

Report on Training of Trainers program organized for UNV-DYCs on Conducting Youth Parliament



25th-27th June 2018

Venue: United Nations Development Programme, India

Background

Globally, National Youth Parliaments have emerged as credible mechanisms to promote active-citizenship. Despite differences in structure, composition and operating procedures; Youth Parliaments across the globe, essentially provide platforms for young people to articulate specific youth related issues and concerns and most importantly, provide them with a platform to share their perspectives on matters of national importance. Youth Parliaments have been instrumental in accentuating young people's knowledge, skills and competencies, in the principles and practice of parliamentary democracy and good governance.

In India, too there has been a growing focus on civic engagement of youth and a clear strategic push to enhance participation of young people in matters of national interest. Governance requires an active citizenry and given that the youth in the age group of 15-29 years comprise 27.5% of the population, it is imperative to create more opportunities and mechanisms for active civic engagement of youth.

One of the priority areas in the National Youth Policy (NYP) 2014; is to increase the Participation of Youth in 'politics and governance' and facilitating civic engagement at all levels of governance. As guided under the NYP 2014, youth are considered the future of the Nation and must be encouraged to participate in politics at local and national levels. Youth Parliament aims at providing the space and platform to acquaint the Youth with necessary training and tools in becoming effective policy makers and be able to execute government's schemes and programs.

The future imperative which has been suggested in the 'NYP 2014' towards promoting Youth Participation in the politics and governance points out certain key strategies on engaging with youth outside of the political system:

- Ensure Youth Participation in politics at all levels, from the grassroots to the national stage;
- Create governance mechanisms that youth can leverage. It is important to build awareness on the importance of an active citizenry and promote youth engagement in urban governance;
- Institutionalize Youth Participation through monitoring and accountability in the areas of government expenditure and social welfare schemes must be;
- Promote youth engagement in urban governance where it is important for the government to act as an intermediary and create channels and processes by which young Indians can engage with urban decision makers and contribute to urban governance.

Introduction

Under the project 'Strengthening NYKS and NSS', United Nations Volunteers India in collaboration with The Dais organized a three days Training of Trainers for UNV-DYCs on Conducting Youth Parliament at district level. The training was held at UNDP Office, Delhi, from 25 – 27th June 2018. The overall agenda of the training programme was focused on enhancing the understanding and capacity of UNV DYC's on conducting district Youth Parliament wherein the training was focused on specific objectives of:

- Developing an understanding of the concept and practices of 'Democratic Youth Participation' thereby enhancing young people's participation in political and civic life at community and national levels

- Enabling the participants to learn essential democratic skills, including citizenship and volunteerism;
- Empowering the participants with the tools required to increase their participation in the public sphere through Youth Parliaments.

To initiate the training programme, three facilitators from Dais Foundation were invited; who have worked extensively on areas of conducting Youth Parliament across India and abroad. The facilitators were introduced to the group of 23 UNV DYC who then helped them understand the context of each district which the UNV's were representing. The training was focused on the specific outcome that by the end of the 3-day training programme, the participants will be well equipped to conduct district Youth Parliament with a high clarity and understanding of different procedures which will also be reflected in their session plans.

It is expected that the following key outcomes and recommendations of the meeting would serve as input to consultations among all stakeholders tasked with furthering implementation, monitoring and evaluation of UNV- DYC Trainings on Youth Parliament.

Key Outcomes

- 1. Enhancing the understanding of the participants on the critical aspects of the Youth Parliament:** The participants got a comprehensive understanding of the key critical aspects of Youth Parliament and how it functions. The participants further gained perspective in bridging the Indian Parliament's processes and policy issues in local governance and the role of youth in the same. Participants were able to gain insight into the debate, legislative business, policy making and consensus building as parliamentarians and politicians.
- 2. Stimulation Sessions to facilitate practical experience of working Parliament:** The participants experienced and practically understood the Youth Parliament through the simulation. The participants succeeded in building their capacity in speech making, articulation ability and problem-solving approaches; which can be used to increase impact with the youth in respective districts.
- 3. Facilitate knowledge building:** The participants got equipped with necessary skills to facilitate legislative and debate aspects of the Youth Parliament around working of the parliamentary governance and collaboration with its key stakeholders and discuss and amend legislature, local and national issues, to develop democratic ethos in the younger generation.
- 4. Enhancing the problem-solving skills:** The participants got the required insight into problem solving at a local level and promoting an informed youth dialogue and participation in problem solving at the community level. This has further lead in developing their capacity in building confidence, awareness and knowledge essential for the youth to excel in a Youth Parliament.
- 5. Building the knowledge and capacity to organize Youth Parliament at district level:** Participants learned to facilitate the YP simulations at the District Level and the skills to solve local issues through discourse with the youth.

Sessions designed:

The three days of training were planned keeping in mind certain **agendas for specific days** -

1. To systematically build the fundamental context of the essential knowledge-based themes to understand the Parliament of India.
2. To discuss the vision, value and objectives of Youth Parliament as an activity.
3. To enhance the capacity of the participants to participate in a simulation of Youth Parliament, without the procedural rules in operation.
4. To develop necessary skills among the participants to operationalize the Youth Parliament and familiarize them with the structure and important processes involved in organizing a Youth Parliament.
5. To acquaint the participants with required knowledge and tools to facilitate sessions for debate, problem solving and research skills with youth at the district level.
6. To equip the participants to create a plan of action and appropriate timelines for hosting the District Youth Parliament.
7. Build necessary capacity with participants to utilize the participants' handbook for effective content delivery to the Youth Participating in Youth Parliament.
8. To provide participants with necessary knowledge to design a Youth Parliament simulation to address a specific community issue at the District level.

To achieve the above-mentioned agendas of the training, the workshop was divided between 10 sessions:

Session 1 started with an Introduction to the Workshop, wherein the facilitator discussed the outline of the sessions with the participants after an introductory session of the team. This was followed by an expectation setting for the participants and setting out a code of conduct to be followed during the workshop. The participants were also given time to introduce them to each other to establish a working rapport between them. The session concluded with a discussion on utilizing various activities to make the youth comfortable in the workshops.



Session 2 was focused on the knowledge of the Parliament of India and importance of democratic institutions in a nation. The facilitators discussed the Composition and Mandate of the Upper and Lower House of the Parliament followed by the role of the President of India in governance, legislation and any other political process. An important discussion on the legal nature, functions and elections of political parties and parliamentarians also took place.

Session 3 saw the facilitators introduce the concept of Youth Parliament to the participants. This was followed by a critical discussion on setting the values and skills for the Youth Parliament framework. Critical Thinking, Problem Solving, Role Play, Debate were identified as important skills while collaborative approach, empathy and equity were identified as central values of the Youth Parliament framework. One of the important functions of the framework was also set to create sensitization and better understanding of legislative and governance processes in India and its relationship with community's problems at the District Level.

Session 4 was designed to engage the participants in a Youth Parliament simulation to enable them to understand the Youth Parliament from the outlook of a participant at the District level. The issue discussed was themed around education of youth in Manipur. A detailed research brief on the agenda was provided to the participants prior to the workshop.



The facilitators commenced the sessions with giving important directions about the simulation as well as the expected conduct of the participants as Parliamentarians. This was followed by the simulation in the structure of an 'All India Political Parties' Meet' discussing the agenda with the participants, assuming the roles of members of Parliament, leaders of various Political Parties. The simulation did not employ strict rules of procedure as the participants had yet not been familiarized with conduct of business in the Youth Parliament.

Session 5 was focused on operationalizing the Youth Parliament framework at the District level. This included an overview followed by detailed discussions on the structure, various roles and flow of debate in the Youth Parliament. Flow of debate was one of the key themes of the session and much focus was placed on understanding the 'what' and 'how' of the respective sessions in Youth Parliament such as Question Hour, Zero Hour etc. A key priority was also placed on understand the convergence of a simulation with the flow of debate in the Youth Parliament.

Session 6 went deeper into understanding every process involved in organizing a Youth Parliament simulation. Further details on logistics and designing timelines to organize the Youth Parliament were discussed with the participants followed by brainstorming sessions in smaller groups and subsequent presentations on a plan of action and prospective timeline were made by the participants. These presentations continued from Day 1 to the Sessions in Day 2.



Session 7 was an engaging session with the participants on facilitating Debate, Problem Solving and Research with the youth at the District Level. These skills were also identified as essential to the pedagogical learnings from the Youth Parliament. Conceptual discussion on structure of an argument, logical fallacies, solving case studies and research skills and sources for preparing content and speeches for Youth Parliament were also discussed. The participants were also provided with a list of sample videos and researched profiles of a few members of Parliament besides case studies on Districts' development scenario were provided prior to the sessions to all the participants.

Session 8 provided an opportunity to the participants to come together in smaller groups and prepare their respective plans of action for hosting skill building workshops and Youth Parliament at the District Level. This was followed by the ideation time and planning time for the participants after they presented their Plan of Action and timelines besides other details to the UNV Team and were given feedback to improve the same.



Session 9 focused on a detailed discussion on using the Participants' Handbook as an effective tool to facilitate skill, value building for the Youth at the District Level. Q & A Session followed by a list of suggested amendments from the participants was drawn out for further improvements.

Session 10 saw a simulation of the Youth Parliament for the participants with the discussion on a case study on Unemployment of Youth in Kerala in a committee structure of All India Political Parties' Meet with the participants assuming the role of party leaders. A few members were also provided with an opportunity to moderate the discussions under close supervision and guidance of the facilitators and the participants came out with a set of recommendations on the issue after engaging in formal and informal discussions.



Methodologies adopted.

The ToT program adopted a range of activities for ensuring active engagement of the participants, dissemination of content, brain storming and noting down the opinions of the participants, working group discussions and presentations besides reflections on each day. A few of the employed methods are mentioned below:

Working Groups consisting of participants, monitored by facilitators for developing a Plan of Action for YP at District Level	Presentation followed by a discussion with the participants for expectation setting in the conference.
Role Play Simulation with every participant playing the role of a Politician discussing a critical development or social issue in an All India Parties' Meet Structure.	Icebreaker and team buildings activities such as Free the body, trust falls followed by vocal training exercises.
Presentation followed up by a discussion, mock debates, demonstrations of speeches, case study analysis in working groups.	Discussion of the Handbook and all the content through a Presentation followed by an extensive Q&A Session
Brainstorming with the participants divided in Working Groups to design training and simulations structures.	Group Discussion on the existing YP structures in participants' respective districts.



Icebreaker and team building activities

Challenges Faced

The ToT aided the participants in acquiring comprehensive understanding of the critical aspects of Youth Parliament. The ToT was also helpful in providing the necessary perspective of bridging the Indian Parliament's processes and policy issues in local governance with the role of youth in the same. However, there were certain challenges that were faced by the facilitators in carrying out the sessions.

1. Linguistic Diversity of Participating Group

The participants of the workshop belonged to various socio-linguistic backgrounds and content delivery by the trainers especially on technical subjects was a challenge.

The participants were grouped in a manner where all participants who were unable to understand English or Hindi respectively were clubbed together, and knowledge sharing coupled with discussion of critical concepts in both Hindi and English was done.

2. Behavioral Challenge to learn new concepts

It was observed that since the DYCs were from diverse age groups with various years of field experience, it was observed that the more senior the person was the more closed they were to learn and understand a new approach.

For instance - The facilitators focused on critical thinking and problem-solving elements of Youth Parliament for Youth while certain senior participants were focusing on the logistical arrangements for the Youth Parliament.

It was observed that the most effective way to get through to the participants was to build trust and rapport not just in the sessions but during breaks. This provide effective in having an honest and open dialogue between the participants and the facilitators.

3. Reaching a common knowledge base to understand concepts

It was quite a challenge to build knowledge and awareness on basic concepts which the participants were presumed to have known, case in point - Constitution of India is taught to everyone and is a widely circulated text but since all the participants had a different level of knowledge, the facilitators had to first discuss concepts before the ToT facilitative aspects.

Supplementing the training with a Participant's Handbook which contains annexures with awareness modules were provided to the participants, while the facilitators also spent considerable time to take queries and allocated more time on explanation of concepts.

4. Localizing the Youth Parliament Simulation

This is the most critical challenge the facilitators faced towards the concluding phases of the workshops. A Youth Parliament Simulation simulates the proceedings of the Parliament but needed to be localized at the District Level so that youth could relate to the same and create a simulation structure best suited for addressing the local issues of the district and the state of the youth.

Problems:

1. Certain participants from the most political sensitive regions were worried at the socio-political ramifications of role play and were not comfortable with simulating the present-day Parliament but rather only designation/portfolio-based role play.
2. The participants were also worried that rural youth would not be able to relate to Members of Parliaments, because they had no prior exposure towards the Parliament.
3. The participants were taking time to understand, mandate - agenda setting for simulations to cater local issues in the Youth Parliament.
4. The participants were worried on the other hand as to how a convergence between the District Youth Parliament Simulation structures will be done with the National Youth Parliament later in the year.

Recommendations:

1. The DYCs were given the freedom and flexibility on finalizing their local structure for simulation as per their knowledge and experience of the district.
2. Supplemental Module on Simulation Design with various samples is being provided to the DYCs to build capacity for the designing simulation.
3. On the issue of lack of exposure of the youth to Members of Parliament, it was also reminded by the facilitators that the very point of a YP and a ToT was to enable the DYCs to be able to introduce and expose youth to legislative processes and certain tips for association-based learning and content delivery timelines were also discussed.
4. Regarding the convergence, the UNV Team assured the DYCs for a more regular feedback-based system will be used to set the final structure for the National Youth Parliament.
5. The facilitators also emphasized on the fact that the core idea of YP needs to be on the skills with the youth rather than just National YP Competition.

Evaluation and Feedback on the Training

The participants were provided with a feedback form to focus on three critical aspects of the training. (18 out of the 23 DYCs responded to the Feedback Form)

Content and Structure of Training and its relevance to Youth Parliament.

- 100% of the participants had developed an understanding of the concepts of Youth Parliament.
- 90% of the participants responded positively that they had developed the clarity to organize a Youth Parliament at the District Level.
- 95% of the participants felt that they had developed capacity to conduct training sessions and introduce the youth to Youth Parliament.
- 90% of the participants were able to create a team structure for organizing the Youth Parliament simulation at the district level.
- 85% of the participants stated that they were able to use the training to facilitate and moderate the Youth Parliament Debate as a Chairperson.
- Only 5% participants felt that they were unable to design a simulation structure to localize and contextualize the agenda and representation matrix.

Facilitator's Method and Delivery of Content

Average rating on a scale of 5:

On Clarity of concepts of Youth Parliament	3.78
On Ability of the Trainer to explain the concepts needed	3.82
On Engagement of Participants	3.82
On Creating an equitable learning space for all	3.82
On Addressing queries of the participants	3.82

Trainers' Handbook and prospective amendments to the handbook

- 95% of the participants stated that they had understood the contents of the handbook and have been able to utilize it for conducting Youth Parliament.

Average rating on a scale of 5:

On Sufficiency of required information	3.72
On Systematic structure of topics covered	3.82
On Usefulness in organizing Youth Parliament	3.68

Outcomes and Conclusions

- The participants had developed clarity to facilitate introductory vocal, body exercises for Youth Parliament training in their respective districts.
- The participants were provided clarity and awareness about Indian Parliament and the Constitution of India.
- Building from the knowledge of the Indian Parliament, the participants got a comprehensive understanding of critical aspects of Youth Parliament.
- The participants were able to build capacity in speech making, articulation ability and problem-solving approaches which can be used to increase impact with the youth in respective districts.
- The participants also built capacity amongst themselves to facilitate the above skill building with youth at the District level.
- The participants will be equipped to facilitate legislative and debate aspects of the Youth Parliament.
- The participants came up with the final Structure and Plan of Action to organize training and organizing Youth Parliament simulations at District level.
- The participants were able to develop comprehensive understanding in appreciation of arguments and to critically analyze speeches, especially in context of legislative processes at every level of governance.
- Participants are able to facilitate discourse with the youth and effectively engage them in Youth Parliament.
- Participants got a comprehensive understanding of utilizing the Handbook as a tool for building skills, values essential for Youth Parliament at the district level.
- Participants learnt to facilitate the YP simulations at the District Level and how to solve local issues through discourse with the youth.
- Participants can design a simulation of Youth Parliament for the Youth at the District Level.

Annexure – 1

List of Participants

Sr. No.	Name of UNV-DYC	District
1	Anand Prakash	Rajkot
2	Anil Kumar Mishra	Surguja
3	Ashu Gupta	Meerut
4	Dhinesh Kumar	Kanyakumari
5	D. Sivakumar	Anantpuramu
6	Gyanendra Vishwakarma	Tikamgarh
7	Jiaul Islam Choudhry	Udaipur
8	Kusum Sasane	Thane
9	K. Phyobemo Lotha	Dimapur
10	Mahendra Kumar Nayak	Mahendragarh
11	Naresh Sharma	Nuapada
12	P. Raja Shekhar	Khammam
13	Raghumoni Chatterjee	South Kolkata
14	Raja Gupta	Gumla
15	Riyaz Ahmed Mir	Rajouri
16	Sangita Dahal	South Sikkim
17	Shiv Semalty	Uttarkashi
18	Tanmay Acharya	South Goa
19	Tarun Joshi	Sikar
20	Toney Thomas	Ernakulam
21	Uttam Saikia	Tawang
22	Victor L. Rongmei	Tamenglong
23	Zo Muana	Lunglei

Annexure – 2

Training Schedule for ToT of UNV-DYCs on Youth Parliament (25th – 27th June)		
Day-1		
Session Time	Session	Description
9:30 – 10:30 a.m.	Introduction of participants and training group	Setting the context for the training programme.
	Theme: Key Concepts of Workshop Activity: 1 · Why, What, How? (Outlay of the Workshop) · Presentation & Discussion Activity: 2 · Ice-Breakers/ Team Building activities · Allocation of Portfolio. (16 MPs will be selected and DYCs will be divided in teams of 2 representing one MP)	Expectation Setting, Code of Conduct for participants, Skills and values to be learnt from the workshops. Flow of the workshop. Icebreakers and Team building for 10 minutes along with introduction of everyone Allocation of Portfolios and basic instructions moving forward
10:30-10:45 a.m.	Tea Break	
10:45-11:45 p.m.	Theme: The Parliament Framework ▪ Lok Sabha. ▪ Rajya Sabha. ▪ Government. ▪ Opposition. ▪ State v/s Centre v/s Panchayat	Basic information on the constitution, parliament, various stakeholders in the parliament and its relation to state assemblies and village level governance. This will also to be supplemented with information through handouts.
1:45-12:30 p.m.	Theme: Introduction to Youth Parliament(YP) ▪ What is YP? ▪ Role Play activities. ▪ Discussions. Roles & Responsibilities: ▪ Speaker ▪ Deputy Speaker ▪ Leader of the Ruling Party ▪ Leader of Opposition ▪ Minister of Parliamentary Affairs ▪ Other Ministers (4-5) ▪ Members of Parliament/State Legislative Assembly ▪ Secretary General	A discussion on the problem solving, youth leadership, awareness and action aspect of Youth Parliament with the basics and what and how of Youth Parliament.

12:30-1:30 p.m.	Lunch	
1:30-2:30 p.m.	Theme: Different Processes of Youth Parliament <ul style="list-style-type: none"> ▪ Organizing a Youth Parliament. ▪ Debate. 	Logistics, Finances, Technical Requirements, Seating Allocation, organizing processes, team formation for organizing. Debate - Focus on local solutions to local issues and skills needed to create solutions, it's relation with policy.
2:30-3:30 p.m.	Theme: Mock Sessions Directions and Mock Session Mock Simulation of <ul style="list-style-type: none"> ▪ Question Hour ▪ Adjournment Motion ▪ Calling Attention ▪ Reply by the Minister to the Calling Attention ▪ Statement by Ministers 	Focus on Speech Making and putting solutions into structure and parliamentary speech Focus on Discussions: The participants are expected to debate and deliberate, on the given problems identified for the constituency. Focus on Consensus: The participants are expected to develop consensus on the practical solutions to the given problems identified for the constituency.
3:30-3:45 p.m.	Tea Break	
3:45-4:30 p.m.	Theme: Designing YP <ul style="list-style-type: none"> ▪ Brainstorming Sessions with the DYCs 	Knowing more about DYC's thoughts on how to organize the YP, addressing doubts on organizing Possible templates we can hand out for their assistance.
4:30-5:15 p.m.	Theme: Debriefing <ul style="list-style-type: none"> ▪ Reflections ▪ Feedbacks 	Identifying the skills, values and lessons learnt and sharing of experiences
5:15-5.30 p.m.	<ul style="list-style-type: none"> ▪ Instructions for Day 2 	Taking forward the learnings to Day 2, things needed and any other queries.
Day-2		
Session Time	Session	Description
9:30-9:45 a.m.	Recap Q&A	Queries, Doubts from Day 1
9:45-10:30 a.m.	Theme: Organizing, Budgeting, Logistics, Timeline <ul style="list-style-type: none"> ▪ Q&A ▪ Presentations by the DYCs about their organizing plan 	Finalizing the plans for DYCs in all organizational aspects of YP Working groups of 6 DYCs and a mentor will prepare a Plan of Action and present informally and creatively.
10:30-10:45 a.m.	Tea Break	

10:45-12:00 p.m.	Theme: Debate, Problem Solving.	Case studies, logical fallacies, constructive and analysis of a problem to create solutions and articulating it in parliamentary speeches. Exercises for debate, demonstration e.g. cannonball-tower structure for debating.
12:00-1:30 p.m.	Theme: Debate Training as a Trainer	Teaching debate, facilitating debate sessions and transfer of skills and knowledge by NYCs to students This will be reinforced when we discuss how to use the handbook (post tea)
1:30-2:30 p.m.	Lunch	
2:30-3:30 p.m.	Theme: Contextualizing, Training in respective Districts, Organizing Mocks How: ▪ Train. ▪ Research. ▪ Building awareness with students	Understanding the regional contexts, application and tailoring of the content, processes for best implementation of YP program in the respective districts.
3:30-3:45 p.m.	Tea Break	
3:45-4:45 p.m.	Theme: Next steps ▪ Dissemination of Content ▪ Training Handbooks and how to use it to help the students in each district.	Introducing the handbook, building on the debate, organizing sessions prior and taking queries and coordination strategy post NYC Training.
4:45-5:30 p.m.	Mock Reflections	Short Mock on the issue to be done on Day 3
Day-3		
Session Time	Session	Description
9:30-10:00 a.m.	Recap Q&A	Questions, final instructions for the Mock Session
10:00-11:00 a.m.	Session 1 Mock Simulation	Setting the agenda, speaker's list and speeches by NYCs as Representatives in the YP
11:00-11:15 a.m.	Tea Break	
11:15-12:10 p.m.	Session 2 Mock Simulation	Group Discussions, Caucuses to work on solving the issues and building consensus.
12:10-1:30 p.m.	Session 3 Mock Simulation	Drafting solutions into formal documents and passing the concluding document.
1:30-2:00 p.m.	Working Lunch	

2:00-3:30 p.m.	<ul style="list-style-type: none"> ▪ Queries ▪ Reflections ▪ Discussions 	Feedback Session for DYCs, taking questions on the simulation and how to prepare the students in Districts.
3:30-4:00 p.m.	Setting final Timelines and Plan of Action	Finalizing every aspect of the YP, Plan of Action, Timelines and all instructions for DYCs This will be done by both our team members.

