



2015

# Youth Perceptions on Governance and Corruption







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## **II. Introduction**

Many nations around the world are looking at youth as a positive solution to many challenges and is often referred to as an effective agent of change. Like the trend in almost all parts of the world, youth in Bhutan also represent an increasingly large proportion of the country's population. While there are problems associated with youth, nevertheless, with adequate guidance and support, youth often are the key actors in strengthening and transformation of their nations<sup>1</sup>. Bhutan Transparency Initiative (BTI) is dedicated towards assisting young Bhutanese to capitalize on their strength and resilience, and divert their energy to understand and embrace their roles and responsibilities in promoting good democratic governance.

Bhutan Transparency Initiative (BTI) collaborated with the Anti-Corruption Commission (ACC) and other partners during the regional sensitization and training program on social accountability in eastern and southern Bhutan. Through this collective and cohesive effort, we have realized that social accountability is a basic tool that requires only people's active participation but which can result in a far better and responsive public service delivery system, particularly for the most vulnerable section of society. To this end, BTI initiated the launch of Youth Engagement and Support Program to encourage and develop a strong network of young people who will play a key role in participating in issues that affects them and their communities. The BTI Youth Program builds on the national efforts to curb corruption by sensitizing and engaging young citizens and encouraging them eventually to break away from the tendencies of tacitly accepting corruption as a NORMAL way of life.

BTI's first ever Youth Sensitization Program on Social Accountability started on 10th of May and concluded on 4th June, 2015. The Youth Program in its initial phase focused its efforts on interested out of school youth in the twenty Dzongkhags. The Dzongkhags were grouped based on proximity to each other in order to provide opportunity to the participants to meet and interact with youth from other Dzongkhags.

## **III. Program**

The two days program for Youth out of school was organized in seven centers covering 18 Dzongkhags in the country. The primary objective of the Youth Engagement and Support (YES) Sensitization Program is to encourage membership of passionate and dedicated participants in to the YES Group. This group is expected to grow into a strong network of young people in promoting core values of good governance and embracing their roles and responsibilities in fighting corruption in their communities and nationally.

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<sup>1</sup> Lessons Learned from Moving the Haitian Out-Of-School Youth Livelihood Initiative (IDEJEN) Beyond the Pilot Phase, 2008

It took the team almost one month to cover 18 Dzongkhags (8<sup>th</sup> May 2015- 5<sup>th</sup> June 2015). BTI had to postpone the programs for two Dzongkhags (Samdrup Jongkhar and Pema Gatsel) since they required more time to identify participants. The program for these two remaining Dzongkhags will be conducted at a mutually suitable time.

#### **a. Program Objectives**

- *Advocate on Bhutan Transparency Initiatives mandate, goals, objectives and strategic programs*
- *Advocate on good governance*
- *Create awareness on the corruption situation of the country*
- *Institute member based Youth Against Corruption group through open invitation to register.*
- *Get a sound understanding of Youth perception on governance and corruption in the country*

The members of the facilitating team were Ms. Pema Lhamo (Lead Facilitator), Mr. Tashi Namgay (BoD, BTI), Mr. Jamtsho (Youth Program Officer, BTI), Mr. Minjur Dorji (SA Program Officer, BTI) and Ms. Sonam Yangchen (Program Coordinator, BTI).

#### **b. Program content**

**The team sensitized the young participants on the following topics during the 2 days:**

- a. Branding and Sensitization on Bhutan Transparency Initiative
- b. Democracy
- c. System of Governance in Bhutan
- d. Local Government and its roles and responsibilities
- e. Good Governance
- f. Corruption
- g. Introduction to Social Accountability.

The same program module was used in all the centers. Adjustment in timing had to be made based on the number of groups and time they took to complete the group assignment.

## **IV. Methodology**

The two days program was conducted using a mixed method approach to enhance the understanding and encourage interaction amongst the participants. In addition to Power point lectures, small group exercises including role play, games and video clips were also incorporated.



## **V. Program: DAY 1**

The first day of the program was compartmentalized in to four main topics, namely:

- a. Branding of BTI
- b. Democracy
- c. Good Governance and
- d. Corruption.

The Executive Director of BTI provided an overview on the program objectives, content and delivery to the participants. This was followed by a brief insight into what BTI stands for, it's Vision, Mission, Goals and programs. Emphasis was made on the inclusion of young volunteers to spearhead the Youth Engagement and Support Group (YES) in promoting good governance in their own communities.

The input session then started with presentation on understanding the current governance structure and systems. This also included inputs on democratization process including decentralization of powers to the grass roots by our Kings. This was an attempt to foster or rekindle an appreciation of the unique features of our democracy and remind ourselves of the challenges that lie ahead of us. A video on Democracy which was downloaded from Youtube was played to understand the concept of democracy and its evolution.

The second section of the program briefed the young participants on the principles of good governance and why good democratic governance is a prerequisite to realize Gross National Happiness. Bhutan has experienced unprecedented development progress under the great and visionary leadership of our kings. As the nation begin its journey to build a vibrant democracy, the need for effective and accountable governance is ever more critical to promote sustainable and equitable human development.

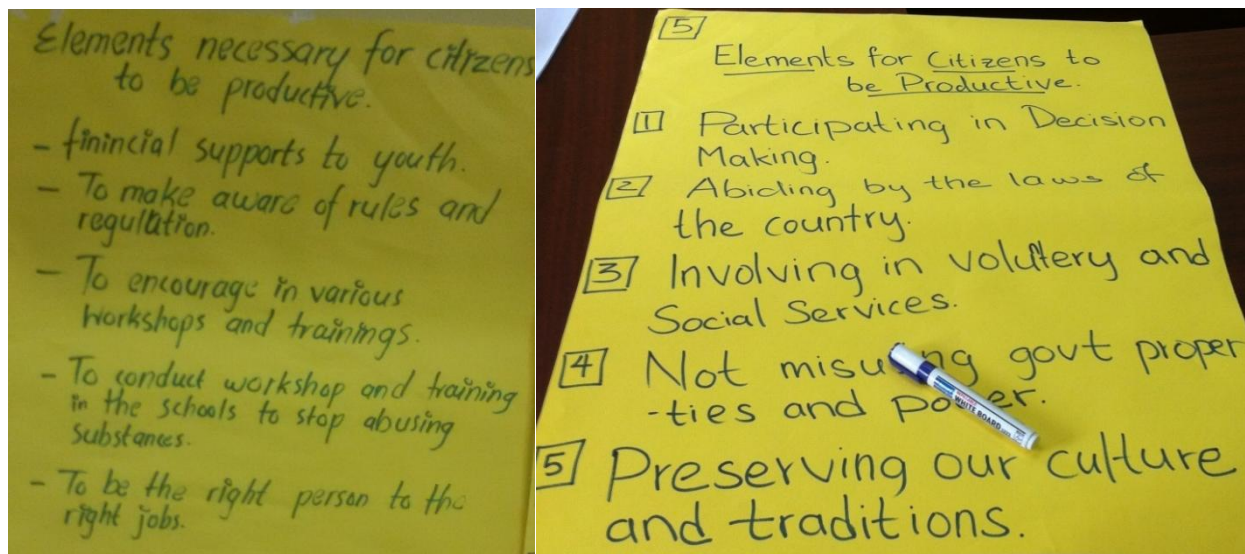
### **c. Productive Citizen**

Before taking the participants through the next topic on good governance, they were divided into groups and asked to list five elements that were necessary for a citizen to be productive. The purpose of this exercise was to transition to the next topic by defining linkages leading to realization that good governance can impact their lives and to understand the connection between good governance and productive citizens. Further, since they identified the elements in groups, it was easy to mobilize willingness and acceptance in conceptualizing good governance and why it matters. As part of the group exercise the participants came up with a list of elements. The facilitation team made notes of what was presented by each group and re-grouped elements that were similar. These were further corroborated in the plenary. The summary of the group discussion in regard to the qualities of a productive citizen is as listed:



## Elements necessary to be a productive Citizen;

- Should have good Education and good health
- Vote for Good Leaders
- Take responsibility for ones action
- Take active participation in Gewog meetings and disseminate correct information
- Avoid corruption/demonstrate ethical conduct
- Preserve culture/environment
- Respect “rights” of other people
- Abide by Rules and Regulations
- Be Independent
- Promote Equity
- Be creative
- Exhibit Volunteerism
- Be aware of government plans and policies for timely intervention



While there are institutions in place to ensure and strengthen democratic principles, the primary responsibility to deepen and nurture vibrant democracy falls on every individual citizen. It is important to equip all young people to be savvy, possess wide range of knowledge and experience and take effective and productive participation in the democratic process to create vibrant and sustainable democracy<sup>2</sup>.

The elements essential for being a productive citizen are quite explicit from the above list, however, a few are highlighted below for better comprehension.

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<sup>2</sup> Reimagining Citizenship for the 21st Century



***a. Education and Health:***

The importance of education and good health was consistently identified as an element for citizens to be productive by almost all the participants. The participants echoed the need for education in order to be an empowered citizen to engage effectively in promoting good governance.

***b. Vote for good Leaders***

The emphasis on good leaders to serve as role models was undeniable. The participants perceived their role in electing the right leaders to be very sacred.

***c. Take responsibility for ones actions***

As it is believed, being responsible should start from oneself, so it was perceived by the participants that to be a productive citizen they have to take responsibility for their own actions.

***d. Volunteerism and Cooperation***

They clearly and succinctly listed volunteerism to supplement and complement government's effort during disasters as well as during implementation of planned activities in their communities as very necessary. Being creative and cooperative with the government to amicably resolve disputes and issues in the community was also listed.

***e. Acknowledgement and Participation***

During the discussion, some groups emphasized the need to acknowledge the contributions of the government where it is due and to exact accountability when necessary. Besides taking active participation in meetings and accessing information, they had also indicated responsible voting and ability to promote the core values of Gross National Happiness as some of the elements.

The lists created by the participants were categorized under elements that require government intervention and elements that could be taken up at the individual level.

A video clip was played to enhance their understanding of good governance, its core principles and why governance matters.

#### **d. Role Play**

The third and the final section of Day 1 focused on corruption, a major obstacle to good democratic governance. This section defined corruption and explained the multidimensional effects of corruption namely political, economical, social and environmental. The participants were also informed on the status of corruption in the country retrieved from reports produced by the Anti Corruption Commission. Participants were asked to discuss and identify one area where they perceived corruption to be most rampant. The purpose of this group exercise (role-play) was to provide the participants with the opportunity to act out based on their experiences and or interpretation of their perception of where corruption is most prevalent.



#### **Participant's perception on high risk areas of corruption in their communities**

After the role play, a plenary session was conducted to discuss the findings and seek comments and feedback from the participants. Some common thematic areas identified by our young participants are as listed below.

*Figure 1; Perceived areas of corruption*



The role play centered on the thematic areas listed above like School admission and corrupt practices within local government were frequently identified as areas where corruption was most rampant by most of the groups.

## **VI. Program: DAY 2**

The morning of the second day began with a brief recapitulation of the past day's topics. Then the focus was shifted to the concept of Social Accountability (SA), how it works and why it is important. A very basic introduction to SA tools was provided to enable the participants to understand how these tools can be used to exact accountability from the people in authority and improve quality of service delivery. Social Accountability practices provide powerful mechanisms to channelize citizens' voice and participation in a constructive and engaged manner to strengthen institutions of good democratic governance and create aware and informed citizens.

### **e. What government is doing right and what needs to be changed:**

Participants were grouped and asked to identify five things that the government is doing right and five things that needs to change. This exercise was designed to instill a sense of appreciation and give due recognition of the government's successes/achievements while constructively pointing out areas that needs improvement. It also sought to gauge the level of involvement of our youth in their community and their awareness of developments that are taking place around them.

## Perceptions of participants on what the government is doing right and what needs to be changed

The points listed by the participants are categorized into three broad heading namely Services, Policies and Conduct.

*Table 3.1; The table below shows the summary of group exercise:*

Services	Policies	Conduct (this is not very clear)
<b>Things Government is doing Right</b>		
Providing high yielding seeds	Consolidation of schools	
Improving Transportation & Communication	Promotion of women empowerment	Conducting of trainings for women empowerment
Making G2C services accessible	Development of private sector	
Providing free education and Health	Granting of Scholarships	
Subsidization of electricity tariff for rural communities		
Developing Infrastructure	Political will to curb corruption	Granting of gewog development grants
Establishment of BOIC	Policy on domestic violence	Establishment of RENEW and other agencies
	Preservation of Environment	Establishing of center schools
Agriculture development		Many new initiatives being provided to farmers
Access to information		Construction of many farm roads
<b>Things that needs to Change</b>		
Poor quality of education in rural areas	Youth employment policy not comprehensive. A sound Employment policy needs to be developed	Conduct in accordance to laws ( need to respect laws)
Poor quality of infrastructure	Taxation policy needs to be revised	Deliver campaign promises
		Implementation of plans need to be strengthened



Inadequate awareness & Advocacy on laws and policies	Salary of MPs very high	Fulfill manifestos
Drinking water should be made more safe	Salary not in line with cost of living	Implement laws more effectively
Improve management of Centralized schools	Development should be more balanced between rural and urban areas	Promote equity and justice
G2C services made more reliable and accessible	Discourage foreign employment, encourage youth in co-curricular activities	Accountability of people in office should be fixed
Poor road maintenance-need to work on roads that are in worst condition	Encourage Public participation in government programs	Enhance Transparency
	Reduce import and increase export-imbalance of trade	
	Operation of mining should be scrutinized	

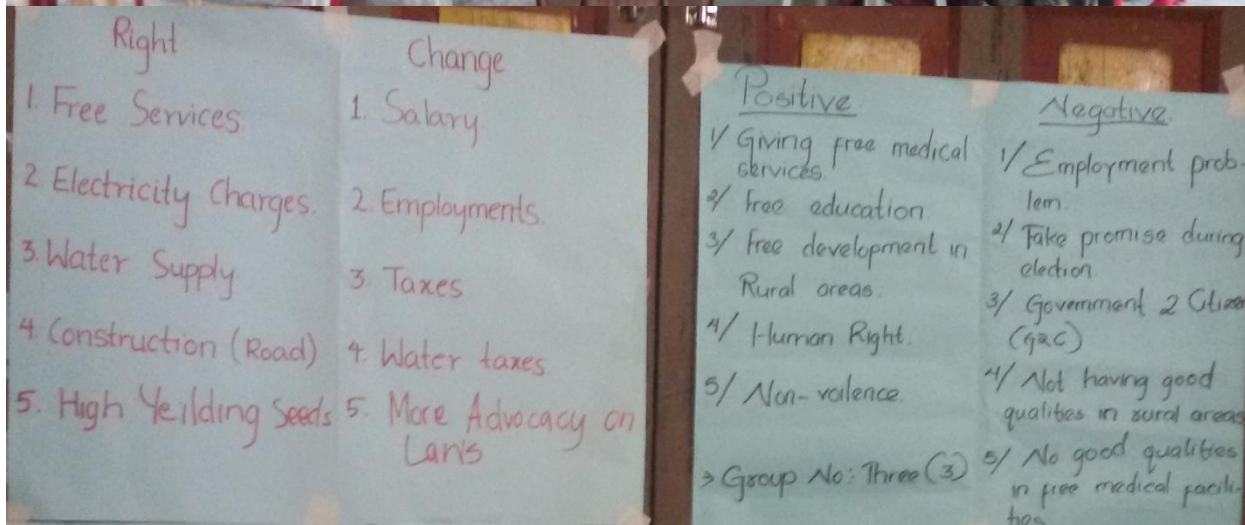
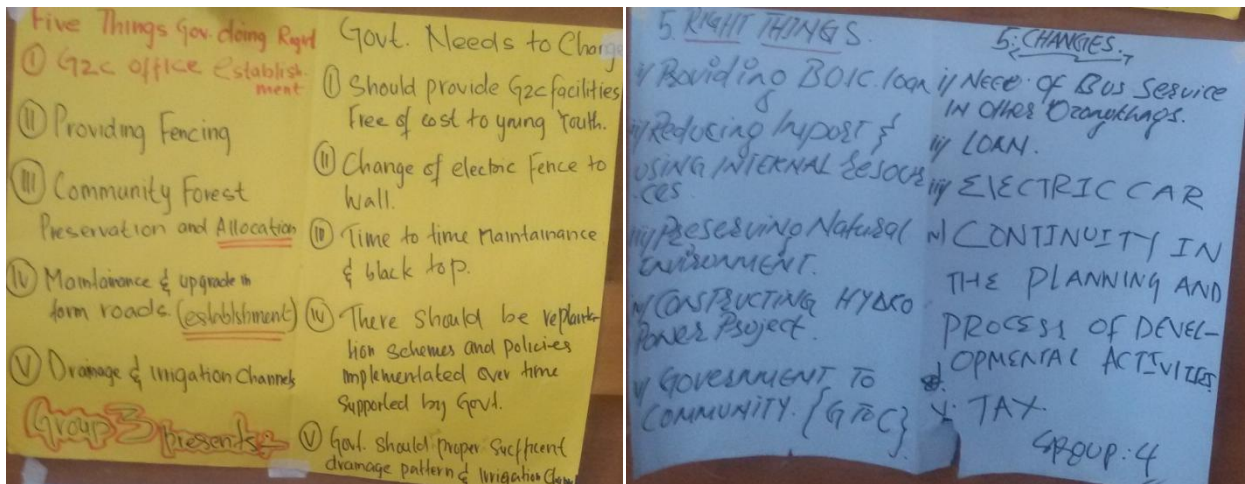
## ***Government is doing right***

### ***a. Free Education and health services:***

During the plenary discussion, the participants expressed deep appreciation with regard to the provision of free education and health services. The participants also quoted the relevant sections of the Constitution that guarantees free education until class ten and free basic medical services including referrals if the patients cannot be treated at home.

### ***b. Agriculture Incentives and G2C services:***

Since most of the participants were based in the rural communities, they explained that the government initiative of providing “High yield seeds” and agricultural machineries has increased their land productivity and consequently, their income. They continued to explain the benefits of establishing G2C services in the gewogs and how they can now avail basic public services without having to travel to the Dzongkhag Headquarters.



### ***c. Basic Infrastructure***

The participants also appreciated the efforts of the government in providing basic infrastructure and facilities in the Dzongkhags. Most of them indicated access to farm road, communication services and subsidized electricity as positive efforts. Few participants shared that they managed to start their own business with the assistance of BOIC loan. Government's support for Women empowerment and Domestic Violence Act was also acknowledged.

However, there were areas where the participants felt the Government could intervene to strengthen their effectiveness. The participants suggested that financial investment alone was not enough and that there is a need to improve the quality of both infrastructure and public services. Some groups felt that presence of a capable Community Center operator, access to all season roads through better maintenance and provision of reliable electricity would improve accessibility.

## ***Government needs to change***

### ***a. Imbalanced development between urban & rural areas:***

There was a major consensus among the participants on the need to develop policies to reduce regional imbalances. The participants felt that the urban areas were provided with better amenities, center for important offices, and overall better opportunities as compared to rural areas thus causing people to migrate to urban areas in the hope of better lives. The participants discussed the consequences of rural urban migration and the concern of creating citizens who are disillusioned with the system.

### ***b. Non fulfillment of Manifestos:***

The youths perceive that most of the election manifestos were not met or ignored. 100 percent youth employment was persistently cited as one of the examples of non fulfillment of campaign promises. They emphasized that check and balance institutions, the ACC and ECB in particular, should be vigilant during elections, since non-fulfillment of promises will discourage people to vote during elections and cause loss of faith in the system.

### ***c. Communication and Vehicle Tax:***

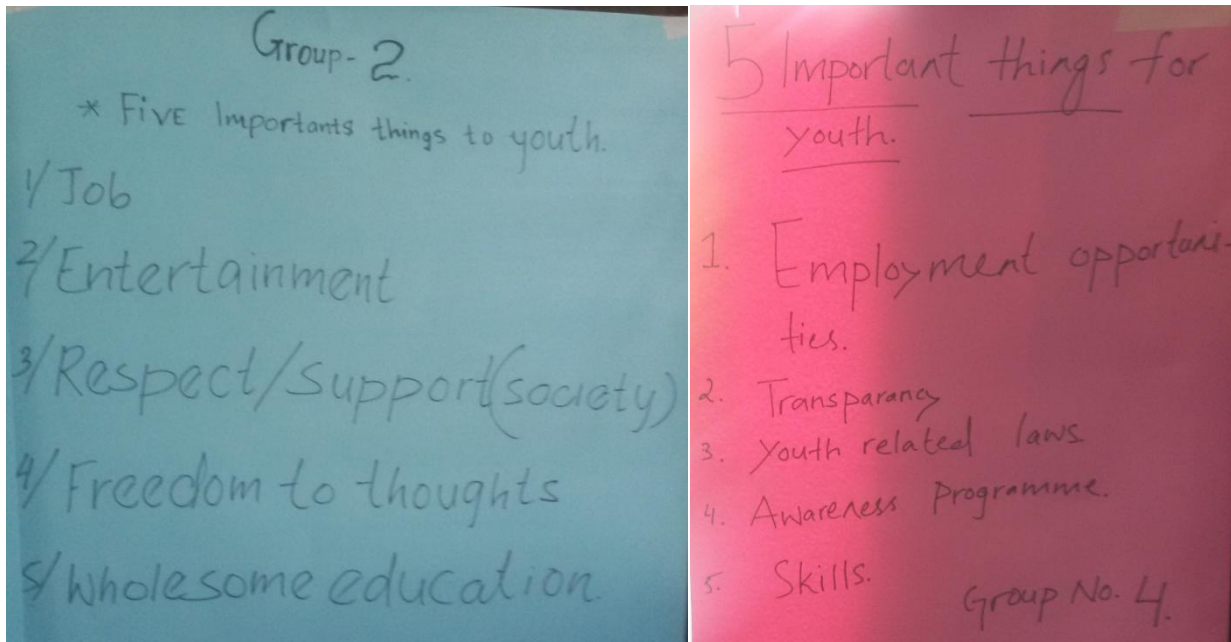
Although the participants raised concerns on Taxation policy, during the course of discussion it narrowed down to the 5 % communication tax (mobile) and revised vehicle tax. The participants were of the view that the government (Parliament) should consult people and communicate benefits or impacts of such revision. They also felt that the current taxation system will widen the gap between the rich and the poor which is already a matter of grave concern.

**d. Non implementation of Laws/equity and justice:**

Some participants expressed that the implementation of laws did not concur with the principles of equity and justice. While they did not make any reference to specific incidence or provide any real examples, views and comments such as “Big and powerful people get away”, “there are different laws for rich and poor” (thrim lu ne du) and “laws don’t apply to rich people” were constantly articulated during the plenary discussions.

**f. Youth Expectations**

This particular group discussion was carried out in Punakha and Bumthang Dzongkhags where participants were asked their expectations from the government. The purpose of this exercise was to gain a better understanding of the expectations and aspirations of our young people and how they feel about the current environment/situation.



**Table 4; Table below shows the detail points listed by participants of two Dzongkhags:**

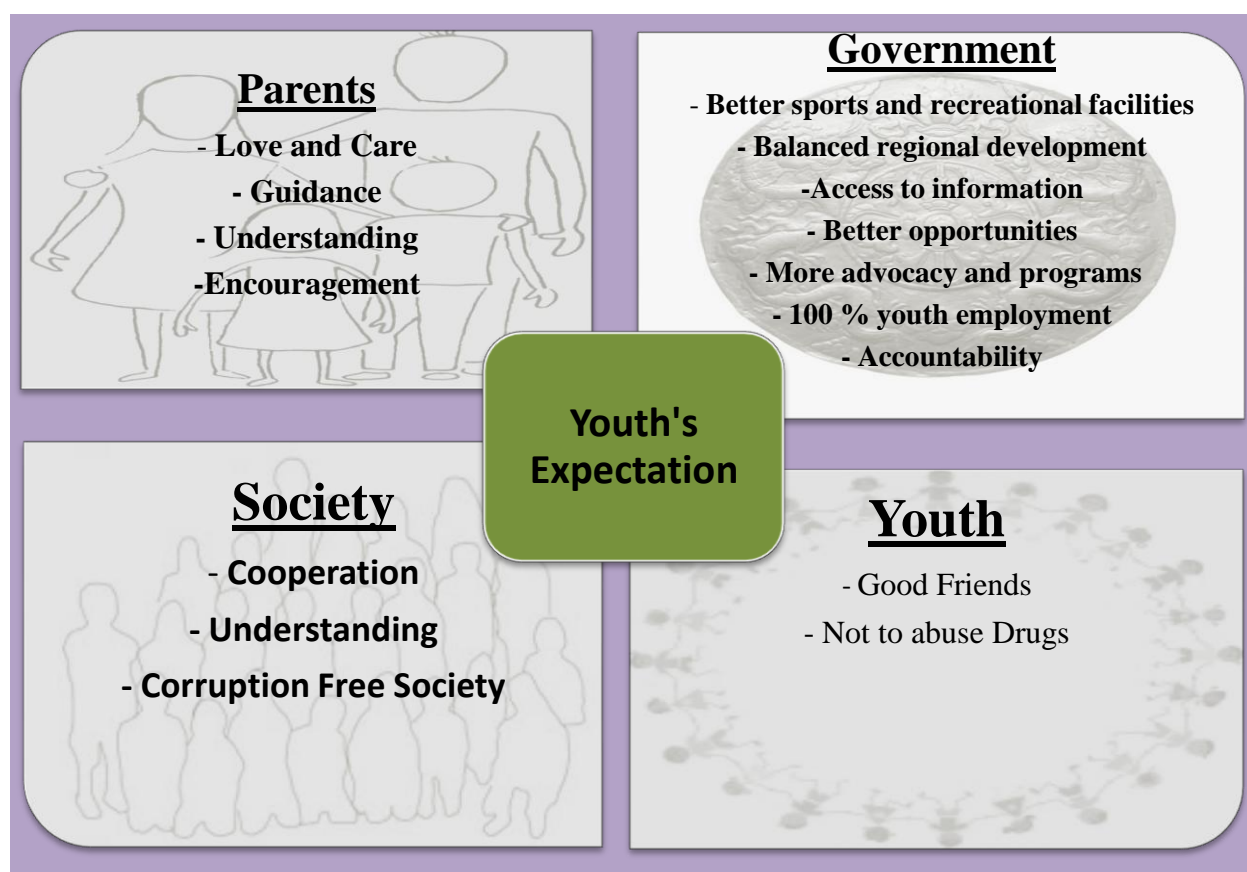
<b>Punakha</b>	<b>Bumthang</b>
100 % youth employment	Access to job information
Development for the country	Job opportunities
Better facilities for the school	Support from govt.
Corruption free society	Better facilities
Labor wages should be increased	Encourage to be independent- awareness
Enhance soft skills	Entertainment- to engage youth more productively



Understand the value of time	Respect/support (society)- support from govt. to promote entrepreneurship
Accountability promoted	Wholesome education- improve current VTI infrastructures
Understanding and respect	Opportunities- different opportunities job, information, awareness
Advocacy programs	Counseling- Prevent youth indulging in drugs
Adequate counseling	Equality – without discrimination to enhance their skills
Sustainable development	Facilities- internet, community centers,
Balanced regional development	Cooperation and understanding from society for youth

Although the question was framed in reference to the government, the responses of the participants included their expectations from other relevant actors. These responses were categorized into four broad headings namely Parent, Government, Society and Other Youth.

**Figure 2; Youths Expectation**



### ***a. Parents***

The participants emphasized that they expected their parents to show love and affection. Generally they agreed that all parents would love their children, however it was equally important to communicate that through words and action.

A number of participants listed guidance and understanding from the parents. Some participants expressed that parents should show understanding when their young children get in to trouble, and establish an open relationship with their children so that they can discuss their problems with them and seek guidance.

Above all, they look up to their parents to encourage them and not to look at them in a judgmental way or compare them with other children.

### ***b. Government***

Youth's expectations from the government are no different from those of any other citizen. The list included important issues like balanced regional development and youth employment. They listed access to information particularly for opportunities that are available eg. Scholarships, and training programs. The participants also mentioned "more advocacy and program" for youth and that equal opportunity should be provided to out of school youth. They shared that while there are many programs and activities introduced for youth in school, out of school youth barely get access to these opportunities. They felt it was equally important for government to create awareness on laws, rules and regulations so that people do not get penalized for their ignorance.

### ***c. Society***

In their view, society has preconceived ideas about youth as trouble makers. If they see a young person with tattoo then it connotes 'gangs' and 'drugs', if they drink a bottle of beer then they are branded as alcoholics. The participants strongly emphasized that they need cooperation and understanding from society. As a young person, one looks up to adults or society for acceptance and when they are denied that support, their defense mechanisms make them do things to adapt to conditions and environment around them. "The special character of youth as a stage in the life cycle is that its orientation is significantly shaped by its diverse views of adult world"<sup>3</sup>.

Many participants give credit to institutions of check and balance like ACC, RAA and ECB but they also expressed their concerns over corruption and cited corruption investigations in Phuntsholing and land cases as an example of corruption in society.

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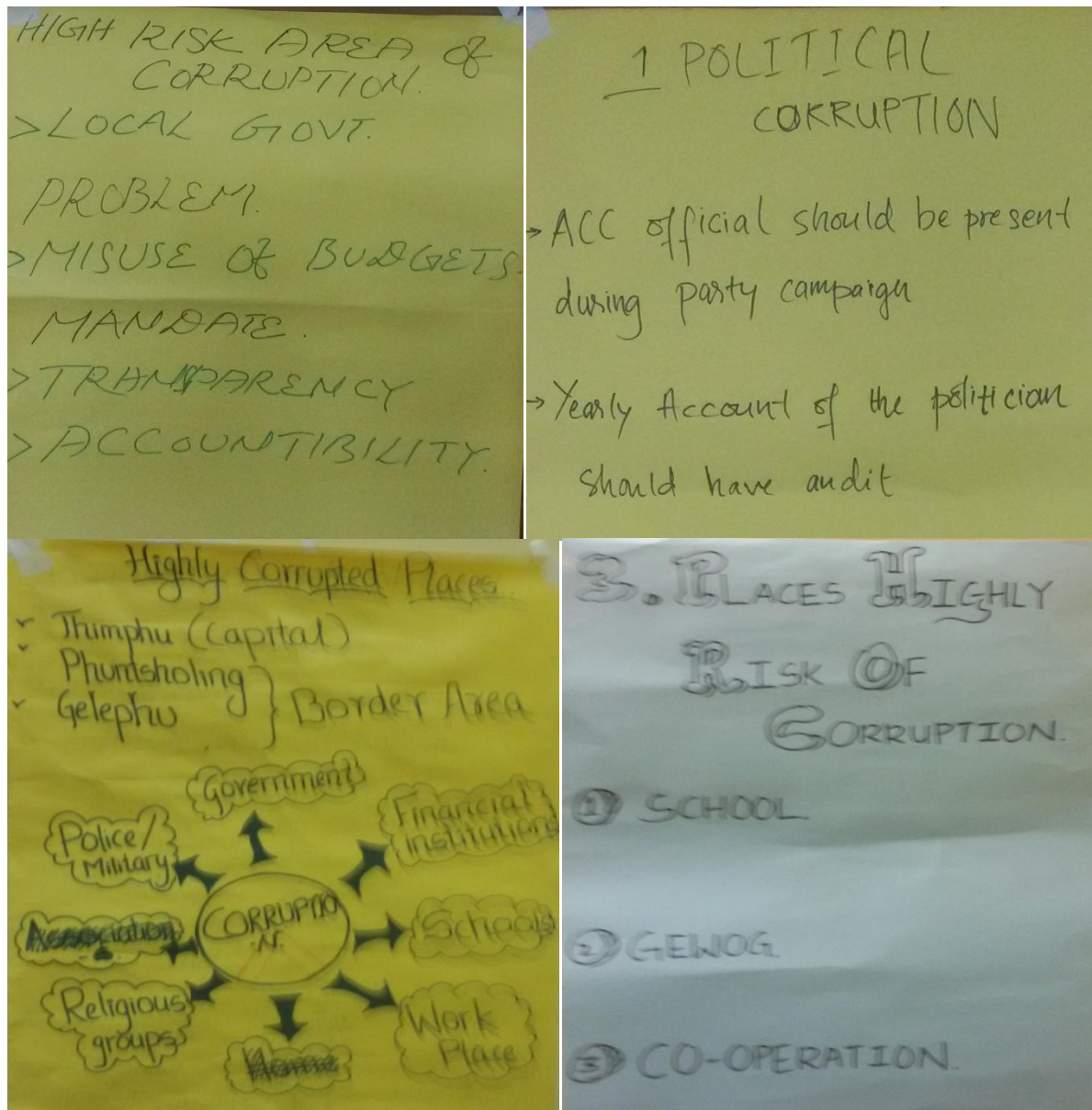
<sup>3</sup> Expectations of Youth in Relating to the World of Adults

#### d. Youth

Participants indicated that Youth themselves should also gain the confidence of their parents and adults by not abusing drugs and avoiding friends that are of bad influence.

#### g. Mitigation measures High risk areas of corruption

For the purpose of testing the participants' knowledge on corruption, participants were divided into groups and asked to identify high risk areas of corruption and recommend some mitigation measures against these high risk areas for presentation to the group. These were the areas identified by the participants.



After the presentation by each group, questions were raised to improve understanding of the points listed. The summary of the group work are listed below.

**Table 5.1; Summary of High Risk Areas and Mitigation Measures:**

<b>High Risk Areas of Corruption</b>	<b>Mitigation Measures</b>
Ministry of Education (School admissions)	<ul style="list-style-type: none"> <li>✓ By forming admissions committee and criteria- giving admissions to people who fulfill admission criteria</li> <li>✓ Appoint independent committee for admissions by MoE.</li> <li>✓ Check health cards</li> <li>✓ ACC should remind teachers before admission</li> </ul>
Election (Political Campaign)	<ul style="list-style-type: none"> <li>✓ Campaigning through media (TV, radio etc)</li> <li>✓ Stop paying DSA to the Tshogpas by the Candidates.</li> <li>✓ Not accepting bribery and abide by laws</li> <li>✓ ACC official should be present during party campaign.</li> <li>✓ Yearly accounts of the candidates should be audited.</li> </ul>
Construction sector	<ul style="list-style-type: none"> <li>✓ Transparency from the tendering process to accountability during implementation and sound/effective management of finances</li> <li>✓ Tendering process, prescribed norms and standards not followed - audit must play more active role</li> <li>✓ Quality of work- monitoring by site engineers- Materials according to tender format</li> </ul>
Local Government	<ul style="list-style-type: none"> <li>✓ More awareness and advocacy on laws/rules &amp; regulation at the community level</li> <li>✓ More responsible- reporting of corrupt acts</li> <li>✓ Electing capable candidates- with integrity &amp; responsibility</li> <li>✓ Active participation of public in Gewog meetings- and inform the people back home- more people participating.</li> <li>✓ Demand information- leaving less opportunity for local</li> </ul>



	leaders to be corrupt- check and balance.
Ministry of Agriculture & Forest (irrigation channel, machines, fertilizers & Timber permit)	<ul style="list-style-type: none"> <li>✓ Review and enforce strong fines and penalties (deterrent factor).</li> <li>✓ Do not accept/give bribe</li> <li>✓ Timber seal should be given to only one person (ranger) in the region, so that in case of illegal supply of timber, the ranger/person can be held responsible.</li> </ul>
Employment- (Recruitment)	<ul style="list-style-type: none"> <li>✓ CCTV in all the offices</li> <li>✓ Information- creating awareness and access to information</li> <li>✓ Reporting corrupt acts</li> </ul>
Custom and immigration	<ul style="list-style-type: none"> <li>✓ Proper rules and regulations, monitor each other, CCTV</li> <li>✓ Proper issuances of work permit</li> </ul>
Service delivery (Bank, Hospital)	<ul style="list-style-type: none"> <li>✓ unequal treatment between rich and poor</li> <li>✓ Proper rules and regulations</li> <li>✓ File complaint</li> <li>✓ Monitor each other by using CCTV</li> </ul>
Land- illegal transfer of land/ manipulation of documents	<ul style="list-style-type: none"> <li>✓ Act according to the land certificate</li> <li>✓ Avoid selling of land</li> </ul>
Procurement	<ul style="list-style-type: none"> <li>✓ Physical verification</li> <li>✓ Bills should be prepared</li> <li>✓ Forgery/fake receipts- audit should do their jobs.</li> </ul>

#### ***a. School Admission:***

Among the high risk areas of corruption presented by the participants, corruption during school admissions appears to be the most rampant since most of the participants identified this as an issue in almost all the training centers. The groups reported that school admits students based on their relations, status and personal contacts resulting in unequal treatment between rich and poor people.

The group also recommended on the need to establish independent admissions committee and to strictly check the health card of the students to establish their age.

***b. Political Campaign:***

Political campaign during elections was also identified as a high risk area of corruption. Participants expressed that Candidates of local government, National Council and National Assembly appoint Tshogpas as their representatives during the campaign who are not only paid DSA but their help is also sought in bribing the people in their community.

Therefore the participants recommended doing away with the payment of DSA to the Tshogpas, conducting campaigns through various forms of Media and the presence of an ACC official during the political campaign.

***c. Construction Sector:***

According to the participants there is a high rate of corruption in the construction sector. The groups said “contractors are becoming very rich through the use of compromised material quality and bribery of officials enabling them to earn high rates of profit” and that “the concerned officials monitor the work site only after completion of works and not during the construction period, which is the most critical part of monitoring and supervision.”

According to the participants this form of corruption can be mitigated by timely monitoring of site by the concerned officials and following transparent tendering process.

***d. Local Government:***

Some participants also identified Local Government as a high risk area of corruption since most of the people in the community are uneducated and unaware of the rules and regulations. They felt that the local leaders in the community may take advantages of the situation and resort to corrupt practices.

Therefore, the participants suggested that to mitigate corruption in local governments more awareness and advocacy programs on law, rules & regulation should be conducted at the community level to educate the people on their roles and responsibilities. They also suggested that people should be encouraged to take active participation in any meetings and programs in their community.

***e. Service Sector:***

Corrupt practices are also visible in the service industry like banks, hospitals and community centers, which provide services to the citizens. The responsible officials do not provide services in a fair manner and practice favoritism and nepotism among the citizens.

According to the participants, these forms of corrupt practices can be reduce through imposing fines and penalties as a deterrent, following proper rules and regulations and monitoring of the officials by using CCTV cameras and filing complaints against them.

*f. Others;*

Some of the participants also identified recruitment process, Custom and Immigration officials in the border areas and procurement as a high risk area of corruption. They expressed that there was a high probability of bribing the official to get the job done.

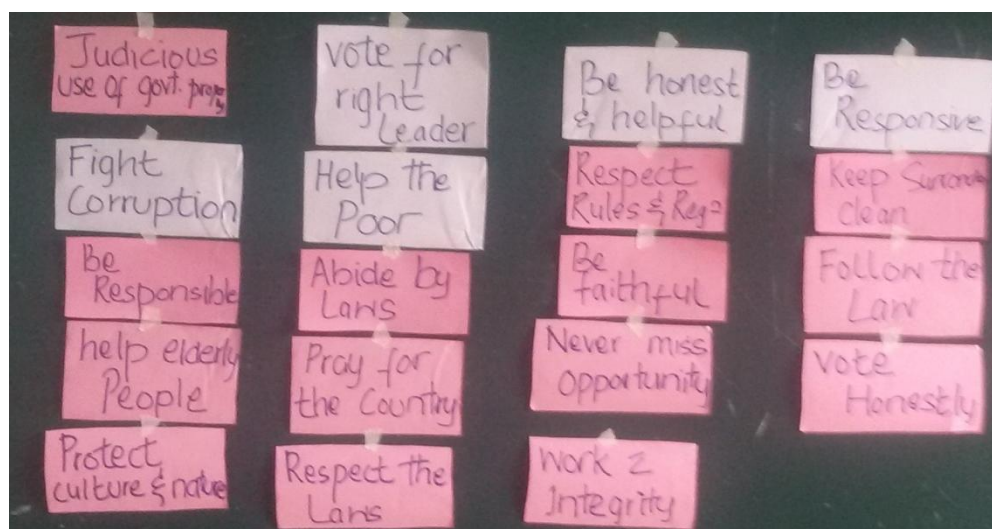
These areas of corruption can be reduced by fixation of CCTV cameras, following rules and regulations and reporting of corrupt practice to the concerned authorities. The need for good leaders with strong character and ethical conduct was also highlighted.

Some of the areas identified as high risk was already presented in a form of a role play. The suggestions on “Mitigation” mainly focused on interventions from institutions of check and balance to improve or strengthen Morale Conduct so that they will perform their responsibilities effectively and efficiently.

**h. Perception on Role of Youth in governance**

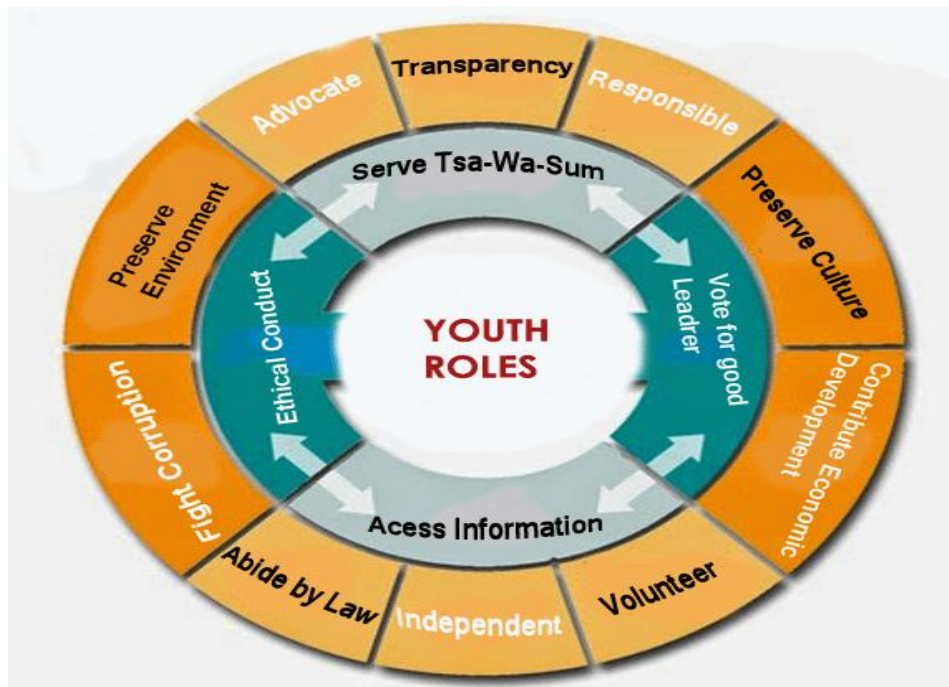
Youth are the torchbearers of the Nation. They are one of the key actors in bringing about positive changes, developments and solutions. Recognizing youth as a valuable resource, Millennium Development Goal includes universal primary education, reduction in child mortality, improved maternal health, and it also highlights youth employment and reduced exposure to HIV/AIDS and other preventable diseases<sup>4</sup>. His Majesty the Fourth Druk Gyalpo has constantly reminded us that the future of the Country lies in the hands of the young people.

Participants were asked what role youth could play in promoting good democratic governance. The purpose of the group exercises was to understand how our youth today see their roles in Nation building.



<sup>4</sup> World Youth Report, 2005

**Figure 3; Youths Role:**



Since the participants of the program were out of school youth living in rural communities, the responses could be slightly different and influenced by the ways of life in the community they live in.

***a. Participation and Information***

Youth participation and access to information figured prominently in almost all the groups. One specific way in which Youth could proceed in embracing their roles is by attending Gewog meetings, sharing information and providing suggestions/feedbacks to improve services. In this context, they also suggested creating room for more dialogues/consultation during formulation of policies, laws and other relevant rules and regulation concerning them to ensure transparency in the decision making process.

***b. Volunteerism, Independence and Entrepreneurship***

Some participants pointed out that our society on the whole is dependent on the government to fix everything for them. There is a growing reliance on government whereby the attitude of the people is such that it is seem to be better to wait for the government to do things that can be easily be resolved with a small effort from their side. The participants stressed on the increasingly important values of volunteerism and independence. A male participant from Haa Dzongkhag commented: “planting trees need not wait for June 2 only; we can plant trees any day”. Many participants felt that entrepreneurship may solve youth unemployment issue by creating their own jobs and contributing to the economic development of the country.

In fact, few participants shared their experiences as young job seekers running from pillar to post looking for decent jobs hopelessly. They had to finally choose to start small businesses eg. Cardamom, Dairy farm, Grocery, organic vegetable etc.

## MY PROJECT



After completing class XII, I stayed with my parents in the village carrying out farm based activities. I have been working in cardamom plantation which is picking a serious momentum in the village.

My village name is Kamji, under Geling gewog and it is located approximately at around 1500 m above sea level. The place has cold winter and hot and humid summer climatic conditions. It is observed that the place is suitable for cardamom cultivation and many of the neighbors are taking this job quite seriously.

Cardamom plantation is a new farming practice to the people of this area. These people are highly motivated by the people of Chongaykha, an adjacent village which falls under Phentsholing gewog. It is cultivated on a large scale and each household owns at least 3 to 5 acres of cardamom orchard. Some have even 15 to 20 acres and earn more than ten to fifteen hundred thousand a year. The price for a 40 kg bag of cardamom ranges from 72 thousand to 92 thousand. There is a good market for sale and it is largely taken to India. There is always a price fluctuation but remains in this range at present.

With the motivation and some knowledge shared by these people about the plantation, I stayed behind at home and I along with my parents have started planting cardamom within my 3 acres of land.

**Jatsho, Geyling, Chukha**

### *c. Advocacy*

Another role of the youth indentified by the participants was social advocacy. Youth have strong interest in curbing corruption in their communities. They said that the young people could form groups, monitor corrupt practices and report to relevant organizations. As social advocates, they could create awareness on various corruption issues.



*d. Voting for good leaders*

Many of them believe voting for good leaders to be one of the important roles that young people could play. They explained that as a democratic country if elected people are not competent it would affect delivery of plans, policies, spending priorities and even laws. This will impact the vulnerable section of the society the most. Therefore, an important role of the youth is to elect the right leaders.

*e. Follow rules and regulation*

One common response by the groups referred to the importance of “abiding by the laws” or “following rules and regulations” by the youth.

Youth’s willingness and acceptance of the role that they can play in the community can empower them to be an effective and efficient member of the community. Youth are increasingly visible and active component in community development. As such their involvements could contribute to the development of community and the youth themselves would benefit immensely in social and psychological development<sup>5</sup>.

## **VII. Registration of Participants for YES.**

Finally, the participants were briefed on Youth Engagement and Support concept and their roles in promoting good democratic governance. The two days youth engagement and support sensitization program concluded with the registration of interested participants in to the YES GROUP.

BTI stressed that the membership into the YES group will be encouraged based on their interest, willingness and readiness to make meaningful and sustainable contribution in the society and are expected to live with high moral standards and ethical conduct

Although BTI’s aim was to get 60 out of school youth to register as YES group members, we managed to achieve the set target and beyond by registering 176 youth. This membership drive was purely based on interest and voluntary, there was absolutely no pressure whatsoever. BTI is happy to report that out of 176 youth registered 72 are female members (43%). In the second phase of the Youth program we look forward to strengthening and empowering YES group members and enable them to engage effectively in promoting good democratic governance.

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<sup>5</sup> Youth Involvement in Community Development: Implications and Possibilities for Extension

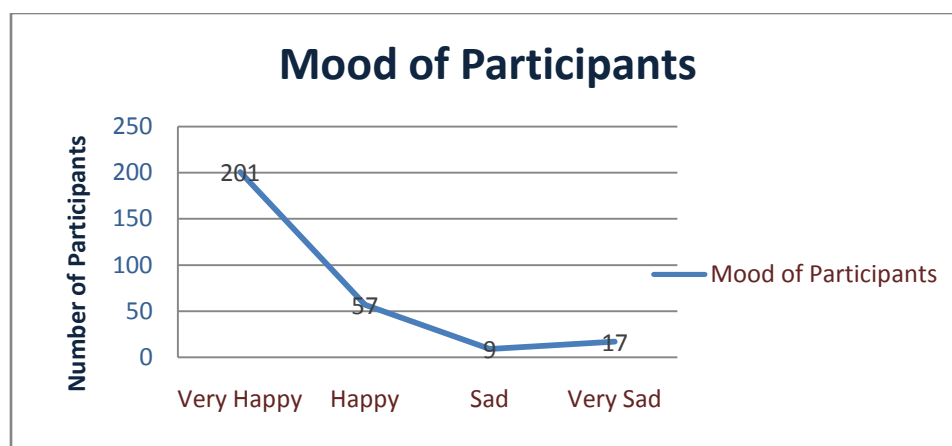
## VIII. Program Evaluation

At the end of the program all participants participated in evaluation of program on mood meter. The team used four symbols to reflect their mood at the end of the session. Almost all the participants (258) were happy and satisfied with the arrangements and found the program content informative and useful. Some of them felt there were too many group assignments and that 2 days program was not enough to cover program content.



The summary of the rating is as follows:

			
201	57	9	17



## IX. General Observations

Much of the group exercise in this report focused on understanding the perception of our young people about governance, corruption, their roles and expectations.

It can be emphasized that the expectations of our young people are similar to any ordinary citizens. They expect balanced regional development, better facilities and access to equal opportunities. Across the board, youth employment has been identified as priority expectations of the youth. They are equally concerned and have thought about their roles and responsibilities in promoting good democratic governance.

In general, youths perceive politics as “dirty” and overwhelmingly feel that candidates of the political parties make promises they do not fulfill. They also see it as their responsibility to elect “good” leaders who will be accountable to the voters. Some participants displayed greater commitment to understanding the concepts of democracy and good governance.

It is evident from the group expressions that the participants are aware of corruption. The theme of the role-play exercise revolved around unfair job selection, bribery and nepotism, collusion in construction sector and coercing people during elections.

Youth have identified national issues such as quality infrastructure, balanced regional development; improved public service delivery and corruption for which they would like to see pragmatic interventions from the government.

Above all a very encouraging highlight of the groups Participants also recognized important values of volunteerism and expressed citizens should not be totally depended on the government.

## **X. Conclusion**

From the above findings, it is evident that our young people recognize their responsibility in creating a vibrant democracy and promoting good governance. However, some of them pointed out the need for support and proper guidance so that they can reach their best potential and not get lured into unhealthy habits. The need for more awareness of their rights and responsibilities, legal implication of their actions and access to information at every available opportunity was highlighted.

Therefore, if we are to tap the positive energy of our youth, the nation's most potential resource, it will require concerted efforts of the government, parents, teachers and adults to create an enabling environment and necessary support and guidance to build productive and robust Citizens.

## **XI. Follow up Action (BTI)**

BTI intends to organize a week long intensive training for our YES groups in October, 2015 to empower them so that they can be effectively engaged to fight corruption by promoting transparency, accountability and integrity in their communities. The BTI will support it YES members both technically and financially. The members have pledged to share the information from the 2 days program with their friends, families and communities

## **XII. ANNEXURE:**

### **i. Annex 1: Acknowledgement**

BTI would like to extend our sincere appreciation and gratitude to the following organizations and individuals who have assisted in making YES sensitization program a success. Your support facilitates the continuation of our programs and activities and we are indeed very grateful for your help.

1. Swiss Development Corporation for their generous financial support
2. Anti Corruption Commission for advocacy materials
3. Department of Local Governance for Coordinating
4. Mr. Tashi Namgay, ED, Bhutan Kidney Foundation (BoD) for facilitating and showing keen interest
5. Director General, DLG
6. Dasho Dzungda (s)
7. Focal Person (s) of all 20 dzongkhags assigned to assist BTI for the program
8. Principals and teachers (Khuruthang VTI, Wangduecholing LSS, Tashigang MSS, Yabilabtsa MSS, Ugen Dorji HSS and Damphu HSS) for providing logistical support
9. YDF, Phuntsholing
10. Participants for your active participation; and
11. YES Group members for your willingness and interest to work with BTI to promote good democratic governance



**j. Annex 2: The standard terms used by the participants to define Productive citizens are namely:**

<b>Tashigang, Tashi Yangtse, Lhuntse, Mongar (42M/30F)</b>	<b>Phuntsholing(Chukha), Samtse (15M/19F)</b>
One who takes responsibility	Not Misusing and abusing government properties
Hard working- in anything we do will get you successful results	Participates in decision making process: by expressing their views and opinions
Participates in meetings & disseminate information to the community	Takes active part in economic activities and taking opportunities that are provided
Loyal & trust worthy - should deliver what one promises	Preservation of culture- youth should preserve our culture and values
Cheerful- perseverance and will to face and overcome challenges	Avoids bad companies & save state resources to curb drug issues
Exercises voting rights to ensure vibrant democracy	Voluntarism
Cooperates with people & institution	Initiative & Voting for capable person
Upholds Integrity and honesty	Abides by the rules and regulations
Preserve culture	Sense of health and wellness
Votes for good leader- tsawa sum, not corrupt	Being responsible- to choose or vote for right candidate to the office
Aware of rules and regulations	Creative and Knowledgeable
Respects others	Well educated
Preservation of culture- 4 pillars of GNH	Encouraged to participate in various workshops and trainings

<b>Zhemgang (11M/10F)</b>	<b>Tsirang, Dagana, Sarpang (27M/28F)</b>	<b>Haa, Paro (20M/16F)</b>
Awareness of the provisions of constitution	Aware of rules and regulations	Physical and Mentally fit
Shares knowledge: in the community meetings and disseminate information learned from the meeting	Promotes transparency and accountability between govt and citizen	follow the rules and regulation of the government
Co-operative: among people and with government	Chooses right leaders	Integrity Creative
Take advantage of opportunity: make best of opportunities provided by the government and other relevant agencies	Free media : we need active and accountable media to give right information to the people	Active in public Participation

Votes for people with experience and confidence and not bribery.	Patriotism : love and care for ones country	Responsible (hard working)
Aware of government policies: plans and programs for timely intervention	Committed & Cooperative	Education
Free from corruption	Healthy & mentally sound	Intellectual skills
Responsible individual	Possess high sense of volunteerism	Patriotic
Participates in decision making process: understand why and how decisions are taken	Curb bribery: do not accept bribe	Independent
Of good health & Strong determination	Should treat others equally and fairly.	Determination
Exhibit good public relation: cooperation among people to raise voice	Actively participates- in decision making process	Volunteer
Conducts ethically and helps others willingly	Confident in his conduct	Person who avoid corruption
Responds to government: voluntarism during the times of need (disasters)	Takes care of govt properties (judicious use)	Transparent
Good tax payers: responsible citizen to contribute to infrastructure development	Attend training, awareness and sensitization program-information is power	Accountability
Be analytical and creative person	Confident- effective public speaking- raise voice and be heard	Well educated in his own field
Elect good leaders	Follow the rules and regulations	Follow rules and regulations

**k. Annex 3; Some of the thematic areas identified by our young participants are as listed below.**

<b>Areas of corruption in your community: ROLE PLAY</b>	
<b>Trashigang</b>	<b>Phuntsholing</b>
Bribery during local Government election	Bribery -paying govt. officials to get the documents signed
Construction-collusion in quotation	Delayed service delivery at the local government
Livestock officer- non performance of job/nepotism	Local Government elections- coersing people to vote
Employment- job interview/nepotism	Unfair job selection
Misuse of govt. properties/govt. vehicle	School admissions/giving admissions to child below the age of 6
Local government/transfer of Thram	Inefficient use of time by teachers
<b>Tsirang</b>	<b>Haa</b>
Job interview- bribing interview panel	School institutions-treating poor and rich students differently
Construction- paying other contenders commission	School admissions- paying bribe and getting admission.
Tender documents- collusion between tender committee and contractor	Job selection- nepotism/favoritism
School admissions/misuse of authority	Local government involving local leaders-seeking permission to build house near the water source- bribing Gup to get authorization- Gups after taking the bribe convinces his Mangmi and Tshogpas- later two informed community members informs the Gup after the practical problem- the Gup threatens
	Corruption while availing health services-providing services to people you know first-
	Taxi driver taking extra passengers and traffic police- bribery
<b>Zhemgang</b>	
Forgery- claiming on forge bills	
Construction- nepotism/favoritism	
Local government- Thram manipulation	

**1. Annex 4; The table below shows the points listed by participants of seven training centers:**

<b>List 5 things that government is doing right and that needs to be changed</b>	
<b>What Govt. is doing right?</b>	<b>What needs to be changed?</b>
<b>Punakha</b>	
<ul style="list-style-type: none"> <li>• Free Education</li> <li>• Improving health services</li> <li>• Hydro power projects</li> <li>• Infrastructure development</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce Taxes</li> <li>• Improve rural development</li> <li>• Implementation of plans</li> <li>• Reduce imports</li> <li>• Promote equity and justice</li> </ul>
<b>Bumthang</b>	
<ul style="list-style-type: none"> <li>• Institution of community centers</li> <li>• Institution of RCSC examination</li> <li>• Electricity</li> <li>• Improved transportation services</li> <li>• Decentralization</li> <li>• Access to agriculture equipments and seeds</li> <li>• Political will to curb corruption</li> </ul>	<ul style="list-style-type: none"> <li>• Very high MPs Salary</li> <li>• Imbalanced regional development</li> <li>• MP office in their constituency</li> <li>• Increasing of Tax</li> <li>• Job opportunities</li> <li>• Fulfillment of manifestos</li> <li>• quality education in rural areas</li> <li>• Access to information</li> </ul>
<b>Trashigang</b>	
<ul style="list-style-type: none"> <li>• Free education</li> <li>• Infrastructures</li> <li>• Communication</li> <li>• Preservation of culture</li> <li>• Health services</li> <li>• Gender quality</li> <li>• Preservation of environment</li> <li>• foreign relations</li> <li>• CDG</li> <li>• Community centers</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of infrastructure</li> <li>• imbalance of trade</li> <li>• Job opportunities</li> <li>• disparity of income &amp; living standards</li> <li>• Fair &amp; Equal justice system</li> <li>• Accountability of people in office</li> <li>• Balanced regional development</li> <li>• Fulfill campaign promises</li> <li>• Awareness on enacted laws</li> </ul>
<b>Phuntsholing</b>	
<ul style="list-style-type: none"> <li>• Free medical facilities &amp; referrals</li> <li>• Construction of roads</li> <li>• Scholarships</li> <li>• Helping students with census problems</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance Transparency</li> <li>• Help private sectors</li> <li>• Focus on rural areas</li> <li>• Discourage foreign employment, encourage youth in co-curricular activities</li> </ul>

<ul style="list-style-type: none"> <li>• Providing women's rights</li> <li>• Free education</li> <li>• Free health services</li> <li>• Subsidized electricity</li> <li>• Improved communication services</li> <li>• Subsidized electricity</li> <li>• Construction of temporary shed for farmers to sell their produce</li> <li>• Establishment of ACC</li> <li>• CE program</li> </ul>	<ul style="list-style-type: none"> <li>• fulfillment of pledges</li> <li>• Decrease in unemployment rate</li> <li>• Should be more transparent (free of corruption)</li> <li>• Lower/decrease in rate of taxations</li> <li>• Increase salaries for blue collar jobs</li> <li>• Implementation of laws</li> <li>• Public participation- encouraging people to participate and maybe attend parliament sessions</li> <li>• Change in rural areas- balanced regional development</li> <li>• Reduce import and increase export-imbalance of trade</li> <li>• Road maintenance- need to work on roads that are in worst condition</li> </ul>
<b>Zhemgang</b>	
<ul style="list-style-type: none"> <li>• Free health services</li> <li>• Land certificate</li> <li>• Access to road</li> <li>• Central school</li> <li>• Providing free seeds</li> </ul>	<ul style="list-style-type: none"> <li>• Imposition of Tax (eg b-mobile)</li> <li>• Safe drinking water</li> <li>• Youth employment</li> <li>• Reliable Electricity</li> <li>• Road conditions</li> <li>• Fulfill manifestos</li> <li>• Balanced regional development and improved facilities</li> <li>• Quality of education in the rural areas</li> </ul>
<b>Tsirang</b>	
<ul style="list-style-type: none"> <li>• Budget for infrastructure</li> <li>• Free education&amp; health services</li> <li>• Access to information</li> <li>• Development of private sector</li> <li>• Conservation of environment</li> <li>• Facilities for youth</li> <li>• 100 unit free electricity</li> <li>• Establishment of center schools</li> <li>• Agriculture development</li> <li>• Hydro power projects</li> <li>• High yielding seeds</li> <li>• Domestic violence law</li> </ul>	<ul style="list-style-type: none"> <li>• Slow rural development</li> <li>• Pollution (mining)</li> <li>• Youth employment</li> <li>• High tax</li> <li>• Implementation of Rules</li> <li>• Central school management</li> <li>• Land act</li> <li>• Vehicle tax</li> <li>• Fulfill manifestos</li> <li>• More advocacy on law</li> <li>• Impose restrictions on mining</li> <li>• Inefficient G2C services</li> </ul>



<b>Haa</b>	
<ul style="list-style-type: none"> <li>• CDG</li> <li>• Establishment of BOIC</li> <li>• Free education&amp; health</li> <li>• Community centers</li> <li>• Infrastructures</li> <li>• Preserving environment</li> <li>• Establishment of G2C</li> <li>• Hydro Power Projects</li> <li>• Women empowerment</li> </ul>	<ul style="list-style-type: none"> <li>• High taxes</li> <li>• Youth employment</li> <li>• Pending of GT decisions</li> <li>• Tobacco policy</li> <li>• Maintenance of infrastructures</li> <li>• Fair and justice/equal treatment</li> <li>• Balanced regional development</li> <li>• More tertiary education institution</li> </ul>

**m. Annex 5; High Risk areas and proposed mitigation:**

<b>Venue</b>	<b>High Risk Areas of Corruption</b>	<b>Mitigation Measures</b>
<b>BUMTHANG</b> (Wangdi- Chholing Lower Secondary School)	Corruption during school admissions	Institute admission committee  Develop admission criteria-
	Corruption during Political Campaign	<p>DSA paid by the candidates to their Tshogpas should be done away with.</p> <p>Campaigning through media (TV, radio etc)</p> <p>Empower voters to be clean and not accepting bribery and to abide by laws</p> <p>Institute many observers during election campaign</p>
	Implementation of development activities	<p>Device mechanisms to ensure Transparency and Accountability in financial management.</p> <p>Strong monitoring system</p> <p>(Group gave an example of construction of farm road. Transparency from the tendering</p>

		process to accountability during implementation and sound/effective management of finances)
<b>TASHIGANG</b> (Tashigang Lower Secondary School)	Bribery in Local Government	Elect good leaders More awareness and advocacy at the community level More responsible- reporting of corrupt acts
	Construction	Clear information about what is corruption- more awareness (some do without knowing it is corruption) Reporting corrupt acts to the authority- set examples to others Punish- penalize corrupt people – as a deterrent
	Service delivery	Responsibility- being more responsible- concerted efforts and not just to one institution Honest- integrity Do not accept/give bribe
	employment- nepotism	CCTV in all the offices  enhance creating awareness and access to information  Reporting and punishing corrupt acts
	local government elections	Awareness on laws/ rules and regulations of the land- corruption is a crime  Educate on how to elect capable candidates- with integrity  Responsible- eg CDG, if gups don't utilize the funds efficiently it will not benefit the community
	Corruption begins in the family and spreads to wider environment.	Should have good laws and implementation should be equally efficient  Awareness on laws to the people  Action- make laws, create awareness and implement the laws (Eg government vehicles dropping

		children to schools- Encouraging civic engagement)
<b>PHUENTSHOLING</b> (Youth Development Center)	Hospital - Eg. doctors might sell good quality medicine issued by the govt and replace it with a cheaper and inferior quality Bank- Nepotism during service delivery Trade- eg p/ling case where corruption was detected	Proper rules and regulations, monitor each other, CCTV
	Construction Local Government Service delivery	tender process, don't follow prescribed norms and standards development activities- audit must play more active role unequal treatment between rich and poor
	Government, financial institution, schools (schools asking for donations to organize programs and accounts are not transparent). Work place, religious groups, police/military (bribery at the border gate, misuse of govt vehicle)	Thimphu, pling, gelephu (border areas)  Strong leadership, committed human capital, Civic engagement  Instill values of integrity to younger generation
	Road construction site: Why are our contractors becoming very rich- because of high rate of profit? Eg collapse wall because of inferior/ compromised material quality- monitoring only after completion of works and not during work. Tendering process and budget allocation.  Local government  Custom and immigrationWhy	Continuous monitoring should be done
	Education institutions: School admissions for poor people, unequal treatment of rich and poor people	Education ministry should appoint independent committee for admissions.

	<p>Gewog- eg, gaydrung</p> <p>Corporation- eg. CHPC</p> <p>Misuse of office stationeries</p> <p>Forgery/fake receipts</p>	<p>Through auditing should be conducted</p> <p>Office should be held accountable</p>
<p><b>ZHEMGANG</b> (Yebilaptsha Middle Secondary School)</p>	<p>Forestry- Illegal distribution of resources</p> <p>Construction- misuse of govt resources</p> <p>School admission</p>	<p>Timber seal should be given by only one person (ranger) in the region, so that in case of illegal supply of timber, the ranger/person can be held responsible.</p> <p>engineers responsibility-accountable.</p> <p>Precise use of resources.</p> <p>Different council</p> <p>Principal role</p>
	<p>Illegal transfer of land/manipulation of documents</p> <p>Procurement</p> <p>Personnel: duty vehicle for personal use</p>	<p>Act according to the land certificate</p> <p>Avoid selling of land</p> <p>Physical verification</p> <p>Bills should be prepared</p> <p>Stop from providing such facilities</p> <p>-Should require him/her to resign- as a deterrent factor</p>
	<p>Hospital: in terms of medicine (delay of health services by service providers)</p> <p>School admissions: some children under the age of 6 are accepted in the school.- based on their personal contacts</p> <p>Business (shop keepers): treated differently men and women (favoured) eg. Sale of tobacco</p>	<p>complaint:</p> <ul style="list-style-type: none"> <li>- Conduct meeting- at local government level- gewog tshogde</li> <li>check health cards</li> <li>- Equity and justice</li> <li>check license</li> </ul>
	<p>Local government:</p> <p>Resources: natural resources</p> <p>Constructions:</p>	<p>elect highly qualified candidate</p> <ul style="list-style-type: none"> <li>- Budget responsible committee</li> <li>proper issuances of work permit</li> <li>- Proper Research and evaluate benefits for the local community in that locality</li> <li>quality of work- monitoring by site engineers</li> <li>- Materials according to tender</li> </ul>



		format
<b>HAA</b> (Gongzim Ugyen Dorji Higher Secondary School)	local government	Active participation of public in gewog meetings- and inform the people back home- more people participating promotes transparency. Demand information.- leaving less opportunity for local leaders to be corrupt- check and balance. Awareness campaign- sensitize general public.
	Local government (misuse of budget)	Transparency- demand information from the gup on budget utilization. Accountability- checking balance and accessing account information.
	Ministry of Agriculture & Forest (irrigation channel, machines)	Review and enforce strong fines and penalties (deterrent factor). Establishment of ACC office at Gewogs and Dzongkhag level.
	political Corruption	ACC official should be present during party campaign. Yearly account of the politicians should be audit.



**n. Annex 6; Training Centers and Number of participants**

Sl#	Training Centers	Dates	Dzongkhags	No. of Participants
1.	Punakha, VTI, Khuruthang	11 <sup>th</sup> -12 <sup>th</sup> May	Punakha (10), Thimphu (9), Gasa (2) and Wangdue(11)- VTI Graduates (40)	72
2.	Bumthang, Wangdichholing LSS	14 <sup>th</sup> -15 <sup>th</sup> May	Bumthang (13) and Trongsa (3)	16
3.	Tashigang, Tashigang MSS	17 <sup>th</sup> -18 <sup>th</sup> May	Tashigang (12), Mongar (9), lhuntse (12), Tashi Yangtse (15)	48
4.	Phuntsholing, YDF Center	24 <sup>th</sup> -25 <sup>th</sup> May	Chukha (23) and Samtse (11)	34
5.	Zhemgang, Yabilabtsa MSS	27 <sup>th</sup> -28 <sup>th</sup> May	Zhemgang	21
6.	Tsriang, Damphu HSS	31 <sup>st</sup> May- 1 <sup>st</sup> June	Tsirang (22), Dagana (14) and Sarpang (19)	55
7.	Haa, Ugyen Dorji HSS	3 <sup>rd</sup> - 4 <sup>th</sup> June	Haa (31) and Paro (6)	37
<b>Total</b>				<b>284</b>

## o. Annex 7; Gender Representation

<b>Training Center</b>	 <b>Female</b>	 <b>Male</b>	<b>Total</b>
<b>Punakha (Kuruthang TTI hall)</b>	<b>30</b>	<b>42</b>	<b>72</b>
<b>Bumthang (Wangdicholing LSS)</b>	<b>6</b>	<b>10</b>	<b>16</b>
<b>Trashigang (Trashigang MSS)</b>	<b>22</b>	<b>26</b>	<b>48</b>
<b>Phuntsholing (YDF hall)</b>	<b>19</b>	<b>15</b>	<b>34</b>
<b>Zhemgang(Yebilabsa MSS)</b>	<b>10</b>	<b>11</b>	<b>21</b>
<b>Tsirang (Dampu HSS)</b>	<b>28</b>	<b>27</b>	<b>55</b>
<b>Haa (UDHSS)</b>	<b>16</b>	<b>20</b>	<b>36</b>

## p. Annex 8; Program module

DAY,TIME	ACTIVITIES	Methodology
9:00am – 9.15:am	Welcome by Minjur Dorji	
9:15am – 9.30:am	Note by ED	
9:30am –10.00:am	Tea break	
10:00am –10.15:am	Break them into group of six	
10:15am –10.45:am	Introduction	
10:45am – 11:15am	a. Understanding current governance system b. Local Government and its responsibilities	Lecture and Power point presentation
11:15am – 11:30am	Flash card exercise	
11:30am – 12:00pm	Need to promote good governance	
12:00am -1:00pm	What is Corruption? Corruption facts in Bhutan Exercise on participants perception on corruption:	
1:00pm -2:00pm	lunch	
2:00pm – 3:30pm	Findings from ACC annual report Corruption Survey 2007 Group exercise	
3:30 pm – 4:00pm	ACC video	
	Day 2	
9:30 am- 10:30am	Group presentation	
10:30am – 11:30am	a. What is Accountability? b. What are public officials responsible for? c. What is social accountability d. Why is SA important? e. What has SA resulted in?	
11:30am-1:00pm	Role and responsibilities of youth in promoting good governance a. Video clip of successful youth engagement programs b. Lessons from established youth groups Group work MY SAY! a. Youths expectation from the country b. Youths expectation from the government c. What can I do for my country	Group work
1:00pm-2:00pm	lunch Break	
2:00pm-2:30pm	Group presentation	
2:30pm-3:30pm	YES group formation	
3:30pm-4:00pm	Tea & wrap up	

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BTI initiated the launch of Youth Engagement and Support Program with funding support from Swiss Agency for Development & Cooperation (SDC) to encourage and develop a strong network of young people who will play a key role in participating in issues that affects them and their communities. The BTI Youth Program builds on the national efforts to curb corruption by sensitizing and engaging young citizens and encouraging them to eventually break away from the tendencies of tacitly accepting corruption as a NORMAL way of life.

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