



**Asia-Pacific  
Economic Cooperation**

**APEC Workshop on Strengthening Youth Work in the APEC Region**

***30 July – 1 August 2008, Ha Noi, Viet Nam***

**APEC Human Resource Development Working Group**

**September 2008**

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**APEC WORKSHOP**  
**Strengthening Youth Work in the APEC Region**  
*30 July – 1 August 2008*

*Ha Noi – Viet Nam*

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**1<sup>st</sup> day - 30 July 2008**

<i>9.00</i>	<b>Opening session</b>
	Introduction of the facilitators and participants; introduction into the programme, expectations & fears in groups, name chains game
<i>10.30</i>	Introduction of each organization (aims, activities, place of organization in the policy structure, target group)
<i>12.30</i>	<i>Lunch</i>
<i>14.00</i>	<b>Input session:</b> non – formal education Presentation by speaker Knot game, collecting impressions : What did you learn from it ? What was your feeling when you got the task ? What was your personnel process of finding a solution ? How did you use (if you did) other people from group for learning ?, input, meaning of non-formal education in the different countries Questions & Answers, Discussion
	Document <a href="#">12</a>
<i>17.00</i>	<i>End of Session</i>

\*\*\*

**2<sup>nd</sup> day - 31 July 2008**

**8.00**

**Breakfast**

*9.00*

**Input session:** youth participation  
Presentation by speaker  
Questions & Answers, Discussion

Document [3](#) [4](#) [5](#) [6](#) [7](#) [8](#)

*12.30*

*Lunch*

*14.00*

**Best practice examples:** voluntary activities  
Presentations of the participants  
Questions & Answers, Discussion

Document [9a](#) [9b](#) [10](#) [11](#)

**Video on Youth voluntary activities in some APEC member economies**

Video China [1](#)  
Video the Philippines [1](#) [2](#) [3](#) [4](#) [5](#) [6](#)  
Video Viet Nam [1](#)

*17.00*

*End of Session*

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**3<sup>rd</sup> day - 1 August 2008**

**8.00 am**

**Breakfast**

*9.00 am*

**Working groups**

Developing common projects, Evaluation of the Seminar  
(facilitated by the trainers)

*12.30*

*Lunch*

[Summary Report](#)

[Photo Gallery](#)



# Non-formal education in youth work

Laimonas Ragauskas

“Strengthening Youth work and  
Youth structure in the APEC region”

31-07-2008

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## The political background

- <...workers need to go to higher levels that integrate the key competencies of the 21<sup>st</sup> Century such as *critical thinking, creativity, teamwork and self-learning* needed to succeed in all aspects of life, beyond the workforce, as an individual, a family member, community member, and global citizen...>
- 4th APEC Education Ministerial Meeting Joint statement, 11-12 June, 2008

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## Pre-history and definitions

- The term “non-formal education” was first presented with higher relevance at the Conference on the World Educational Crisis (1967), organised by UNESCO under the direction of P.H. Coombs
- The term had been used in a few earlier writings but without a systematic context of debate

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## Formal education – non-formal education – informal learning

- “... the sum of the educationally formal, non-formal and informal should include the whole of the education universe” (Trilla-Bernet, 2003).

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## Formal education – non-formal education – informal learning

- Formal education is the highly institutionalised, chronologically graded and hierarchically structured 'education system', from lower primary school to upper reaches of the university
- “Informal learning is the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences <...> – at home, at work, at play...”
- Coombs & Ahmed, 1974

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## Pre-history and definitions

- “Non-formal education... is any organised, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children” (Coombs & Ahmed, 1974:8 cit Rogers, 2004:78-79)

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## ...definitions...

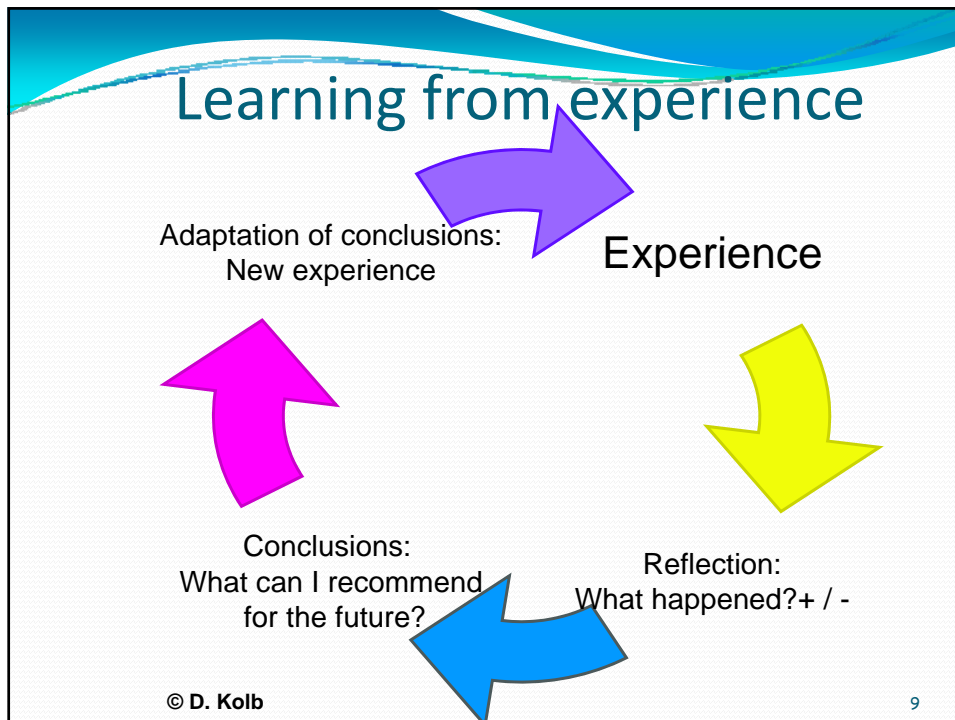
(Pathways towards validation of education, training and learning in the youth field, Youth Forum Jeunesse)

- Non-formal learning outside institutional contexts (ou-of-school) is the key activity and also key competence of the youth field.
- Non-formal learning in youth activities is structured, based on learning objectives, learning times and specific learning support and it's intentionl.
- It usually does not lead to certification, but in increasing cases – certificates are provided

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## Essential methodological principles of Non-formal education

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- **Safe space** to try, make mistakes, change solution/behaviour
  - **Equal relationship** between leader and participant – leader is just helping to learn
  - **Less teaching – more self-learning** from experience, facilitated by a youth worker/leader
- 10

- Based on **voluntary and active participation**
- **Intentional, planned**, but not strictly structured educational process
- **Holistic approach**
  - Mind – knowledge - information
  - Heart – feelings/attitudes – emotional and experiential activities
  - Hand – skills – practical activities

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- NFE – inclusive learning, there are no entry barriers. In opposite –in many cases it has been the only alternative education after dropping out from formal education
- <...We recognize the need for our education systems to make special efforts to ensure equity and social inclusion...>
- 4th APEC Education Ministerial Meeting Joint statement

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## Organising a non-formal learning process with young people

- Getting to know your learners, their needs, interests, habits, etc.
- Creating space for knowing learning expectations of learners (what do I expect from myself and others to experience and to learn?)
- Giving possibility for young people to take responsibility to run (part of) activities for the sake of experience

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- Organising reflection and evaluation meetings periodically during and after activities (what happened, how do we feel about it? What did we learn from that experience? How can we use it in the future?)
- At the end of the learning process to check were the expectations fulfilled and learning objectives reached?
- To plan a follow-up activities which could further develop competencies of young people

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## Themes/areas, which could be tackled by NFE

- Development/global education
- Intercultural learning/education
- Cooperation and Teamwork
- Communication with other people
- Active participation in the society
- Environmental education
- Self – expression and creativity
- Self-confidence
- And many more....

# YOUTH PARTICIPATION AND EMPOWERMENT





**Asia-Pacific  
Economic Cooperation**

# Youth participation and empowerment

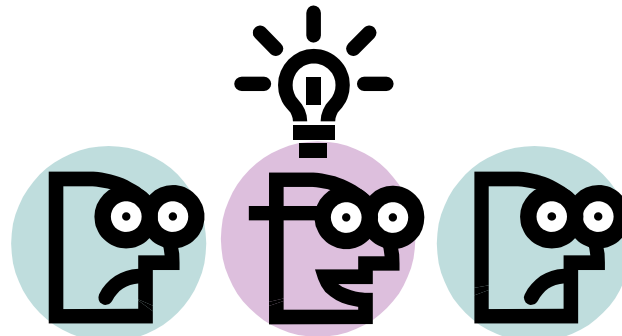
**“Strengthening Youth work in the APEC  
region”, Hanoi, Vietnam**

**Laimonas Ragauskas, 2008.07.30**



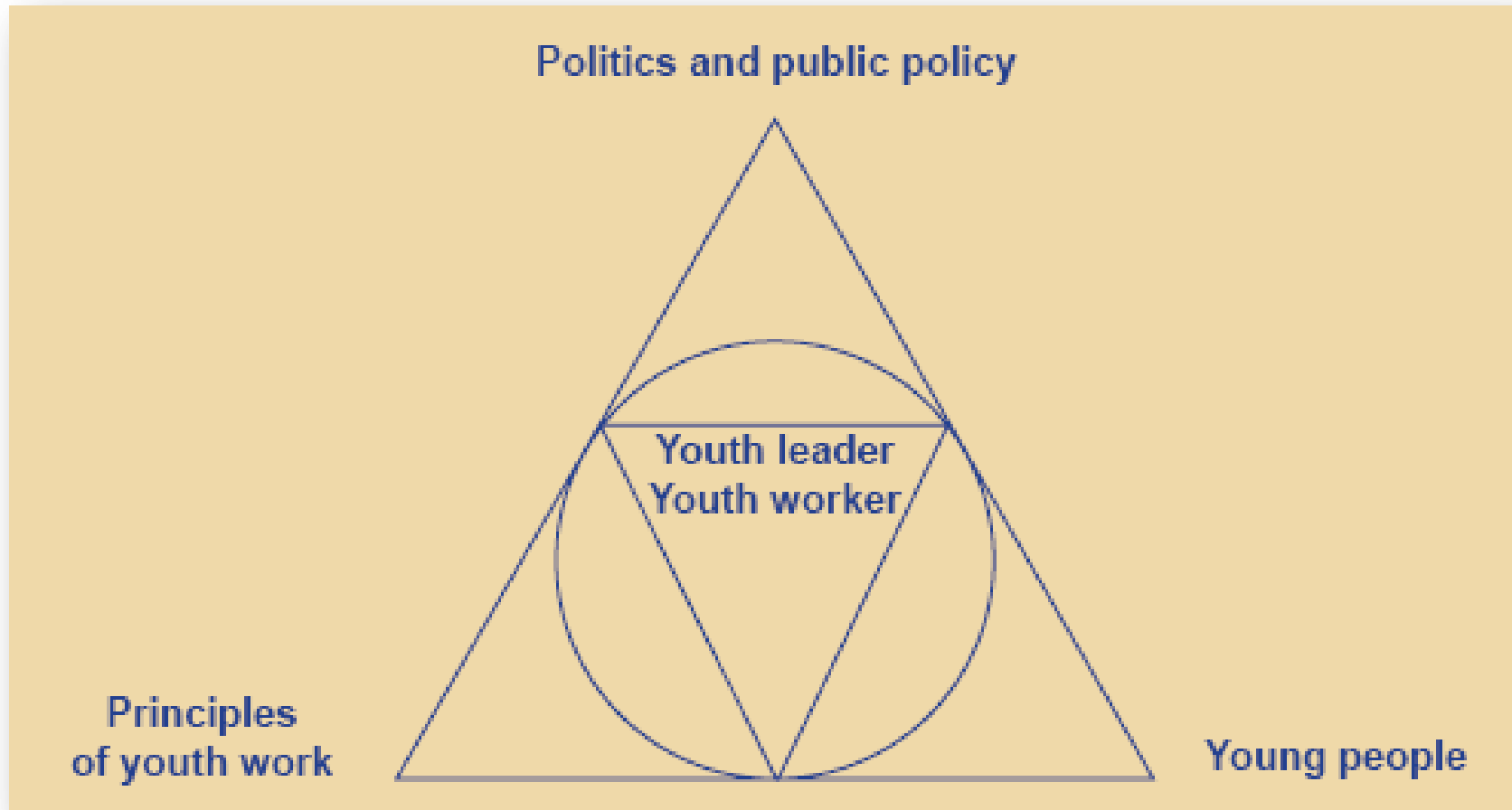
# A KEY QUESTIONS FOR THIS SESSION!

- **What is** youth participation for us and others?
- **What is not** youth participation?
- **How** young people could become more involved in making decisions, which concerns them?
- **What** are the benefits of youth participation for youth? For the rest?
- **How** active young people could contribute to strengthening the youth work and the society in general?

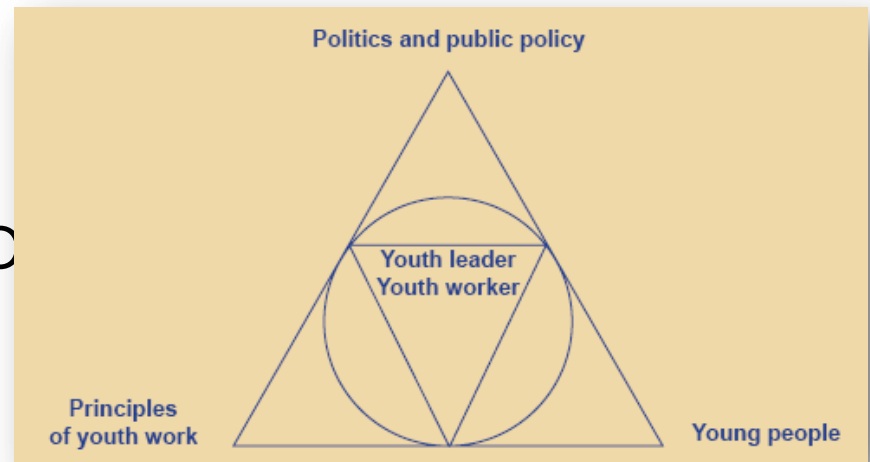




# THE CONTEXT: YOUTH – YOUTH WORK – YOUTH POLICY – YOUTH PARTICIPATION



# THE CONTEXT: YOUTH – YOUTH WORK – YOUTH POLICY – YOUTH PARTICIPATION



- Young people – the main subject of the youth policy. Their lives and expectations shape the youth policies and influence principles of youth work
- Principles of youth work – influenced by governmental youth policies, cultural traditions and needs of young people
- Politics and public policy – shaped by representative group of people, assigned by society
- Are young people part of this society? Do they shape policies about them? Is there a youth participation? What kind of? How people become participative?



# A QUESTION FOR NATIONAL GROUPS?

- YOUTH PARTICIPATION - What does it mean for you? (in few words or couple of sentences)
- Be ready to present it to others after 10 minutes on big paper!



# WHAT IS CHILDREN (UP TO 18) PARTICIPATION? ("CHILDREN'S PARTICIPATION", ROGER A.HART, UNICEF)

- It is the process of sharing decisions which affect one's life and the life of the community in which one lives.
- Participation is the fundamental right of citizenship
- <...Children are undoubtedly the most photographed and the least listened to members of society...>



# WHAT IS ADOLESCENT (13-19) PARTICIPATION?

(*THE PARTICIPATION RIGHTS OF ADOLESCENTS: A STRATEGIC APPROACH*, UNICEF, RAKESH RAJANI, 2001)

- adolescent participation can be defined as adolescents partaking in and influencing processes, decisions and activities.
- In this sense, participation is fundamentally about the exercise of power.



# WHAT IS YOUTH (15-25) PARTICIPATION?

(REVISED EUROPEAN CHARTER ON THE PARTICIPATION OF YOUNG PEOPLE IN LOCAL AND REGIONAL LIFE)

- Participation and active citizenship is about having:
- the right;
- the means;
- the space;
- the opportunity;
- (where necessary) the support...
- ... to *participate in* and *influence* decisions and engage in actions and activities so as to contribute to building a better society.

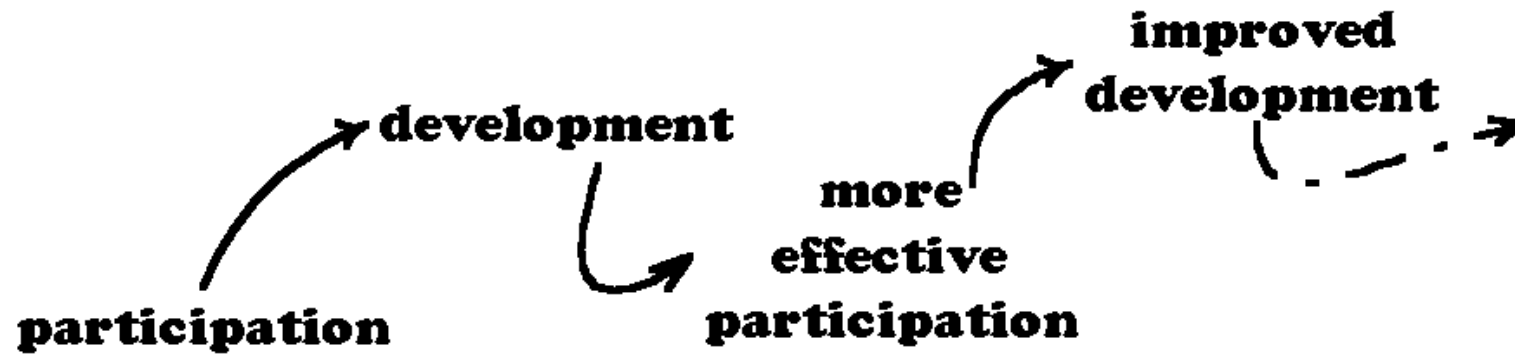


# YOUTH PARTICIPATION – EMPOWERMENT

- Through participation young people develop skills, build competencies, form aspirations, gain confidence and attain valuable resources.
- The more one participates meaningfully, the more experienced and competent one becomes, which in turn puts one in a position to participate more effectively.
- This refers to the **empowerment** for becoming a participative and constantly developing person



# YOUTH PARTICIPATION – EMPOWERMENT





# EMPOWERMENT

- **Youth empowerment** is the process whereby young people gain the ability, authority, and agency (the state of being in action) to make decisions and implement change in their own lives and the lives of other people, including youth and adults.
- It is about partial transfer of *Power* from *Power holders* to *young people*



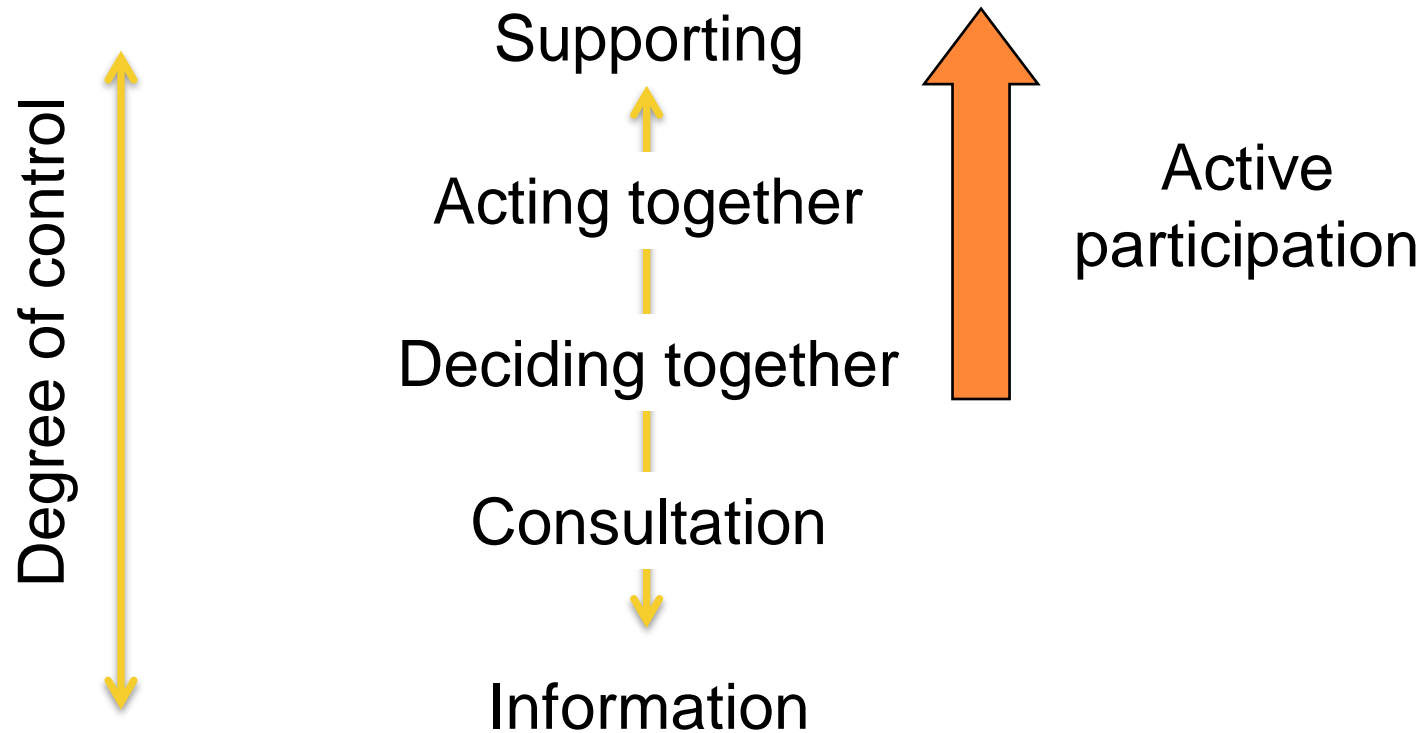
- **Power holder** (authority, leaders, youth workers, community workers) – the one, having resources, competence, status, agency to act



- **Young people** – group of society, usually having less competencies, confidence and agency to be on equal basis with Power holders



# LEVELS OF PARTICIPATION



Source: The Guide to Effective Participation, David Wilcox



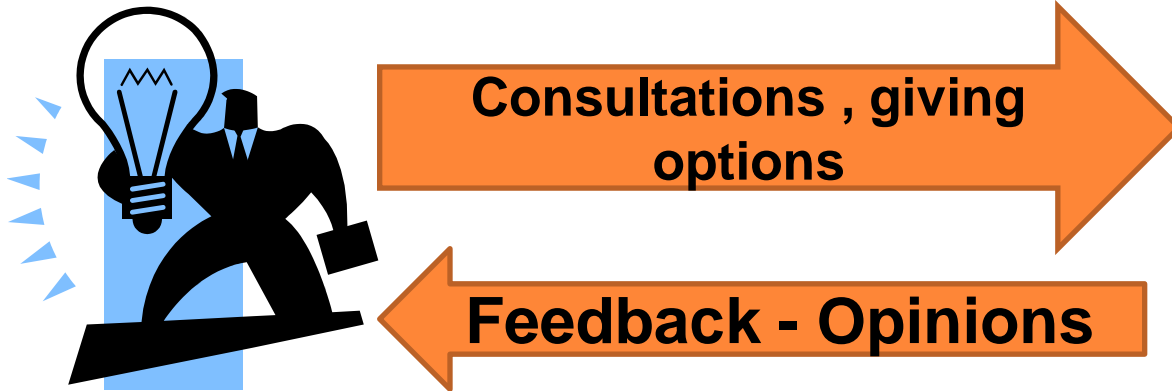
# LEVELS OF PARTICIPATION –

## 1. INFORMATION

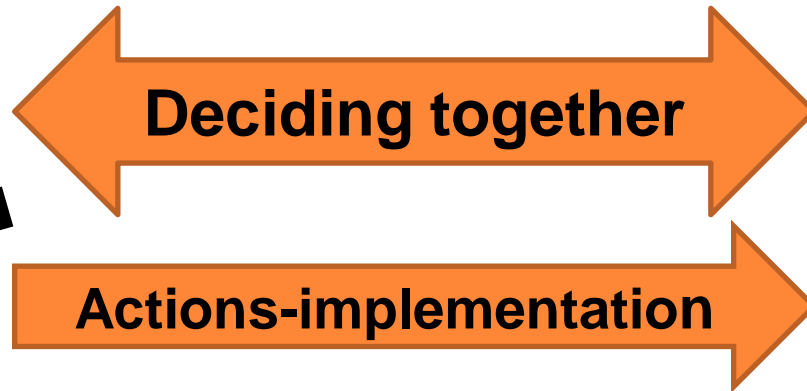


# LEVELS OF PARTICIPATION –

## 2. CONSULTATION



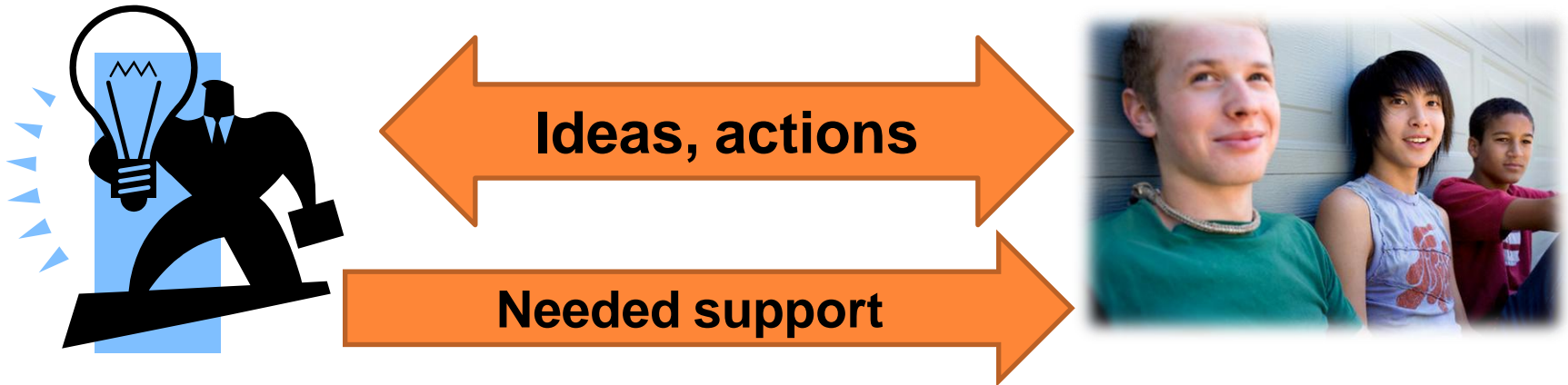
# LEVELS OF PARTICIPATION – 3.DECIDING TOGETHER



# LEVELS OF PARTICIPATION – 4. ACTING TOGETHER, PARTNERSHIP



# LEVELS OF PARTICIPATION – 5.SUPPORT OF INITIATIVES





# PASSIVE - ACTIVE PARTICIPATION?

- (Passive) participation – if young people just accept an offer, take part in activities that are mainly designed by others
- Active participation – when young people plan activities and implement themselves (can be with support of others)
- - when young people challenge or question existing programmes or policies regarding youth
- Both types are very interrelated – often one can not happen without other type!

Source: Marc Jans and Kurt de Backer, Belgium



# INTERNAL - EXTERNAL PARTICIPATION

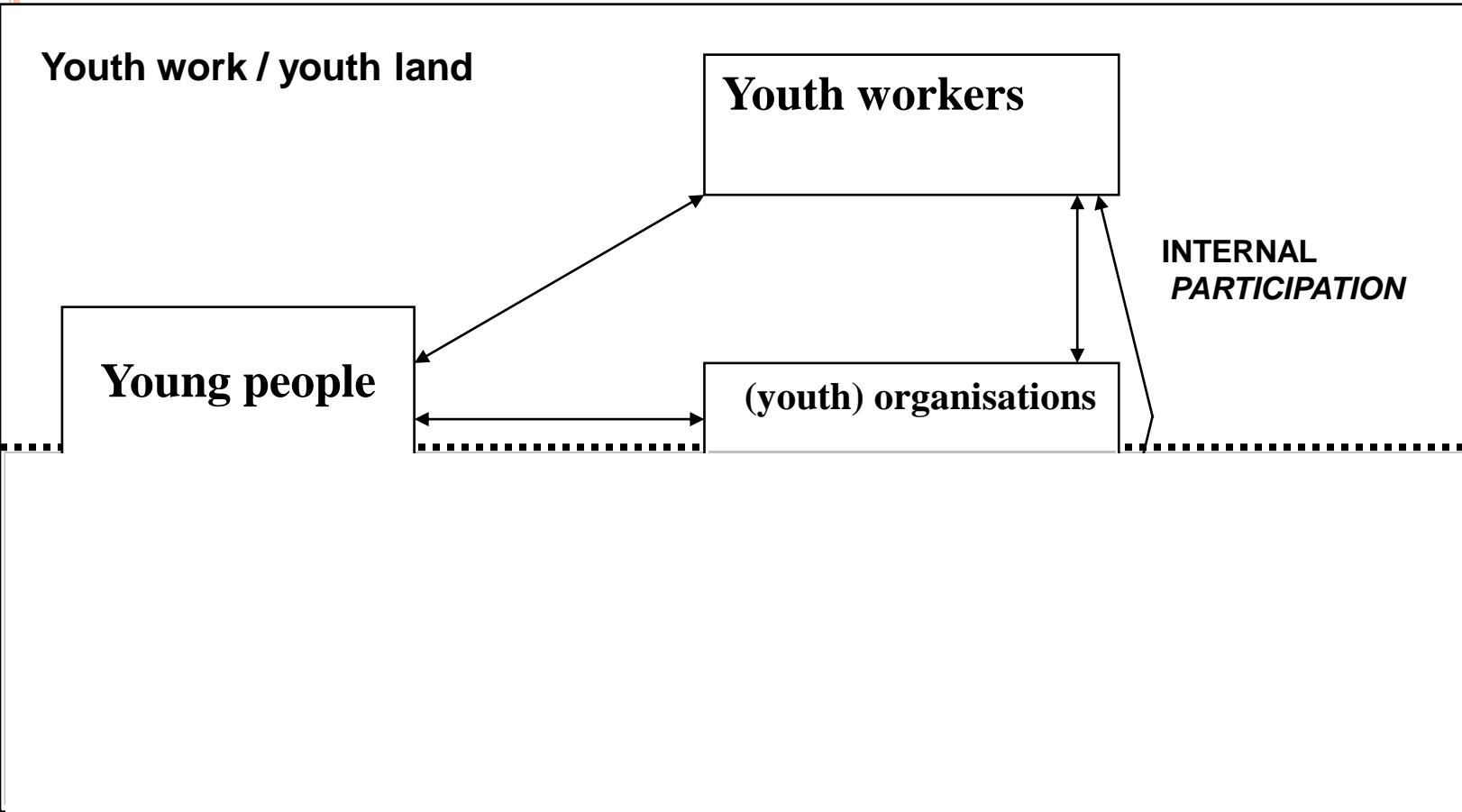
Youth work / youth land

Youth workers

Young people

(youth) organisations

INTERNAL  
PARTICIPATION



**THANK YOU FOR YOUR ATTENTION!**



# **ASEAN Cooperation on Youth**

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**By: Tri Aryadi**

**Prepared for APEC Workshop for Strengthening Youth  
Work in APEC Region**

**Hanoi, 29 July -1 August 2008**

# Background

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Youth → human resource for development  
↘  
key agents for social changes,  
economic development and  
technological innovation

Total : 18% of World's Population

1,2 billion between age 15 and 24 years

Globalization: opportunities and challenges

Problem: Youth Unemployment

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# Youth Employment in Indonesia (1)

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## Workforce based on age and sex On August 2007

Age	Male	Female	Total
15-24	21.960.724	21.100.666	43.061.390
25-34	18.922.425	20.968.270	39.890.695
35-44	16.504.673	16.424.326	32.928.999
45-54	12.156.240	11.176.987	23.333.227
55+	12.535.329	12.368.683	24.904.012
<b>Total</b>	<b>82.079.391</b>	<b>82.038.932</b>	<b>164.118.323</b>

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# Youth Employment in Indonesia (2)

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## Employment based on age and sex On August 2007

Age	Male	Female	Total
15-24	10.778.311	6.190.490	16.968.801
25-34	16.313.615	9.401.427	25.715.042
35-44	15.174.287	8.888.478	24.062.765
45-54	11.091.447	6.312.981	17.404.428
55+	8.793.622	4.638.483	13.432.105
<b>Total</b>	<b>62.151.282</b>	<b>35.431.859</b>	<b>97.583.141</b>

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# Youth Employment in Indonesia (3)

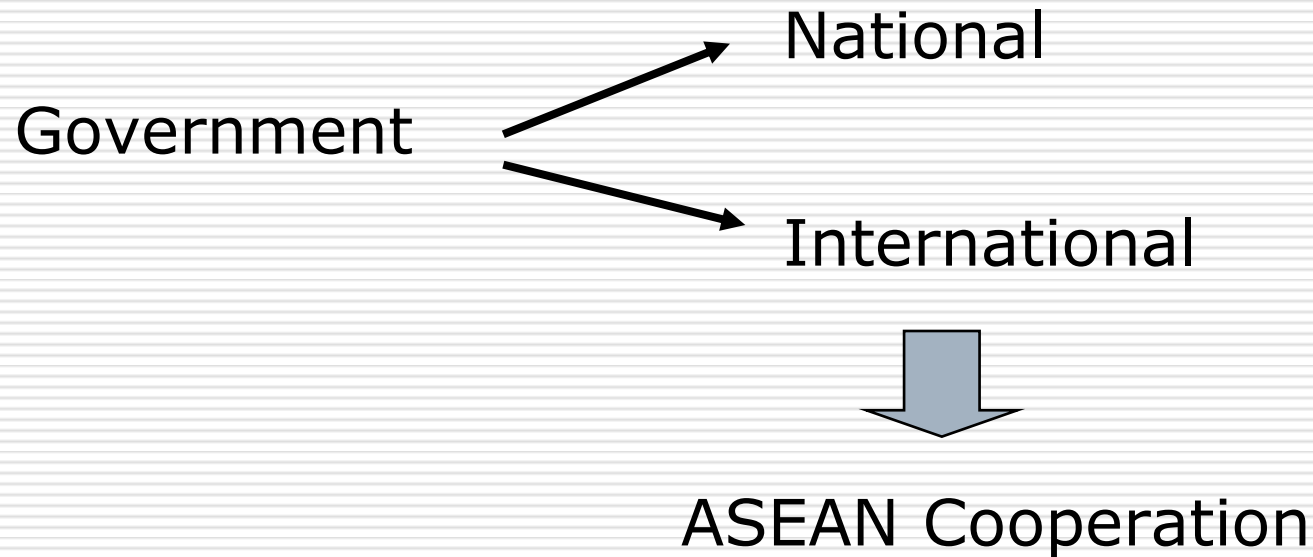
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# Efforts

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# ASEAN Cooperation on Youth

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- 1975 → Youth Conference  
↘ The Committee for ASEAN Youth Cooperation
  - 1983 → Declaration of Principles to Strengthen ASEAN Collaboration on Youth
  - 2000 → Yangon Declaration on Preparing ASEAN Youth for the Challenges of Globalization
  - 2001 → ASEAN Senior Officials Meeting on Youth
  - 2003 → Bali Concord II
  - 2004 → Vientiane Action Programme (VAP) 2004-2010
  - 2007 → 12th & 13th ASEAN Summit
-

# Recent Activities

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- ASEAN Youth Investors Expo
  - ASEAN Plus Three Workshop on Youth Entrepreneurship
  - ASEAN- JENESYS Programme
  - ICT Human Resources Development for Youth
  - ASEAN Youth Day Meeting and ASEAN Youth Day Award
  - ASEAN Youth Homepage
  - ASEANpreneurs Youth Leaders Exchange
  - ASEAN Youth Camp
-

# ASEAN Youth Camp 2008

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# Indonesia's ASEAN Youth Ambassador project (1)

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Annual program, held by the Department of Foreign Affairs of Indonesia

Background: To give opportunity at early stage for Indonesian young people as active participants in society

Purpose: To promote ASEAN cooperation to the young generation in Indonesia and promote Indonesia abroad by electing high-rated university students to be youth ambassadors

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# Indonesia's ASEAN Youth Ambassador project (2)

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First project held in 2007

20 finalists selected from universities in Indonesia

Programs: Quarantine → Grand Final

Quarantine : Finalists equipped with Skills and Knowledge

Grand Final: → Covered by National Television

→ 2 winners selected

→ All finalists have one-year duty

→ national and international duty

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# Indonesia's ASEAN Youth Ambassador project (3) – Grand Final

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# Indonesia's ASEAN Youth Ambassador project (3) – Activities

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## National:

- Interviews with TV stations, radio, newspapers and magazine
- Seminars
- ASEAN Goes to School program

## International:

- The Second ASEAN-China Youth Camp and the ASEAN-China Youth Leaders Meeting, held in Beijing and Manzhouli on 15-22 August 2007
  - The Ship for South East Asia Youth Program 2007
  - The International Visitor Leadership Program
-



# ASEAN GOES TO SCHOOL (1)

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Purpose: To promote ASEAN Cooperation to junior high school and high school students

Held in 50 schools and 16 cities since January 2008

Involved Indonesia's ASEAN Youth Ambassadors

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# ASEAN GOES TO SCHOOL (2)

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# ASEAN GOES TO SCHOOL (3)

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# Future Activities

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- **Conduct activities such as seminars, workshop, exhibition, festival and exchange program to promote and strengthen networking, friendship, cooperation and mutual understanding amongst APEC young people.**
  - **Provide access to education, training and ICT to enhance competitiveness of youth.**
  - **Setup International languages classes to enhance the APEC youth competitiveness especially the young entrepreneurs.**
  - **Use ICT to enable more effective youth work and networking among youth in the region.**
  - **Seek the feasibility of setting up APEC youth organization that will serve as a channel of communication among young people in APEC region.**
  - **Promote employability of youth by mainstreaming youth into the national development agenda.**
  - **Facilitate access to credit, markets and business development opportunities and modern technologies for APEC young entrepreneurs.**
  - **Conduct skills training for out-of-school youth.**
-

***THANK YOU***

## YOUTH ROLES IN THE CHALLENGING WORLD

By: Tri Aryadi

Prepared for APEC Workshop for Strengthening Youth Work in APEC Region

Youth is one of the most valuable assets of a country. The youth are both a major human resource for development and key agents for social changes, economic development and technological innovation. The 1,2 billion people between the ages 15 and 24 years (The United Nation's reference of youth) and constituting 18 per cent of the world's population, seen as a tremendous resource for national development.<sup>1</sup> All youth are competent and talented and they stand at the threshold to be the future leaders at all levels. But sometimes their potentials are not being fully tapped because lack of opportunities given to them in developing their skills, knowledge, capabilities and roles in their own communities.

Globalization brings opportunities and also challenges and the most vulnerable segment in the society in facing its impacts are young people especially in developing countries. For some countries, globalization brings improvement in their welfare but in other countries especially in developing countries, it will effect to the participation of youth in their societies because sometimes they have been left out of the digitalization and modernization process and lack economic power to benefit from the opportunities globalization offers.

Youth unemployment is a problem to many countries because economic growth sometimes is not always accompanied by growth in employment. Many governments in this world are facing the problem of creating employment opportunities for all citizens especially their young generation. It becomes more complicated if young people are lack of sufficient skill and education. The problem has worsened in recent years because of the global recession which has affected developing countries the most seriously. Trade liberalization forces companies to become more flexible and competitive. Many have become increasingly dependent on low-cost, flexible labour, often employed on an irregular basis. Based on World

### Youth Employment in Indonesia

What about the employment of young people in Indonesia? Labour force in Indonesia on August 2007 reaches 164,1 millions people which 43,1 millions are between the age of 15 and 24 years old or 26 per cent of total workforce. The figures shows that from 43,1 million young workforce, only 39 per cent or 16, 9 millions are employed.

**Workforce based on age and sex  
On August 2007**

Age	Male	Female	Total
15-24	21.960.724	21.100.666	43.061.390
25-34	18.922.425	20.968.270	39.890.695
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55+	12.535.329	12.368.683	24.904.012
<b>Total</b>	<b>82.079.391</b>	<b>82.038.932</b>	<b>164.118.323</b>

Source: Indonesia Statistics Agency

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<sup>1</sup> See World Youth Report 2007 (United Nations publication, Sales No. E.07.IV.1)

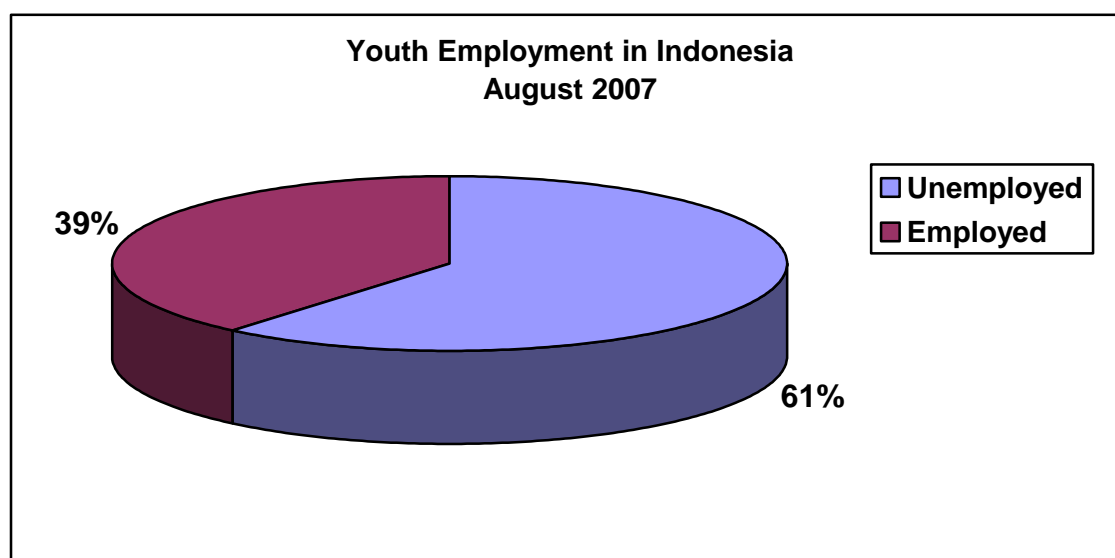
From total number of labour force, 97,6 millions are employed which 16, 9 millions are between the age of 15 and 24 years old or around 17 per cent.

**Employment based on age and sex  
On August 2007**

Age	Male	Female	Total
15 -24	10.778.311	6.190.490	16.968.801
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Source: Indonesia Statistics Agency

The figures shows that from 43,1 million young workforce, only 39 per cent or 16, 9 millions are employed.



Source: Indonesia Statistics Agency

Youth unemployment surely a huge problem that has to be solved in Indonesia and it also happens in many countries especially in developing countries. It is a government's task to support and encourage youth participation to contribute to their surroundings and country. It is clearly stated in the United Nations resolution 50/18 of 14 December 1995, that "every State should provide its young people with opportunities for obtaining education, for acquiring skills and for participating fully in all aspects of society."<sup>2</sup> To cope with the issue, Indonesia is committed to open the opportunities for youth people to play their roles in the community by designing and implementing policies at national level or by enhancing cooperation in international level. Indonesia always seeks cooperation bilaterally with other countries and plays its roles in regional and international arena such as in ASEAN which comprises the closest neighbor countries of Indonesia.

<sup>2</sup> See World Youth Report 2007 (United Nations publication, Sales No. E.07.IV.1)

## **ASEAN Cooperation on Youth**

ASEAN cooperation on youth was begun since 1975 when a youth conference was held for the first time. During the conference, The Committee for ASEAN Youth Cooperation was established. Five years later, an expert group was established named as Expert Group on Youth. In 1983, a Declaration of Principles to Strengthen ASEAN Collaboration on Youth was signed in order to promote and strengthen ASEAN collaboration on youth. In 2001, ASEAN Senior Officials Meeting on Youth was established to replace the expert group.

ASEAN cooperation was brought to the higher plane when Yangon 2000 Declaration on Preparing ASEAN Youth for the Challenges of Globalization was signed by the ASEAN Ministers responsible for youth matters. In Declaration, ASEAN Ministers committed to prepare and empower the youth of ASEAN to face the challenges of globalization by providing access to education and information and communication technology, opportunities to employment and self-employment and also by forging partnership between ASEAN and other region to promote peace, cooperation, and prosperity in the region and beyond.

Through establishing the ASEAN community pillars based on Bali Concord II, ASEAN member countries committed to pursue the active involvement of the youth in all sectors of society. ASEAN leaders also believed the development and enhancement of human resources is a key strategy for employment generation, alleviating poverty and ensuring economic growth with equity. ASEAN cooperation on youth is conducted more focused under the guidance of Vientiane Action Programme (VAP) 2004-2010. VAP urges the increase of the participation of youth on the productive workforce by conducting skills training for out-of-school youth, using information and communication technology to enable more effective youth work and networking among youth in the region, promoting employability of youth and encouraging youth entrepreneurship.

In the 12<sup>th</sup> ASEAN Summit in Cebu, Philippines, ASEAN Leaders agreed to promote and to strengthen education in order to prepare youth for regional leadership, and to increase their competitiveness. In the 13<sup>th</sup> ASEAN Summit, the leaders underscored the importance of promoting greater understanding and friendship among our people through the building of stronger people-to-people linkages, especially the youth. Leaders expressed appreciation for the setting up of the SGD 5 million Singapore-ASEAN Youth Fund. The Singapore-ASEAN Youth Fund was created to promote ASEAN youth interaction and develop ASEAN youths between the age of 15 and 35 through participation in ASEAN youth projects. It also aims to foster ASEAN unity in ASEAN youths and promote greater awareness of ASEAN internationally

Many activities had been carried out to promote cooperation on youth. The recent activities were the follow-ups of the decisions in the Fifth ASEAN Ministerial Meeting on Youth (AMMY) and completed projects under the work programme on preparing ASEAN youth for sustainable employment and other challenges of globalization. The activities were also carried under ASEAN+3 (China, Japan and Korea) cooperation framework. Some of those activities were:



## 1. ASEAN Youth Investors Expo

ASEAN Youth Investors Expo was held from 30 October to 1 November 2007 in Indonesia with the participants of Brunei Darussalam, Indonesia, Lao PDR, Malaysia, Philippine, Singapore, Thailand, China and Korea. The objective of the exhibition was to gather youths from the ASEAN + 3 countries to share their creation and learn about the masterpieces of others.

## 2. ASEAN Plus Three Workshop on Youth Entrepreneurship

The workshop was held on 19-20 November 2007 in Jakarta, Indonesia. The workshop recommended the establishment of ASEAN+3 Knowledge Network on Youth Entrepreneurship which was supported by ILO and ASEAN Committee on Youth Entrepreneurship that would coordinate ASEAN+3 activities in the era. The objectives of the Workshop were as follows:

- a. Share information and good practices on how countries undertake and sustain youth enterprise programmes;
- b. Share information and good practices on how countries create awareness and understanding of the challenges of business ownership by youths;
- c. Share good examples of national policies/programmes that facilitate the school-to-work transition of youth;
- d. Strengthen the knowledge network within ASEAN + 3 on youth employment and entrepreneurship; and
- e. Identify ideas to tap on existing mechanisms for regional technical and development collaboration among ASEAN + 3 member countries on youth entrepreneurship.

## 3. ASEAN- JENESYS Programme

Japan East Asia Network of Exchange for Students and Youths (JENESYS) Programme was created by Japan Government to build solidarity among young people in East Asia by inviting them to visit Japan. The program will be held in five years and will invite 6,000 young people every year. This year, the program has been conducted in May and July 2008.

## 4. ICT Human Resources Development for Youth

The workshop on ICT Human Resources Development for Youth was convened on 7-9 March 2007 in Yangon, Myanmar.

## 5. ASEAN Youth Day Meeting and ASEAN Youth Day Award

ASEAN Youth Day Meeting was held on 6-7 February 2008 in Vientiane, Lao PDR and attended by representatives of all ASEAN member countries except Philippines. ASEAN Youth Day Award 2008 was held in conjunction with ASEAN Youth Day Meeting to award accomplished young individuals.

## 6. ASEAN Youth Homepage

A homepage ([www.aseanyouth.org](http://www.aseanyouth.org)) that contains information to enhance information among young people of ASEAN has been designed by Singapore with more interactive features and user friendly. One of the permanent features is information about the ASEAN Youth Day Award.

## 7. ASEANpreneurs Youth Leaders Exchange

The program was conducted since 15 May 2008 to 21 May 2008 in Singapore. 27 university delegates from 17 universities in 8 ASEAN countries and 2 observers were signed up for the programme to talk on social entrepreneurship and start-up basics were organized to impart entrepreneurship skills.

All activities conducted by ASEAN member countries are to fulfil the aim in providing opportunities to prepare and empower the region's youth to meet the increasing opportunities and challenges created by the process of globalisation, taking into account their capacities, potentials and vulnerabilities.

### **Future activities**

Young generation is the most vulnerable segment in the society in facing the impacts of globalization. Therefore APEC cooperation on youth should lay its purpose to prepare young generation to face the challenging and competitive future. The future challenges should be addressed by encouraging partnerships and links of solidarity between APEC young people and equipping them with skill and knowledge that can enhance their competitiveness in the globalization era.

In fulfilling those purposes, activities should be well-designed and planned. Existing activities should be maintained and new areas of activities should be explored such as:

1. Conduct activities such as seminars, workshop, exhibition, festival and exchange program to promote and strengthen networking, friendship, cooperation and mutual understanding amongst APEC young people.
2. Provide access to education, training and ICT to enhance competitiveness of youth.
3. Set up International languages classes to enhance the APEC youth competitiveness especially the young entrepreneurs.
4. Use ICT to enable more effective youth work and networking among youth in the region.
5. Seek the feasibility of setting up APEC youth organization that will serve as a channel of communication among young people in APEC region.
6. Promote employability of youth by mainstreaming youth into the national development agenda.
7. Facilitate access to credit, markets and business development opportunities and modern technologies for APEC young entrepreneurs.
8. Conduct skills training for out-of-school youth.



# **YOUTH PARTICIPATION AND YOUTH WORK IN THE PHILIPPINES**

*July 30 – August 1, 2008, Ha Noi Vietnam*





# ***Introduction***

## ***Philippines at a glance***

- ❖ 7,000+ islands
- ❖ Major island groups: Luzon, Visayas, Mindanao
- ❖ 2007 Population: 88.5 million
- ❖ 26.6 million youth (15-30 years old)



## *Profile of Youth*

- ❖ Filipino youth:
- ❖ 50.14% - males
- ❖ 49.86% - females
- ❖ 15-19 year olds – 36%
- ❖ 20-24 year olds – 32%
- ❖ 25-30 year olds – 32%
- ❖ 4 youth sub-sectors:
  - in-school
  - out-of-school
  - working
  - specific youth groups or youth with special needs



## ***Profile of Youth***

- ❖ *Interest and priority:* studies, work, and family
- ❖ *15-17 year olds:* Studies/education
- ❖ *18-24:* Work
- ❖ *25-30:* Family and conscious role in the community
- ❖ *Value:* Presence and role of FAMILY



## ❖ Filipino youth

- has a positive perception of self and fellow youth
- regards parents as role models
- take pride in being able to establish good relationships with other people
- will to do volunteer work



- ❖ Dominant issues:
  - Education
  - Employment
  - Drug/substance abuse
  - Health risk behaviors
  - Participation





## ***Youth Participation: A Major Area of Concern and Strategy***

- ❖ Principles
  - power in numbers
  - youth as beneficiaries AND partners
- ❖ What is happening on the ground?
  - lack of involvement of young people in community affairs
  - presence of school and community-based youth organizations
  - most of the time involved in implementation and not in planning



## ***Youth Participation: A Major Area of Concern and Strategy***

- ❖ Policy responses
  - constitutional provision recognizing the importance of youth
  - creation of Youth Councils (with budgetary allocation) in all 42,000 villages
  - creation of NYC to ensure wider youth participation
  - national framework for youth development or MTYDP 2005-2010



## ***Youth Work/Activities***

- ❖ National Youth Parliament (NYP)
  - conducted every two years
  - policy development mechanism for youth
  - 1,200 participating youth since 1996
  - NYP Alumni organized and partner of NYC in policy advocacy at national and local levels



## ❖ TAYO

- annual Search for Ten Accomplished Youth Organizations
- more 50 projects recognized since 2003
- encourages other youth organizations to develop and implement relevant programs and projects at the community level

## ❖ YORP

- sharing of information and mobilization mechanism



## ❖ Youth Week

- a nation-wide celebration during the 2nd week of December
- youth act as local officials
- activities such as tree-planting, youth concerts, and other youth-related activities are undertaken in communities

## ❖ GIP

- exposure of beneficiaries to government work
- increases employability of beneficiaries after stint with the host agency



## Youth Week

- a nation-wide celebration during the 2nd week of December
- youth act as local officials
- activities such as tree-planting, youth concerts, and other youth-related activities are undertaken in communities





## ❖ NYC Volunteer Program

- encourage youth to assist in various social activities

## ❖ Alay-Lakad

- solidarity walk for a cause
- fund raising activity for OSY



- ❖ Healthy Lifestyle Campaign
  - advocacy for healthy living
  - decrease number of youth engage in risky behavior
- ❖ Sangguniang Kabataan (Youth Councils)
  - recommending local policies
  - implementing programs and projects





- ❖ National Service Training Program
  - program for all tertiary –level students
  - good citizenship is promoted by “learning by doing” socio –civic activities
- ❖ Youth Entrepreneurship Program
  - encouraging the youth to become entrepreneurs through non-formal education/training



## ❖ YEP Process

- orientation
- basic entrepreneurship development trainings
- development of business plan
- mentoring
- linkages with credit facilities



## *Ideas*

- ❖ documentation of all tried and tested interventions on youth participation
- ❖ sharing of interventions through regional forums, expositions, and youth centers
- ❖ development of further studies by school-based youth
- ❖ review of existing policies and monitoring of action plans



**Thank you and Mabuhay!**





# Best Practice Examples

**VOLUNTARY ACTIVITIES**





# Youth volunteer for community

- Started in 2000, up to now, the movement has been carried out for 8 years.
- The movement has raised hundred billions Vietnam Dong and mobilized around five million young people nationwide as well as Vietnamese and foreigners.
- Slogan: "Where need helps, have us; Where have difficulty, we solve!"



# Volunteer activities:

## Volunteer activities:

- Blood donation
- Blue summer campaign
- “Helping hands” for the pupils in the university entrance examination.
- Take care of others (like poor people, disabled people...)
- ...





# Blood Donation

## Giving advice







# Blood donation





# Blood donation





# Blue summer campaign

“Blue summer campaign” is the biggest, the most important volunteer activity, with many subactivities:

- Help local and poor people
- Technology transfer
- Classes establishment
- School construction
- Knowledge dissemination
- Environmental protection
- Youth participation in traffic safety and order
- ...





# The opening ceremony of the campaign





# Build houses



Each people give a hand”

Ground breaking ceremony







# The completion ceremony





# Classes establishment





# • IT classes to help people get used to the computer







# Repair and repaint houses for poor people





# Repair the electric system



# And the electric system in the house







# We build the «youth road»







# • Environment protection:





# Help the farmers with their work:







# Check health and deliver the medicine for ethnic minorities





# «Helping hands» for the pupils during university entrance examination







**Social vices prevention**

**HIV/AIDS prevention**





# Participants

- **HIV/AIDS patients** - unsure about both themselves and the disease.
- **The poor** - miserable living standard
- **Rural residents** - poor awareness and greatly affected by harshly outdated concept.
- **Adolescents** - fragile in their hard transmission to adults.
- **Pioneers** - passive in developing their manner and protecting themselves .



# Information desk





# Key forces

- **Local youth** with sympathy and convenience of distance.
- **University and college students** with strength, enthusiasm and average knowledge.
- **Young employees** - with professions
- **Young employers** - financial potential.





# Youth as pioneers





# Activities

- **Conferences** - all key forces.
- **Rural propagation campaigns** - university and college students.
- **Local cultural centres** - local youth and young employees.
- **Home of sympathy** - young employers (financial support and jobs).



# Warning display





# Results

- Target participants become averagely aware of HIV/AIDS
- Self-protection consciousness, especially among the youth, is raised considerably, contributing to HIV/AIDS prevention.
- Prejudice against the HIV/AIDS patients is partly relieved
- Establish permanent material and mental support for the HIV/AIDS patients





Thank you  
for listening 😊

## REPORT

### APEC WORKSHOP Strengthening Youth work in the APEC region

30 July – 1 August 2008

Ha Noi – Viet Nam

Day 1	30 July 2008
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#### **Opening**

Ms. Pham Thi Phuong Chi (CYDECO) did welcome all participants.

#### **Introduction of the facilitators**

Facilitators introduced themselves and their experiences regarding the Workshop topic by a short two way interview.

#### **Introduction of participants**

The participants were invited to present pictures of their favourite places to the others in 6 groups and to exchange about it to get to know each other. A-4-Papers with these pictures, the names and economies were created. Afterwards the participants introduced their names in the plenary. The material was put on the wall of the seminar room as a gallery, where participants had the chance to watch them during the Workshop.

#### **Introduction into the programme**

Aims and objectives of the event were summarised. The programme was presented with pictures which symbolised the Workshop as a castle with different rooms which can be discovered by active contribution of the participants during the Workshop. The several modules of the Workshop were presented. Afterwards the possibility to clarify practicalities was provided by the organisers.

#### **How will we work? (Methodology)**

- We get as much as we give: a space for sharing
- Active involvement during the entire event
- Interaction among each other

#### **Roles of facilitators**

To create space for sharing  
To provoke and facilitate discussions  
To plan structure and logics of the Workshop

### **Personal aims, contribution and fears**

Participants got 3 colours of post-it's to write answers for 3 questions:

- My personal aims for this seminar (what do I want to get from the Workshop?)
- My contribution – what do I want to give/to share with other participants?
- My fears – what are the things, which I don't want to happen?

Participants could revise what other people wrote, facilitators made summary of things, mentioned on those three questions.

### **Presentation of the participating organisations**

Participants were asked to prepare a visual introduction about their organisation in groups or individually on flipchart papers following concrete questions:

- Aims of the organisation?
- Status (NGO – GO)?
- Scopes (international, national, regional, local)?
- Target group(s)?
- Activities?
- Needs of youths in the country with focus on youth participation?

Afterwards all presentations were introduced in the plenary. Participants could listen and ask questions. The material was put on the wall as an open gallery.

### **Youth participation**

Please refer to the presentation “Youth participation and empowerment”. There was short intro made to the context of youth participation and it's relation to young people, youth policies and youth work principles. Afterwards participants received the task to define in few key – words “what is the meaning of youth participation for us?”. Then participants presented various meanings. It was followed by presenting several definitions, made by famous specialists, focusing on youth participation issues across the world. Next part was the short overview of Youth empowerment meaning and theory of Youth participation levels.

At the end of the first day a short debriefing took place. Participants were asked to assess their feelings about this first day and to give a short personal insight.

### **Key questions of youth participation**

The participants were invited to discuss key questions of youth participation in groups at 2 x 3 tables:

- What is existing support and what could be possible support to help young people to become participative?
- What do young people gain from being actively involved into society?
- What is the benefit of youth participation for decision makers and power holders?

After a first collection these groups which worked on the same question were invited to share their ideas. Finally all participants could walk around and look at the presentations. They were invited to add their comments on the material. The results were collected.

### **Youth participation in practice**

Participants were asked to prepare presentations/movies/workshops on practical projects or activities promoting youth participation in society. Therefore participants from 4 economies (Indonesia, Philippines, Chile and Viet Nam) presented various programmes, projects or ongoing activities from their organisations. Please refer to the materials provided additionally to this report.

### **Non-formal education**

Please refer to the presentation “Non-formal education in youth work”. The session has started by providing the political background of APEC recent decisions and educational reform strategies, giving the basis for promoting and recognising the value of non-formal education.

Afterwards participants got such task:

- Please think what is the most important thing, which you have learned in your life? Write on the Card (5 minutes)
- Find another 3 people (preferably from other countries) and share with your learning thing by commenting (10 minutes):
  - Why it is the most important learning?
  - Where did you learn this?

Afterwards participants were asked to allocate their most important “learning things” on the rope according to the different environments, where the learning happened:

- |                         |                          |
|-------------------------|--------------------------|
| - Kindergarten          | - With friends           |
| - School                | - By myself              |
| - University or college | - By reading books/media |
| - Family                | - Youth Organisation     |
| - At work               | - Project or programme   |

– Training experiences

– “Out-of –school education”

The next step was to clarify together with participants what are the types of education and which type different environments belong to. Thus there was pretty detailed discussion about formal, non-formal and informal education areas. The results of the workshop mentioned above showed that most of the learning happens in informal learning (at families, at work, from friends), which is life-long and not institutionalised learning.

Afterwards participants were acknowledged with several definitions of the Non-formal education/learning.

The next step was the workshop in order to clarify what are the essential skills and attitudes needed for young person to be active and participative in the society. Here is the list, mentioned by participants:

Organising, management skills	Assessing, evaluation skills
Leadership	Analysing skills
Communication – Listening and speaking skills	Critical thinking skills
Pro-activity	PR skills
Cooperation - Networking	Creativity, creating innovation
Self-confidence	Flexibility
Problem Solving, facing difficulties	Intercultural (ability to deal with people from other cultures) skills
Facilitating skills	Self-reliance, self- responsibility
Good willingness	Accountability – being able to show what we have done to others
Budget, fiscal, financial management skills	Humour skills
Inter-personal skills	
IT skills	
Decision making skills	

Then participants were divided into the groups of 4-5 people, they picked-up randomly one skill and their task was to brainstorm “what are possible youth activities, which would develop those skills and attitudes for participation”.

The session has been finished by presenting main educational principles of non-formal education thus reminding that youth activities can become part of youth non-formal education of organisers are following several essential educational principles.

At the end of the second day a short debriefing in form of a “barometer” took place. Participants were asked to assess their feelings about this day and to give comments.

Day 3	1 August 2008
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At the beginning a common **group picture** was arranged with an interactive game.

### **Sharing ideas for cooperation**

The session had been made in several steps:

1. Participants had 15 minutes to think about their offers (project ideas, contribution, activities) and needs (according to the needs of young people or youth workers in the economy/ organisation) for international cooperation among APEC economies
2. Every person or group of people presented their offers and needs and hanged them on the “market rope”. Other people could revise what is offered and register for a conversation with people, offering a certain possibilities for cooperation in APEC within area of Youth work
3. Afterwards participants came back to their organisation or national groups and discussed the possible action plan in order to sustain the cooperation (What are the next steps to start the activity? What is necessary to start the activity and how to get it? Who is responsible for what?). Then every group presented their plans in the plenary.

Several concrete activities were proposed by the participants, e.g.:

- activities on volunteer service
- a common website
- activities on exchange of knowledge and skills (e.g. IT-skills) / vocational training
- (inter)cultural activities (e.g. local festival, cross country activities, common exhibition)
- youth exchange programmes

### **Evaluation of the Workshop**

Evaluation of the seminar had three steps:

1. Overview / recollection of the Workshop programme
2. Reflection on: to which extent the personal learning aims were reached? What did I learn from this Workshop? Participants designed and cut a key as symbol of learning and the link with the future “doors”, which will be needed to open. This activity ended by the sharing of learning outcomes in the plenary
3. Participants received evaluation form in order to evaluate the preparation and implementation of the Workshop and to give suggestions for improvement.

### **End of the Workshop**

