

WORLD ASSEMBLY OF YOUTH
6TH MELAKA INTERNATIONAL YOUTH DIALOGUE
“DEVELOPING HUMAN CAPITAL”
DRAFT DECLARATION

1 Preamble

- 1.1 We, the young people representing various nations have gathered in Melaka, Malaysia, from 18-21 June 2006, under the auspices of the World Assembly of Youth, the Malaysian Youth Council, the Melaka State Government, and the Ministry of Youth & Sports, to deliberate on Developing Human Capital.

2 We were guided by the following definitions:

- 2.1 Human capital is the paradigm shift in perspective which views people as assets for organisations, communities and nations. People are assets that can contribute to social and economic development if they are adequately trained and empowered with relevant knowledge and skills;
- 2.2 Human capital development is the deliberate process of identifying human assets and recognising their potential; and subsequently providing them with necessary training and capacity to perform to their maximum potentials;
- 2.3 Information is processed data that has meaning;
- 2.4 Knowledge is the sum of information and experienced accumulated and internalised by an individual;
- 2.5 Explicit knowledge is published knowledge that can be shared;
- 2.6 Tacit knowledge is internalised and gained through culture, tradition and experience, but not readily available in a format that can be shared;
- 2.7 Knowledge management is the systematic process of storing knowledge for current and future use;

RECOMMENDATIONS

3 We resolved to enhance explicit knowledge in youth in the following ways:

- 3.1 Printed media such as books, journals, newspapers and brochures are sources of explicit knowledge. Young people should be provided with access to this media;
- 3.2 Information and communication technologies have the potential to bridge the knowledge divide. Access to the Internet, television, radio and modern communication mediums is essential to enhance the availability of up-to-date knowledge to young people;
- 3.3 Human mediums can disseminate explicit knowledge through formal education, training, conferences and workshops. Young people should therefore be provided with these opportunities on a life-long-learning basis;

4 We resolved to enhance tacit knowledge in youth in the following ways:

- 4.1 National service is an excellent means of imparting tacit knowledge to youth, through their involvement in practical training, and their exposure to other youth from various backgrounds, as well as the opportunity to serve their nations;
- 4.2 Co-curricular activities should be encouraged, such as school clubs, youth associations and other volunteer groups. This enhances the civic participation of youth;
- 4.3 Leadership training programmes help to develop young leaders and enhance human capital;
- 4.4 Training programmes should focus on developing multiple intelligences and not merely cognitive intelligence as the current education system emphasises;
- 4.5 Youth should be inculcated in national development programmes by involving them in social and economic sectors in their countries;
- 4.6 Mentorship programmes have proved successful in nurturing young entrepreneurs, scientists, social workers and educationists. Mentorship programmes should be developed in all sectors of national economies;
- 4.7 Apprenticeship and internship programmes are practical ways of imparting tacit knowledge in youth;

- 4.8 Vocational training is an important means of imparting practical skills in youth;
- 4.9 Entrepreneurship can enable nations to reduce youth unemployment, and can boost national development by increasing value-adding to local produce and resources;
- 4.10 Young people can gain valuable knowledge through discussion groups, interaction and exposure to diverse cultures, and through practical training;
- 4.11 Travelling opens up the minds of youth and enables them to evaluate best-practices and to improve their own perspective of issues;

5 We resolved to encourage the development of a Knowledge Management Culture in Youth as follows:

- 5.1 It is important to develop partnerships with the media, which can be used as a platform for disseminating information and encouraging a knowledge management culture;
- 5.2 Youth should be exposed to multiple global cultures to enable their minds to assimilate the diversity of the world and to learn from other's experiences;
- 5.3 Participation in workshops, seminars and conferences offers a high degree of exposure to young people which enhances their knowledge and experience;
- 5.4 Knowledge can be shared through websites and weblogs which provide a platform for youth to informally exchange ideas and experiences;
- 5.5 Encourage experimental learning amongst youths: they should keep asking the questions "Who, Why, What, Where, When and How" to keep learning;
- 5.6 Youth should be actively involved in entrepreneurship projects for self-knowledge awareness and group knowledge upliftment;
- 5.7 Encourage youth to be well-versed in civic, political and human development issues;
- 5.8 Encourage critical thinking through reading habits and a culture of knowledge acquisition;
- 5.9 Develop community centres at all levels, from village to district to regional/provincial to national level. These would be resource centres for knowledge partnering and utilisation. It would also provide technological access;
- 5.10 Parents, community leaders and local partners should be directly involved in creation, dissemination and utilisation of knowledge;

- 5.11 National youth councils should partner with media for better exposure, and to influence the media to be youth-friendly;
- 5.12 National youth councils should also partner with knowledge-based companies such as Multinationals and technology companies which can contribute to local knowledge;
- 5.13 Partnerships can be established between national youth councils, with the World Assembly of Youth and the United Nations as central coordinating agencies in knowledge programmes;
- 5.14 Encourage dissemination of information through continuous training and development programmes;
- 5.15 Promote a culture of “organisational learning” as well as a culture of “learning organisations”;
- 5.16 Undertake knowledge management projects to promote creation of new knowledge, knowledge culture among youth, and nurturing a knowledge-sharing environment;
- 5.17 Encourage volunteerism amongst youth to expose them to different assignments which increase learning through experience;

6 We believe that education is crucial for Human Capital Development to take place. This can be improved as follows:

- 6.1 National Youth Councils (NYCs) should lobby the relevant educational authorities to ensure a change in paradigms of education from one of cognitive or knowledge based approaches to multiple intelligence or people based approaches;
- 6.2 Educational authorities should develop prescriptive/diagnostic units within schools to assess the psychological and physical well-being of students so as to identify challenges early and prescribe relevant treatment;
- 6.3 NYCs should create the framework to facilitate increased opportunities for rural youth to be included in mainstream education processes and structures;
- 6.4 NYCs should lobby the relevant educational authorities to ensure the implementation of the teaching of civics in schools so as to foster a greater sense of patriotism and nationality among young people;
- 6.5 NYCs can work with Multinational Companies (MNCs) and other corporate interests for the implementation of an entrepreneurial training component so that young people can also acquire the capacity to start their own businesses rather than rely on established structures for employment;
- 6.6 NYCs can work with MNCs and other corporate interests for the implementation of a holistic life skills training component as an

- addendum to the skills training programme so that young people can develop critical social and interpersonal skills;
- 6.7 Educational institutions should ensure that young people are taught using more critical thinking and analytical approaches rather than simply focusing on knowledge transfer;
 - 6.8 NYCs should work with Governments to develop structures for the retention of the country's human resources so that the country benefits from its own investments in human resources, thereby stemming the brain drain being experienced by developing nations;
 - 6.9 The meeting congratulates the World Assembly of Youth for creating the World Youth Institute (WYI), and encourage this institute to function as a macro coordinating structure for facilitating global education and training programmes for young people and youth institutions.

7 We believe that training is crucial for Human Capital Development to take place. This can be improved as follows:

- 7.1 Training should focus on imparting marketable skills that are relevant to industry requirements and national development priorities;
- 7.2 An interface between training institutions, such as vocational training centres, and industry is required to ensure that skills gained are relevant and immediately applicable to the local situation;
- 7.3 Training should be viewed as a continuous process that is a part of all employment and learning systems;
- 7.4 New areas of training such as biotechnology, information technology and bio-informatics should be introduced to developing nations to assist them to leap-frog the development process;
- 7.5 Partnerships should be established with the private sector to provide on-the-job training programmes where more young people can further enhance their skills or develop new or additional skills;
- 7.6 Distance education training programmes should be developed to make education and training available and accessible to all youth;
- 7.7 Special attention should be paid to disabled youth as they should be trained to be productive using the skills that they are capable of;

- 7.8 Entrepreneurship training is required to enable young people to become employers instead of employees, as not all young graduates will be absorbed by the job market;
- 7.9 Leadership training is essential to ensure that young people grow to be principled, disciplined, focused and knowledgeable leaders;
- 7.10 Community centres should be used as training bases at all levels of society;
- 7.11 The World Assembly of Youth should develop international skills exchange programmes to enhance sharing of knowledge and skills;

8 We therefore conclude as follows:

- 8.1 People are any nation's greatest resource, thus an investment in people can yield manifold returns. Youth are the biggest sector of society, and a key resource for national development. Human capital development programmes should therefore focus on developing explicit and tacit knowledge in youth, encouraging a knowledge culture and knowledge workers.
- 8.2 Education and training should be a life-long process that utilises the multiple-intelligence approach to develop skills which untap the latent potential of any youth.

Ends.

DRAFTING COMMITTEE:

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