VEHICLE

Before the message is delivered, it is important to pre-test both the message and the vehicle. A sample group of representative target audience can be invited to participate in the pre-test. The advocate considers and documents the answers to the following guide questions

- 5.1 What caught your "audience's attention"?
- 5.2 What message did the "material" tell him / her / them?
- 5.3 What must I use?
- 5.4 Are there any suggestions?
- 5.5 How else can I improve the material?

6. DESSIMINATE THROUGH ALL OPPORTUNITIES AND VENUES

Once messages and vehicles are pre-tested and enhanced based on the pre-test experience, the advocate determines all appropriate venues and opportunities with which these messages are delivered. These include community forums, representations and lobbying in the general assembly, school and community activities, holidays, etc. Formally launching and organizing popular activities such as poster making contest, essay writing competitions, elocutions and oratorical contests, search for ideal youth project, organizing seminars, symposia and the likes.

7. MONITOR AND EVALUATE THE ACTIVITIES

In order to ensure the success of advocacy activities, it is important to monitor and subsequently evaluate them.

The advocate monitors:

- The specific activities
- The Results of the activities
- The Problems and Consequent actions arising from the activities and
- The changes made

The advocate evaluates:

- Outputs of the activities
- The Effect on the people as a result of the activities;
- The Outcome on people's lives arising from the results and
- The over-all Impact or change

8. DOCUMENT ALL ACTIVITIES

All the above steps are captured in writing and also documented in the form of photos and videos. The advocate remembers that a sound advocacy plan contains sound background data, definitive goals that identifies the desired change and concrete results demonstrated by documentation.

B. BASIC COUNSELLING

- Counselling is a process wherein a helping relationship between two persons; takes place because one person feels the need for special help with a problem, which he has not been able to resolve by himself. It is a means of helping people acquire the knowledge and skills to solve their own problems. Counselling could be conducted with individuals, groups, and families.
- **COUNSELLORS**
 - DO NOT GIVE ADVISES
 - ARE NON-JUDGMENTAL LISTENERS
 - HAVE THE ABILITY TO EMPATHISE
- ✓ **accepting** means being willing to be with and understand someone else, even when that person is different from us. When we are warm and friendly, we are accepting.
- ✓ **non-judgmental** means never suggesting that what someone did was good or bad, right or wrong. When we don't blame, criticise, or act shocked at what we hear the other person say, we are being non-judgmental.
- ✓ **understanding** means seeing things from the other person's point of view. It involves recognising and describing the other person's thoughts and feelings.
- ✓ **genuine** is being the real you when you are helping someone. It's acting natural rather than phoney.
- ✓ **trustworthy** means keeping private things the person you are helping tells you. People will risk telling about themselves when they know it will be kept secret.
- When people have problems, they often feel upset, confused, and alone. These feelings can block them from thinking through their problems. The caring and understanding shown by a good listener frees people to think through their problems.
- The DON'TS IN COUNSELLING
 - **Give Advise** – telling others what they should or should not do or saying, “if I were you, I would...” is advising.

- **Judge**– telling others what they did or what they think is good or bad, or right or wrong. Looking or acting shocked is another way of judging the people we listen to. The less judged people feel, the more they will open up and talk about themselves.
- **Interpret** – is telling others the reason why they did something or why they feel the way they do.
- **Warn**– is telling others what bad thing will happen to them if they act a certain way.
- **Deny feelings** – is telling others they should not feel the way they do.
- **Sympathise**– is telling others that you feel sorry for them, or what happened to them was terrible.
- **Change the subject** – is causing others to talk about something else other than their problems.

- The counsellor’s tools:

Tool 1: LISTENING SKILLS (Attentive and Focused Listening)

How do you make the other person feel and see that you are REALLY listening?

Tool 2: RESPONDING SKILLS (Paraphrasing and Reflecting)

Two (2) goals: (1) To show that you understand what the other person is saying and (2) To help the person talk more

Tool 3: RESPONDING SKILLS (Clarifying and Questioning)

Clarify when you are not sure that you understand...Ask open – ended questions, Ask why

Tool 4: RESPONDING SKILLS (Staying Focused, Summarising and Pointing Out Contradictions)

When pointing out contradictions: Ask permission; Say as if you’re not sure; Be gentle

Tool 5: DECISION-MAKING SKILLS

The four stages / steps in decision making:

1. Defining the problem
2. Exploring alternatives and consequences
3. Choosing what to do
4. Following up

Remember: to decide not to decide is also a decision

Tool 6: SUGGESTING ALTERNATIVES

When offering a suggestion:

1. Don't rush...
2. Phrase it as a question...
3. Check out the consequences

Tool 7 : REFERRAL SKILLS

Know the appropriate person or agency that can help

Tool 8: LIMIT-SETTING SKILLS

Limit Time, Involvement, "advice", Confidentiality, and Independence
You might be dealing with a very critical issue, ex. Suicide

C. CHILD AND YOUTH PARTICIPATION

Participation refers to the recognition and the practice of fundamental civil rights of children and young people as stipulated in international treaties such as the Convention on the Rights of the Child (CRC) to which Bhutan is a state party. These rights include freedom of assembly, expression and the right to be heard. Youth Centre programmes and services are designed to provide the venue and opportunity for young people to exercise these rights. The YC Youth Forums is a concrete example of such opportunity.

International bodies and instruments have since provided many countries the springboard to formulate their own child / youth participation framework and policies. Many of these acknowledge the following conditions:

1. That requisite to the exercise of fundamental civil rights **is the establishment of one's identity**, i.e., citizenship (as a Bhutanese youth). To be able to fully participate in matters of social, political and economic relevance, it is important for the youth to be aware that her /his participation contributes not only to his / her own development but to national development;
2. That genuine participation **requires access to truthful information**. Correct, safe and complete information provide clearer directions for young people to fully participate in the matters that directly affect them.

3. That genuine **participation equals ownership**. Children and young people need feel that they own and are responsible for their views and actions. Organized forums thus are best managed (planned, implemented, monitored and evaluated) by and / or with young people themselves.
4. That participation is **gender-fair**. It empowers both girls and boys and is sensitive to inherent and evolving capacities.
5. That **participation are best exercised at different levels or milieus of the young**, i.e., at home, in school, in the community and in nation building. Issues with which the youth can express their opinion must be found within the range of these levels or milieus.
6. That the state (i.e. Bhutan) needs to invest in the youth so that they are able to participate individually and collectively.
7. That civil rights and freedoms are not absolute. One's rights stop where and when someone else's rights are violated. National laws such as the constitution and other such instruments provide the parameters of these civil rights. It is best for adults, children and youth to share common understanding of these laws.

PART FOUR: ANNEXES

A suggested Intake Form: (to be filled up by the youth client and / or the YC staff when youth is unable to)

1. SAMPLE INTAKE FORM

Date Prepared: _____ YC Name / Location: _____ Client Number: _____

Child's Name: _____ Age _____

Date/Place of Birth _____ Sex: _____

Address: _____

Telephone Number [if any] _____

Highest Educational Attainment _____ In School []

Out of School [] Year/School level Last Attended: _____

Family Composition

Name	Age	Relationship	Status	Educational Attainment	Occupation	

(If the youth does not live with parents)

Name of Guardian / accompanying adult _____

Address and Contact Numbers _____

Hobbies and Interests: _____

Reasons for coming to the YC: _____

Expectations from the YC: _____

Expectations from the YC Staff: _____

Expectations from the other young people using the YC facilities: _____

Client's Signature: _____ Centre Staff's Signature: _____

2 SAMPLE YC Card:

This form may be accompanied by a monitoring card issued and kept by the YC staff.

Photo	Date Prepared: _____ YC Name / Location: _____
	Client Number: _____
	Child's Name: _____ Age _____
	Date/Place of Birth _____ Sex: _____
	Address: _____ _____
Telephone Number [if any]: _____	

Instruction: Simply affix your signature before availing of centre programme or service

Validity: Six (6) months

	January	February	March	April	May	June
Library						
Computer						
Internet						
Indoor Game						
Outdoor Game						
Communication Equipment						
Photocopier						
Counselling						
Youth Forum						
Others (specified)						

3. SAMPLE SATISFACTION SURVEY

Dear YOUTH Respondent:

Thank you very much for taking time to answer this satisfaction survey. As you know, the Youth Center (YC) is designed for young people like you. Hence, answering this survey will allow us to identify which programming areas we need to improve on, those that we need to sustain, and those we may no longer need.

Please read the instruction(s) carefully before filling up the survey. Thanks.

1. Instruction: Simply fill up the blank space provided

YC LOCATION: _____ Date Established: _____

Respondent's Age: _____ Sex: _____

How long has it been since you've availed of the centre's programmes and services?

_____ years _____ months _____ days

What for have you visited the YC? _____

2. Instructions: Simply tick (✓) the appropriate space after every item.

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
Over all presence of the YC					
The way the YC us run and managed					
People in the YC					
Structure and facilities					
Programmes and Services					
Usefulness to my life					

If you tick (✓) the fourth or fifth columns (Dissatisfied/Very dissatisfied) please give reasons? _____

3. Instruction: (note: The YCs were established with the objectives found in the matrix below. Simply tick (•) the appropriate space.

YC OBJECTIVE(S)	YC reaches this objective	YC needs something more to reach this objective	YC does not reach this objective
To provide young people with comprehensive access to information on relevant youth-related topics and emerging issues in order to facilitate increased awareness, education and communication about these subjects,			
To provide a safe and appealing environment for young people to interact with their peers,			
To create increased opportunities for youth and adults (including parents) to address adolescent health concerns and other issues on an equal footing,			
To engage youth in more productive activities like games, forums, reading, interaction, skill development etc.			
To provide confidential counseling services and referral if needed.			

4. If you tick (✓) the second column please elaborate: _____

5. If you tick (✓) the third column please elaborate: _____

6. Instructions: Simply tick (✓) the appropriate space after every item.

The YC in my area...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Is conveniently located					
Is open at convenient time for me					
Is appealing to me as a young person					
Has enough programmes and services for young people like me					
Is well maintained, clean, neat and organized					
Is well promoted to and among young people like me					
Is professionally manned (staff) by skilled and youth-friendly people					
Is encouraged by my parents and other adults					
Is helpful to me as a young person					
Is where I feel at home and relaxed					

If you tick (✓) the fourth or fifth columns (Disagree/Strongly disagree) please give reasons? _____

7. (Note: Your own idea of a YC)

Instructions: Simply fill up the blank space provided to complete the following sentences.

My idea of a Youth Center is a center that _____

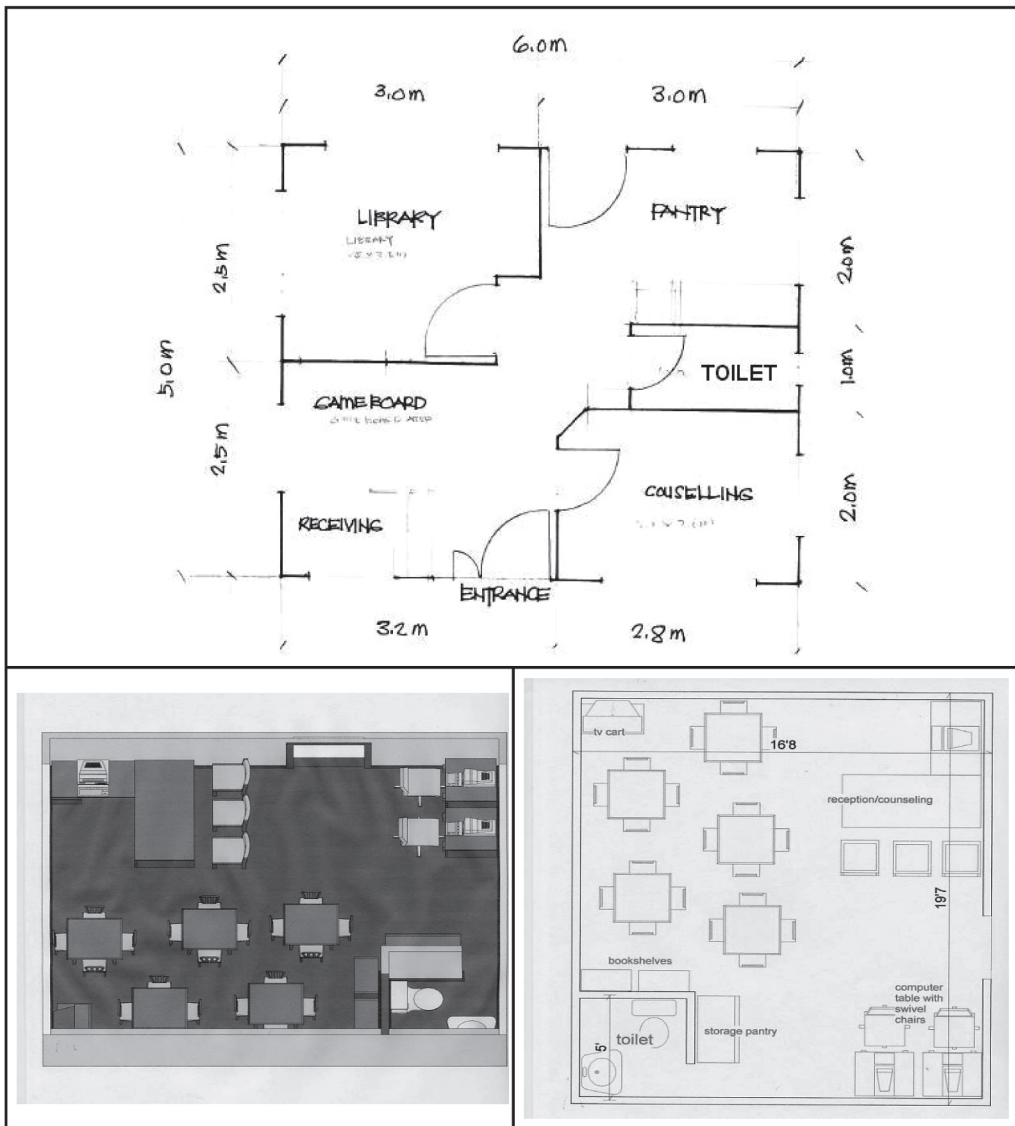
An ideal YC center should contain facilities that include; _____

An ideal personnel in a YC must have qualities that include; _____

Youth problems and issues that are best talked about and resolved inside the YC must include; _____

I would benefit better if the YC enhances my skills in _____

8. A SUGGESTED FLOOR PLAN FOR THE YC



SUGGESTED PROGRAMME DESIGN FOR BASIC STAFF ORIENTATION

Time Element: One (1) full day

Objectives:

1. To provide an overview of the YC Vision, Mission, Goal and Objectives
2. To talk about local issues and the role of the YC
3. To provide a background on the YC Manual of Operations (MoO)
4. To determine YC staff training needs
5. To draft specific YC staff work plans

Time	Topic	Methodology	Output
1 hour	The YC VMG and Objectives	PowerPoint presentation	Clarify the YC VMG and objectives
2.5 hours	Youth Issues	Workshop – listing of issues and the role of the YC	List of issues and YC staff roles
4 hours	The MoO	Supervised reading @ 1 hour per chapter or part	YC staff designed operating hours and agreed YC regulations
1 hour	YC staff training needs	Individual worksheet	Prioritized list of training needs
30 min	Draft YC work plan	Workshop among centre staff	Day to day work plan based on recommended MoO procedure