THE STRATEGIES OF THAI VOLUNTEER SERVICE FOUNDATION IN EMPOWERING YOUTH CIVIC ENGAGEMENT IN ASEAN

BY

MISS PIMJAI BANLANGPOH

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS (ASEAN STUDIES) PRIDI BANOMYONG INTERNATIONAL COLLEGE THAMMASAT UNIVERSITY ACADEMIC YEAR 2017 COPYRIGHT OF THAMMASAT UNIVERSITY
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THESIS

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ENTITLED

THE STRATEGIES OF THAI VOLUNTEER SERVICE FOUNDATION IN EMPOWERING YOUTH CIVIC ENGAGEMENT IN ASEAN

was approved as partial fulfillment of the requirements for the degree of Master of Arts in ASEAN Studies on August 8, 2018

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ABSTRACT

Around 65% of ASEAN population today is comprised of those under 35 years old and they are the driving force to shape our future (YSEALI, 2015). It corresponds to the rise of youth movement nowadays in globally, because the root of the social problem now related at national and international levels. Thus, the number of youth civic engagement occurred across many regions (UNDP, 2012). ASEAN Youth Forum (AYF) undertaken by Thai Volunteer Service Foundation (TVS) has just established in recent years as well. Therefore, the research focus on the strategies of Thai Volunteer Service Foundation in Empowering Youth Civic Engagement in ASEAN, so as to strengthen youth power for addressing their societies as a role model. The author interview deeply with five TVS staffs and ten youth-led of AYF from each ASEAN members via face to face and telephone.

The finding explained that TVS employed its five strategies to build youth civic engagement in ASEAN; Creating Youth Forum, Training, Follow up, Consultation, and Financial Support. Although TVS has limited resources, they can
produce the youth-led of AYF to run the project by themselves after they were empowered through TVS’ strategies. At present AYF validate the new declaration; Yangon Declaration: ASEAN Youth Statement 2014 as their mandate to implement youth activities across ASEAN. However, there were also various factors that influencing in youth work. TVS or other youth organizations should improve their strategies for further development in the long term.

**Keywords**: Strategy, Empowerment, Youth Civic Engagement
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Last but not least, I would like to express my deep gratitude to my family, and all of my friends, to encourage and guide me in MA study. I hope that the result of this research will benefit for those who related in the field of youth civic engagement. Ultimately, the potential of youth civic engagement can develop in ASEAN, so that well-being disseminates through the region.

Miss Pimjai Banlangpoh
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<td>AYF</td>
<td>ASEAN Youth Forum</td>
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<td>CYM</td>
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CHAPTER 1
INTRODUCTION

Problem and Its Significance

The United Nation endorsed the declaration on the promotion among youth with the ideals of peace, mutual respect and understanding between persons since 1965. In 1985, the United Nations General Assembly proclaimed the 1985 as the international youth year: participation, development and peace. On the tenth anniversary of international youth year in 1995, the United Nations strengthened its commitment to young people by directing the international community's that included the challenges of youth into the next millennium goals by adopting an international strategy called “the World Program of Action for Youth to the Year 2000 and Beyond” (Flanagan, 2010).

However, Youth Civic Engagement was globally emphasized practically in the world in recent years after being declined 20 years ago (UNDP, 2012). Nowadays, the social impacts not only effect on a national level, but also transnational and international level. Consequently, Today, Youth Civic Engagement has become more frequent in many regions; Europe, North America, Latin America, South Asia, and the ASEAN community, filling a gap between social and developmental problems. As we can learn from history, In Thailand, students protested in October 1973 against a military dictatorship. The resulting demonstrations led to political change in the form of a new election in Thailand (Reynolds, 1987). In 1960s, the youth movement grew across the United States. During that decade, youth groups joined public discourse to try to change public policy. (Taj & Kim, 2011).

Today, around 65% of the ASEAN population are under 35 years of age. They are a driving force to shape the future (YSEALI, 2015). Youth have the power to transform a society from leader-centric to people-centric. The power for change among youth is based on social support rather than numbers. If it receives sufficient societal support, Youth Civic Engagement may address societal issues, creating a more
inclusive society. As a result, ASEAN countries are investing in Youth Civic Engagement for community balance.

The Thai Volunteer Service Foundation (TVS), a civil society organization in Thailand, has been playing a key role in strengthening the power of youth through its networks both at national and regional levels. It holds the ASEAN Charter principle of the ASEAN community being a people-centered organization.

On August 8, 1967, the Association of Southeast Asian Nations (ASEAN) was established by five political leaders; Indonesia, Malaysia, Philippine, Singapore, and Thailand for socio-economic and political strengthening purposes. In 2007, the 13th ASEAN Summit agreed to establish the ASEAN Charter, in order to completely construct the ASEAN Community by 2015. The goal of the ASEAN Community is to become a “people-centered organization.” However, the participation of people in the government decision-making process still remains limited until now. In particular, youth in ASEAN play only a small part in major decisions made (Terence, 2011).

The ASEAN Charter concept of being people-oriented has inspired the Thai Volunteer Service Foundation (TVS) to coordinate with its networks to form partnerships which in turn should lead to a people-center community in ASEAN. These partnerships include Track 1 (governmental sectors), Track 2 (academic sectors), and Track 3 (civil society sectors), who collaborate for running ASEAN activities, and through these activities, they convey young people’s voices to ASEAN’s decision makers. These procedures are to collectively address the common social issues in ASEAN, such as transnational issues and the conflicts embedded among ASEAN countries through historical curricula or family transferring (Somboon, 2010).

Therefore, since 2005, TVS has taken the initiative as the leader of civil society organizations with the goal of building popular civic engagement in ASEAN, focusing on the participation of youth. Even before that, TVS had considerable experience in youth development both at national and regional levels. In 1980, TVS created an empowering program for youth to resolve the social problems in their communities. For 37 years since its establishment in 1981, TVS has aimed to promote youth civic engagement in ASEAN, to fulfill the following objectives:
• Create a forum of learning, developing social awareness and acquiring skills for youth who are committed to helping marginalized people;
• Enhance the capacity of youth to develop their skills and analytical thinking by conducting training and exposure trips;
• Promote collaboration among non-governmental organizations and governmental organizations; and
• Explore various social development approaches together with other sectors to create a just and peaceful society.

As a result, there is a broad continuum of youth civic engagement projects both at national and regional levels. Those focal four projects are operated by both full-time and part-time volunteers. Those projects include Human Rights Project, Youth Leadership for Social Change, Collaboration of the Young Generation in the Mekong Region (CYM), and Youth for Food Sovereignty (TVS report, 2009).

Because the focus areas of these projects involve the ASEAN member countries, the staffs and youth-led working groups of the Thai Volunteer Service Foundation accumulate extensive experience as the key actors in these civil society networks in ASEAN.

As mentioned above, the Thai Volunteer Service Foundation plays important roles in the ASEAN region to build youth civic engagement through the ASEAN Youth Forum and to lead related ASEAN activities via the Focal Fours projects of TVS. In other words, the Thai Volunteer Service Foundation can use these forums to continually build ASEAN awareness and regional recognition of youth civic engagement. Importantly, the sense of being people-centered is stimulated through those projects with the active participation of youth and people in ASEAN. However, according to TVS evaluation reports, there are remaining challenges that are significant for building youth civic engagement (TVS Report, 2017).

Therefore, this study is to understand the strategies of the Thai Volunteer Service Foundation in empowering youth civic engagement in ASEAN. The TVS has been active in youth development for almost 40 years, and has been the key promoter of concrete social changes both at the national and regional levels (AYM, 2013).
Significantly, the ultimate goal of this case study is to learn its strategies for strengthening Youth Civic Engagement in ASEAN as a role model.

1.2 Research Questions

How do the strategies of Thai Volunteer Service Foundation empower youth civic engagement in ASEAN?

1.3 Objectives

1.3.1 To learn the background of the Thai Volunteer Service Foundation in empowering Youth Civic Engagement in ASEAN

1.3.2 To analyze the strategies of the Thai Volunteer Service Foundation in empowering Youth Civic Engagement in ASEAN; and

1.3.3 To investigate the effectiveness of Thai Volunteer Service Foundation strategies in youth civic engagement.
CHAPTER 2
REVIEW OF LITERATURE

This chapter is to provide concepts and understanding mainly responding to the research question of how do the strategies of Thai Volunteer Service Foundation empower youth civic engagement in ASEAN. There are several relevant theories and concepts including previous studies on the following topics: (1) youth civic engagement; (2) concept of strategic planning; (3) SWOT analysis framework; and (4) concept of empowerment.

2.1 Youth Civic Engagement

A majority of the literature describes how youth civic engagement to date has been increasingly involved with public interests in many countries and regions (Alex, 2010; Terence, 2011; UNICEF, 2008). Importantly, UNICEF reported in 2008 that approximately one-third of the world’s children and young people lived in East and Southeast Asia (UNICEF, 2008, 7). YSEALI further emphasized that around 65% of ASEAN population today is comprised of those under 35 years old and they are the driving force to shape our future (YSEALI, 2015). With a huge number, it is expected that youth can positively change for these countries and regions in the near future. Consequently, many countries and regions currently take into account in the development of their own youth by focusing on youth civic engagement (Alex, 2010).

2.1.1 Definition of Youth Civic Engagement

There are diversified definitions of Youth Civic Engagement, that is, based on different contexts and perspectives. However, for this research, Youth Civic Engagement refers to the definition as defined by the four following scholars:

**Belonging:** Youth have a sense of belonging with their hometown and would like to address some social problems in their area and networks (UNESCO, 2012).

**Care & Social Justice:** It is believed that civic engagement is a non-political or social form enhancing youth social capital and reducing skilled labour shortages, thus
enhancing the demographic dividend in developing regions like South Asia (Alex, 2010).

**Engaged Citizenship:** Youth civic engagement is linked to increase public awareness of the right of children and young people to have their voices heard to be open to the engagement of young people as active contributors to social change (United Nations, 2016).

**Positive Youth Development:** World Bank described youth civic engagement as one of the most important activities for a healthy transition to adulthood for both the youth of today and the next generation (United Nations, 2016).

In addition, Roch (2010) further suggested that youth civic engagement consisted of three focal points: a shared vision, a political will, and a collective decision-making.

### 2.1.2 Features of Youth Civic Engagement

Fletfher (2003) proposed that youth civic engagement had four powerful features including: (1) youth as the social group with the most potential age for improving the society; (2) an organized movement as the frame of action; (3) Supportive material and social cognitive resources; and (4) having a certain purpose for the participation of a specific impact on the immediate goal. Actually, these four main features best describe the characteristics of youth civic engagement by considering in the combination of other factors. The study of Youniss also supported that these features could describe the characteristics of youth civic engagement (Youniss, 2009, 971).

Besides these four main features of youth civic engagement, the American program called “Tech for America” demonstrated that equally accessible education was another important feature to support youth civic engagement. Still, it was agreed that the four features were the success or failure factors of youth civic engagement projects (Youniss, 2009, 971).

### 2.1.3 Levels of Civic Engagement

Civic engagement can be done in different levels and each level focused on a certain point. According to Stone et al. (as cited in Roch, 2010, 30), youth
civic engagement could take place in three levels: collective cognition, using public platforms as leverage points, and building new policy regimes. Collective cognition is the first step in gaining the participation of stakeholders in civic engagement in order to form the networks to take action to find possible solutions for solving real problems. Using public platforms as leverage points is the second step in seeking for participation from everyone to identify the problems occurring in the public sectors. In addition, active collaboration with the relevant political bodies is suggested for implementation of any youth civic engagement projects. Building new policy regimes is the final step to ensure that youth civic engagement is sustainable in the society. This research was guided by these three levels and focal points to develop youth civic engagement in ASEAN.

2.1.4 Types of Youth Civic Engagement

Although there are many types of youth civic engagement, UNICEF (2008) categorized youth civic engagement into 11 following types:

1. Formal, long-term community services and volunteering: 20 hours per week of services within three months or more;
2. Part-time volunteering: more than two hours per week within two months;
3. Occasional volunteering: anything less than the above requirement;
4. Service-learning: a school or non-school program engaging students contribute their service skill to solve the problem in schools and communities, and conforming to their setting objectives with community needs;
5. International volunteering: volunteers contribute their service to other communities, not their own;
6. Mutual aid: groups of people who have the same situation assisting and supporting each other within the same community or social groups. The distinction between volunteer and beneficiary may be less clear;
7. Youth for governance: youth delegates represent or lobby government bodies to develop public policies about Youth Civic Engagement programs;
8. Advocacy and campaigning: raising public awareness or reforming legislation, changing cultural norm or government policy;
9. Youth media: providing possible media production including video, radio, film, newspaper by young people for public;
10. Social entrepreneurship: creating and designing innovative solutions for addressing social problems; and
11. Leadership training and practice: organizing workshops to learn and practice leadership skills as well as participating in volunteer activities.

2.1.5 Advantage of Youth Civic Engagement

The civic engagement process can create the check and balance system of the state and reduce the likelihood of corruption and oppression. Meanwhile, engaging in politics and public affairs of citizens can lead to the fair distribution of public goods and services. Those who participate more also tend to receive more benefits from the system (Lerner, R., 2004). This is a good example describing the positive outcomes of youth civic engagement and the needs of a developing nation like India (Bhangaokar & Mehta, 2012).

To summarize, youth civic engagement can create both collective and individual well-being. The mutual benefits consist of physical aspects such as improving infrastructure; socio-economic aspects such as improving health and education systems or decreasing violence and discrimination; or governance-related aspects such as reducing levels of corruption or authoritarianism in public services as a result of increasing citizen participation. In terms of individual benefits, it can improve life skills of individuals with the principles of social participation. These life skills can be applied to daily life activities including in the workplace known as “soft skills.” Besides, these skills can encourage young people to more fully and productively participate in future youth civic engagement activities. For instance, engaging youth can gain technical skills like knowing how to access the resources for achieving the goals and having the ability to support networks. Thus, two decades ago, many scholars began recognizing youth civic engagement as a means of promoting youth development in each society. The proof of those studies inspired this research to study about youth civic engagement in ASEAN.
2.1.6 Relevant Studies of Youth Civic Engagement in ASEAN

Similar to global trends, youth civic engagement in ASEAN regional civil society organizations is growing, both in terms of their level of commitment and the number of advocates. However, some studies indicated that many challenges still existed in achieving full engagement among youth actors, both at national and regional levels (Terence, 2011). Additionally, United Nations claimed that only youth living in urban areas could be part of the policy-making process while youth living in rural areas were excluded from that process (Terence, 2011).

As mentioned above, youth civic engagement plays an important role in effecting social change in ASEAN. However, the civil sector should take part more to welcome youth participating in this process. To boost the effort beyond what has already been accomplished by the broad-based conferences being already in place in enhancing local communications, it would be more helpful to establish platforms to share and discuss in the common thematic issues between civil service organizations (CSOs) and ASEAN policy makers. Furthermore, the key findings in the progress reports of each country on ASEAN projects is the important information for the state (or government) in determining the characteristics and agendas of CSOs. Unfortunately, the discussion of ASEAN CSOs and scholars showed that there seemed to be no structured process for consultations between civil society and government in ASEAN (Terence, 2013). As such, it is essential not only to strengthen cooperation between youth civic organizations and governments at the national level, but also to promote a creation of structured process of collaboration among agencies (Terence, 2013).

To focus more on exploring the factors influencing Youth Civic Engagement, it found not many studies emphasizing on strengthening the works of Youth Civic Engagement Organization particularly. In addition, numerous studies on youth civic engagement targeted at the national level rather than regional or global level (Bhangaokar, 2012; Zhang, 2013; Terence, 2013). Although there were few works on youth civic engagement in the international level, it still lacked of the regional studies on youth civic engagement organizations as the focal point. Therefore, this study is to explore the strategies of Thai Volunteer Service Foundation in empowering Youth Civic Engagement in ASEAN and to investigate how the Thai Volunteer Service
Foundation could be effective in youth civic engagement. It is evidence that Thai Volunteer Service is the organization of youth development for almost 40 years and plays as the key concrete actor for social changes both in national and ASEAN levels (AYM, 2013). Significantly, the ultimate expectation of this case study is to be a role model for strengthening Youth Civic Engagement in ASEAN.

2.2 The Concept of Strategy and Strategic Planning

Part of Thailand Volunteer Service Foundation’s vision is to build youth civic engagement in ASEAN. It is also clear evidence that Thailand Volunteer Service Foundation’s could make the great progress in building youth civic engagement in ASEAN. Therefore, this study is to discover its strategies in successfully reaching that vision.

The concept of strategy is the notion furnished with normative qualities that has been obtained by reviewing and integrating the definitions of strategy offered by leading scholars in the field. Certainly, different scholars have tended to give selective attention to the wide variety of issues relevant to strategy definition. As described by Chandler (1962), strategy is the determination of the basic long-term goals of an enterprise, and the adoption of courses of actions and the allocation of resources necessary to carry out these goals. Similarly, Schendel and Hatten's (1972) explained that strategy is the basic goals and objectives of the organization: the major programs of action chosen to reach these goals and objectives, and the major pattern of resource allocation used to relate the organization to its environment. The strategy accordance with these concepts emphasize on strategy as a means of establishing the organizational purpose, in terms of its long-term objectives, action programs, and resource allocation priorities. On another perspective, Glueck (1976) viewed that strategy is a unified, comprehensive, and integrative plan designed to assure that the basic objectives of the enterprise are achieved. In other words, strategy is set as a coherent, unifying, and integrative blueprint of the organization as a whole. In addition, strategy can be described as a response to external opportunities and threats, and internal strengths and weaknesses. Throughout this lens, Steiner and Meiner (1977) stated that strategy is the forging of company missions, setting objectives for the organization in light of external
and internal forces, formulating specific policies and strategies to achieve objectives, and ensuring their proper implementation so that the basic purposes and objectives of the organization would be achieved.

From the basic concept of strategy, it has been developed to the concept of strategic planning in order for organizations to apply the concept of strategy to the practical implementation. According to original meaning, strategic planning is guided by two elements: first, to think big by taking into consideration of all possible options and paying attention to the changing environments; and second, to focus on a clear, final and long-term goals to be achieved (UNESCO, 2010). However, the concept of strategic planning was later on adapted to the business sector, public agencies and nonprofit organizations. The basic assumption is that all organizations have specific long-term goals to reach and resources are always limited, so they have to find the most efficient way to attain those goals with existing conditions.

Nowadays, strategic planning is not just a simply technical tool for organizations in taking actions to surrounding environments and reach their future objectives. It is essential for all staffs to really understand the organizational purpose and direction in making everyday choices about what actions should be taken in order to produce the expected results. Therefore, strategic planning should start with the participation of all organizational staffs in formulating of a mission and a vision statement (Kaufman & Herman, 1991). A mission statement is a short paragraph summarizing: the overall goal that the organization is trying to accomplish; the main method that is going to be followed to reach the goal; and the basic principles and values that will guide the fulfilment of the mission (Kaufman & Herman, 1991). In addition, a mission and vision statement should have the following four characteristics: sensitive to the environment; result-oriented; a mobilization instrument; and flexible in its implementation (UNESCO, 2010).

However, strategic planning is viewed differently by various scholars. Johnson (2017) pointed out that the organizational strategy is the actions taken step-by-step to reach the long-term goals by collaborating with all sectors within that organization. Another view is that the strategic planning process is the best instrument to achieve the organizational goals. Throughout the process, it consists of 5 elements: goal-setting, organizational analysis, strategic formation, strategic implementation, and
evaluation (Clayton, 2017). Although strategic planning is explained slightly different in these examples, the main concept is consistently defined as the most effective instrument in reaching the organizational goals.

2.2.1 Strategic Planning Models

There are many different frameworks and methodologies for strategic planning and management. While there is no criteria to determine the perfect framework, most of them follow a similar pattern and have common attributes. Many frameworks are cycle through variations on some very basic phases: (1) organizational analysis or assessment, understanding in the current development of internal and external environments; (2) strategy formulation, understanding in the development of high level strategy and the documentation of basic organization-level strategic plan; (3) strategy execution, understanding in the transition of the high level plan into more operational planning and action; and (4) evaluation or sustainment/management phase, understanding in the occurrence of ongoing refinement and evaluation of performance, culture, communications, data reporting, and other strategic management issues (BSI, 2017).

These strategies are also partially used in this study as the guidance to analyze the Thai Volunteer Service Foundation in empowering youth civic engagement in ASEAN (BSI, 2017). Besides above models, some examples of strategic planning models are presented below.

(1) The 4-Step strategic planning approach

This is a basic structure that guides the drafting and developing organizational strategies both holistically and in detail. It consists of four following steps: (Crumpton, 2013)

STEP 1: Circumstance Analysis (Where are we now?);
STEP 2: Organizational Direction (Where do we want to get to?);
STEP 3: Strategy Development (How are we going to get there?); and
STEP 4: Monitoring and Evaluation (How will we know when we have got there?).
(2) Conventional Strategic Planning

Although it is not suitable for every organization, conventional strategic planning is the most common model widely used among many organizations. It is ideal for organizations that have sufficient resources to pursue very ambitious visions and goals, have external environments that are relatively stable, and do not have a large number of current issues to address. It comprises of the following steps:

1) Developing the mission or vision statement;
2) Analyzing both the internal and external situation of the organization;
3) Determining the multi-year strategies or goals to achieve the vision;
4) Developing action plans that define the people responsible (by job description) for achieving each goal within the timeline;
5) specifying related plans; for example, staffing, materials, marketing and financial plans; and
6) Systemizing steps 1-3 into a strategic plan, and 4-6 into a one-year functional plan (Crumpton, 2013).

While conventional strategic planning is generally recognized as an effective model, some people consider it to be too limited and linear. There are two analytical perspectives: one believes that it produces a long sequence of systematic activities to do, so organizations would remain constant and predictable while all of those activities are in progress. Another believes that organizations are resilient and dynamic systems that do not shrink from change, so a strategic plan produced from conventional planning might feel restrictive and quickly fall out of date (Crumpton, 2013).

(3) Issues-Based Strategic Planning

Issues-based strategic planning is the most appropriate model for organizations that have limited resources, several current and major problems to solve, and little success to date in achieving ambitious goals. If such organizations use the conventional model of strategic planning, they will struggle to meet the vision. However, when they succeed by using issues-based strategic planning, they can later apply the conventional model for the longer term. In addition, many people often assert that issues-based strategic planning is merely the internal strategic planning while others argue that this model is very tactical for longer-term planning later on (Crumpton, 2013). The model includes the following steps:
1) Specifying 5-7 of the most considerable problems the organizations are currently facing; 
2) Providing action plans to address each problem over the next 6-12 months; and 
3) Containing that information in a Strategic Plan.

(4) Organic Strategic Planning

This model can achieve a very long-term vision for organizations that consist of diverse people and cultures. The organic model is based on a long-term vision best achieved through a collective learning process and a changeable learning system, both focusing upon the final vision (Crumpton, 2013). The model is comprised of the following steps:

1) Gathering as much information as possible from people in the community to develop the long-term vision;
2) In monthly meetings, each organization member offers their vision, then chairman selects the best example vision with at least one practical action that should help achieve the vision before the next group meeting; and
3) In the next meetings, members regularly report on actions taken and lessons learned.

The outcomes of such meetings may help more clarifying vision. Occasionally, the vision and the lists of achieved actions are presented in a Strategic Plan.

(5) Real-Time Strategic Planning

Real-time strategic planning is similar to organic strategic planning in terms of its suitability for adjusting to rapidly changing external circumstances, requiring a long-term vision. The professionals suggest that the strategic plan should be applied uninterruptedly, or in "real time" (Crumpton, 2013). The model has the following steps:

1) Setting up the visions or values;
2) Analyzing the external environments, then suggesting opportunities and threats the organization is facing;
3) Sharing those lists of opportunities and threats with the Board and members of the organization for strategic thinking and discussions;
4) Then evaluating the internal environment of the organization and suggesting a list of strengths and weaknesses within the organization;

5) Presenting those lists to the Board members of the organization for strategic thinking and discussions, using a SWOT analysis (see below) to analyze all lists; and

6) Repeating steps 2-5 regularly, every six months or annually, and documenting the results in a Strategic Plan.

(6) Alignment Model of Strategic Planning

This model is similar to issues-based planning; thus, many people might perceive the alignment model to be focused on internal planning, rather than strategic planning (Crumpton, 2013). On the other hand, others would argue that the model is really strategic because the principal objectives of this model are to secure strong alignment with the internal operations in achieving the goals (Crumpton, 2013). The model contains the following steps:

1) Setting up and sharing the goal, resources and needed support for members;
2) Analyzing the internal performances which are the keys to achieving the goal;
3) Adjusting those that are not keys to achieving the goal; and
4) Establishing effective strategies that align with those keys and non-keys performances and adjustment to meet the goal.

(7) Inspirational Model of Strategic Planning

This model is suited for those organizations having little time available for a Strategic Plan but still needing to achieve realistic goals. Some experts claim that this model is not really a variation of strategic planning; however, others assert that the way of inspiring might help the organization reach practical goals as well as the usual approach does (Crumpton, 2013). The model consists of the following steps:

1) gathering Board members and key employees together for planning;
2) beginning with an inspirational vision of the organization by focusing on powerful wording in the mission statement; and
3) discussing how to reach long-term goals while serving the advantage of customers and clients, and then compiling the selected vision and goals in the Strategic Plan.
As mentioned above, there are several strategic planning models used today. Each model has its own procedure to come up with a strategic plan. However, all models have a common characteristic, that is, to systematically reach the organizational goals. As applying for this research, therefore, some of these seven strategic planning models can provide a suitable strategic outcome for the Thai Volunteer Service Foundation. It is also essential for each organization to be careful in selecting an appropriate model for its strategic planning procedure in order to create the best strategic plan for its own unique situation. In this paper, the Alignment Model is used as the framework in responding to the research question of how do the strategies of Thai Volunteer Service Foundation empower youth civic engagement in ASEAN.

2.3 SWOT Analysis Framework

SWOT analysis is a technique for strategically examining the environment of an organization, including internal and external environments. While internal environment factors of the organizations are usually identified as strengths (S) or weaknesses (W), external environment factors of the organizations are addressed as opportunities (O) and threats (T) (Dudovskiy J., 2017). While strengths and weaknesses are internal, meaning that they exist within the organizations and are relevant only to that organization, opportunities and threats are external, meaning that they exist outside of the organizations and are therefore society-wide (Dudovskiy J., 2017). Thus, SWOT analysis can provide information that is helpful in matching the organization’s resources and capabilities to the competitive environment in which it operates. As such, it is instrumental in formulating and selecting the best and most effective strategy. There are several techniques used for examining the internal and external environments of organizations. For this study, the 4M analysis (manpower, money, material and management) is used to examine the internal environments of the Thai Volunteer Service Foundation by assessing its strengths and weaknesses. A PEST analysis (politics and law, economy, society and culture, and technology) is used to examine the external environments of the Thai Volunteer Service Foundation to identify its opportunities and threats. As Steiner and Meiner (1977) suggested, internal and external analysis of the environments would be done before making any strategic
plans by applying strategic management perspectives. For internal contexts, manpower, money, material, and management are examined as most relevant factors. For external contexts, socio-cultural conditions, technological issues, economic elements, and political and legal issues are examined as external factors (Steiner & Meiner 1977).

2.4 The Concept of Empowerment

2.4.1 Definition of Empowerment

Empowerment is defined in different ways depending on whom would be empowered and the particular circumstances of the empowerment. In other words, empowerment is defined based on the unit of analysis. At the individual level, empowerment is defined as the process of facilitating the individual’s access to the resources required to reach his/her goals in life (Alhani F., 2003).

At the group level, Croft and Bresford explained that empowerment is the group process of encouragement. In this process, a group of people is empowered by stimulating their positive self-esteem. It is expected that this empowerment process can lead to social change (Anderson RM & Funnel MM, 2003). At the community level, Anderson RM & Funnel reported that empowerment is to improve a community based on the participation of all community members in addressing their problems together (Beresford P., 2003). Further, thinking and analyzing skills are the essential keys in the empowerment process which lead to social change (Anderson RM & Funnel MM, 2003).

According to these definitions, it can be concluded that empowerment is the process of supporting individuals or groups of people to reach certain goals with positive attitudes and actions. For youth empowerment in this study, it is described by UNESCAP as promoting and supporting youth both at the self-fulfillment level and at the level of youth in general to reach their potential for developing their economic, social, and cultural lives (UNESCAP, 2000).
2.4.2 Empowerment Perspectives

Besides definition, empowerment perspectives can be viewed based on source of power creation. In a pluralist perspective, everyone can obtain power because everyone is created equal regardless of personal conditions (Jim, 2000). In contrast, an elite perspective assumes that people are created unequal; therefore, elites have more power in society and maintain their status through political mechanisms. To empower through this elite, the following steps are necessary: learning the rules of the ruling class; engaging elites in order to persuade them; allying with the elites to access law enforcement; and gradually decreasing the role of the ruling class (Jim, 2000).

Slightly different from the previous perspectives, a structural perspective sees power as in the middle, emphasizing that regardless of social structure, any social relationships can be used to strengthen the power of social networks (Chanda, 2011). To be more philosophical, post-structural perspective explains that power comes from truth and knowledge, by focusing on building understanding of that truth and knowledge—which is also the methodological basis of this study (Ife & Jim, 2000: 3).

2.4.3 Categories of Empowerment

The empowerment process can be categorized as individual, group, and community empowerment. While individual and group empowerment are seen as the process of a person or a group gaining more power to continually decide their own futures in concrete ways, community empowerment is seen as a process consisting of five elements: personal actions, mutual support groups, community organizations, partnership coalitions, and social and political actors (Chanda, 2011).

As mentioned above, the empowerment process can be described in different ways. Each of which is derived from different perspectives. To study youth civic engagement in the very diverse ASEAN contexts, all categories of empowerment are used in this research, both at the individual and ASEAN community level by focusing on improving people’s understanding of the relevant truth and knowledge. Other important concepts in this study are the possible indicators of empowerment, including Confidence & Understanding, Skills in Analysis & Communication, Trust,

The literature clearly illustrated that the use of empowerment strategies could increase project effectiveness. Furthermore, it could sustain the provision of services once established, and a more equitable distribution of those services. For example, the study showed that participants who were empowered could prevent child abuse in their communities (Anyon, 2003). Another study on community water committees showed that empowering villagers led to institutional transparency and accountability, improved participation, access to information, and committee effectiveness and equity (Anyon, 2003).

2.4.4 Empowerment Process Models

A variety of empowerment process models have been created by many scholars. Each model has its own features suitable for different organizations. The Empowerment Education Model is one of numerous models widely used for empowering process today. It is a group participation process aiming to change participants’ own lives or communities (Keiffer, 1984). There are five steps in the Empowerment Education Model, including Experience, Naming Experience, Analysis, Planning, and Implementation (Loard & Hutchison, 1993). In a more simplified version, Keiffer shortened his model to only four stages of the empowerment process, namely Entry stage, Advancement stage, Incorporation stage, and Commitment stage. The Entry stage appears to be motivated by the participant experiencing some activities or conditions threatening to themselves or their families. The Advancement stage focuses on three major aspects in continuing the empowerment process: a mentoring relationship, supportive peer relationships with a collective organization, and the development of a more critical understanding of social and political relationships. The central focus of the third stage (Incorporation) appears to be the development of a growing political consciousness. Commitment is the final stage in which the participants applied the new participatory competence to ever-expanding areas of their lives (Keiffer, 1984).
2.4.5 Empowerment Outcome

The goal of the empowerment process is to guarantee that the procedures are effective and able to generate anticipated outcomes. Anderson (2003) described three levels of empowerment outcomes. The first outcome concentrated on psychological empowerment known as Collective Efficacy (confidence that people working together could make a difference). Consequence Efficacy (that trust can result in action), and Political Efficacy (that trust in oneself could influence the political process, organizations, and communities). In fact, the Empowerment process could be evaluated by assessing participants’ self-efficacy, composed of their knowledge, skill, self-expectations, motivation, and self-confidence (Anderson, 2003). It can be concluded that psychological empowering outcomes include having positive self-awareness, having knowledge and skill, having a sense of social responsibility, and having a belief in the power of specific actions (such as meetings or protests) to accomplish social change (Luczynski, 2016).

The second of Anderson’s levels of empowerment outcomes includes Well-functioning services, Organizational effectiveness and capacity, and Effective inter-organizational networks/partnerships.

The third outcome is comprised of Enhancing civil society, Good governance, Human rights, Pro-poor development, and Transforming socio-economic, environmental conditions and policies (Anderson, 2003).

Therefore, for applied this research adopted from above scholars, four levels of empowerment outcome are provided including positive self-awareness, sense of social responsibility, improved knowledge and skill, and trust in power of action. Moreover, the research also using measurement of effective change leader model by Spitzer for investigate the effectiveness of the organization as a whole. Spitzer (2007) described that the model of effective change leader including 5 investments and 5 returns. The five investments consist of motivation, measurement, equipment, reinforcement, and validation, while the five returns including contribution, clarity, confidence, competence, and change. In other words, the roadmap to build the change leaders, first step focus on motivate them about the world view for the contribution of enlightenment and commitment. Second step diagnose vision which comprehend in clarity and disparity as measurement. Third step making them having confidence in
their mindset by equip the knowledge. Forth step reinforce them to habituate for their competence. Fifth step validate their achievement by empower for a new change (Spitzer, 2007).

Similar to Gullatte (2012) adopted Spitzer model for her research about leadership and management in nursing. The author found those 5 investments and 5 returns for building the leader in the hospital. However, she also added her finding that building positive collaborative relationships is another return to complete in the leadership pathway (Gullatte, 2012).
2.5 Conceptual framework

According to the literature review, the study is guided by the following conceptual framework:

Figure 2.1: The conceptual framework
CHAPTER 3
RESEARCH METHODOLOGIES

3.1 Research Design

It was a qualitative case study that was to learn the background of the Thai Volunteer Service Foundation in empowering Youth Civic Engagement in ASEAN; to analyze the strategies of the Thai Volunteer Service Foundation in empowering Youth Civic Engagement in ASEAN; and to investigate the effectiveness of Thai Volunteer Service Foundation strategies in youth civic engagement. Baxter and Jack (2008) explained that qualitative case study is a methodology in providing tools for researchers to study complex phenomena within their contexts. When the approach is applied correctly, it becomes a valuable method for researchers to develop theory, evaluate programs, and develop interventions (Baxter & Jack, 2008). By employing this method, the researcher studied the phenomena of Thai Volunteer Service Foundation in empowering youth civic engagement in ASEAN through the interviews and text analysis. Results of the findings would lead to the development of a guideline for strengthening Youth Civic Engagement in ASEAN.

3.2 Research Setting

The study was conducted at Thai Volunteer Service Foundation (TVS). TVS is the civil society organization located at 409 Soi Rohitsook, Pracharajbampen Rd., Huay-Kwang, Bangkok 10320, Thailand. It was established in 1980 (registered as Thai foundation in 2000) with the vision of promoting forum for youth between 20-30 years old to take action for improving their communities. For 36 years of ongoing, the achieved objectives are following:

1. Creating forum of learning and developing social awareness and skills for committed volunteers who want to contribute to vulnerable people;
2. Enhancing capacity of youth to develop their skills and analytical thinking by conducting training and exposure trips;
3. Promoting collaboration among non-governmental organizations and governmental organizations; and
4. Seeking for social developmental approaches, together with other sectors to create a just and peaceful society.

3.3 Scope of Study

The research studied of the Strategies of Thai Volunteer Service Foundation particular in promoting ASEAN Youth Forum project to engage in youth civic engagement.

3.4 Sampling Method

The purposive sampling method was used for selecting the participants. As described by Gay, Mills, & Airasian (2011), purposive sampling, also known as judgment sampling, is the process of selecting a sample that is believed to be representative of a given population. In other words, the researcher selects the sample using his/her experience and knowledge of the group to be sampled (Gay, Mills, & Airasian, 2011). Because this study mainly focused on the roles of Thai Volunteer Service Foundation in empowering youth civic engagement in ASEAN, all participants were purposively selected based upon the degree of participation in youth civic engagement activities in ASEAN run by Thai Volunteer Service Foundation. With purposive sampling method, it was anticipated to obtain the valid and reliable data for generating the tremendous findings and producing the practical recommendations.

3.5 Research Participants

For this study, the participants included five staffs of Thai Volunteer Service Foundation and ten youth-led working group from the ASEAN youth Forum Committees. For participating youth, ten participants were the youth representatives of all 10 countries of ASEAN. Each participant had different background and contributed to youth civic engagement in different ways. Before looking at their expression toward
the topic, their backgrounds are presented here in order to better understand the ways that they involved with youth civic engagement in ASEAN.

3.6 Research Instruments

To seek for empirical data, the research instruments included semi-structured interview questions and artifacts such as annual reports of TVS, plans and policies of TVS. For semi-structured interview questions, it consisted of three parts: (1) To learn the background of the Thai Volunteer Service Foundation in empowering Youth Civic Engagement in ASEAN; (2) To analyze the strategies of the Thai Volunteer Service Foundation in empowering Youth Civic Engagement in ASEAN; and (3) To investigate the effectiveness of Thai Volunteer Service Foundation strategies in youth civic engagement.

3.7 Data Collection Procedure

The data was collected through the semi-structured interview questions and texts. For TVS staffs’ interview, it was conducted as a face-to-face interview that took place at the Thai Volunteer Service Foundation. Likewise, the youth-led working group’s interview was conducted via telephone calling due to distance constraints. Each interview took about 30-40 minutes. All interviews were recorded with digital voice recording upon authorization. In fact, the annual reports of TVS, plans and policies of TVS were also collected as the artifacts. For text collection, all documents were permissible from the Thai Volunteer Service Foundation.

3.8 Data Analysis Procedure

After all data was completely collected, the researcher transcribed all interviews into texts. For general analysis, the researcher used open coding approach to explore all data in order to address the central themes by Nvivos. The researcher also used SWOT analysis approach in exploring the data in order to identify the strengths, weaknesses, opportunities and threats of the Thai Volunteer Service Foundation. In
fact, the researcher used triangulation approach to confirm that the findings including interview, document and observation were related to each other. As mentioned in Creswell (2013), triangulation is the technique that researchers use multiple and different sources, methods, investigators, and theories to provide corroborating evidence. When qualitative researchers locate evidence to document a code or theme in different sources of data, they are triangulating information and providing validity to their findings (Creswell, 2013). For this study, the data was triangulated with TVS staffs’ interview, youth-led working group’s interview and artifacts. Moreover, the data and findings were checked with the literature to assure that the data was valid and reliable.
CHAPTER 4
ANALYTICAL RESULTS

The purpose of this chapter is writing to respond to the research objectives, that to find out Thai Volunteer Service Foundation’s background and analyse the strategies of Thai Volunteer Service Foundation in empowering youth civic engagement, and to investigate the effectiveness of Thai Volunteer Service Foundation’s strategies in youth civic engagement. By using individual depth-interviews from 5 staffs and 10 youth-led working group from each ASEAN member country. Furthermore, collected data through documents, report analyses and the policies in both national and regional levels.

4.1 Background of Thai Volunteer Service Foundation

Thai Volunteer Service Foundation as the civil society organization which produce social developer for 37 years is located at 409 Soi Rohitsook, Pracharajbampen Rd., Huay-Kwang, Bangkok 10320, Thailand. It was established in 1980 (registered as Thai foundation in 2000) with the vision of promoting forum for youth between 20-30 years old to be the volunteers taking action for improving their communities.

Here are the reasons why TVS was set up. TVS adopted the notion of Dr. Puey Ungphakorn that was published in The Quality of Life of a South East Asian: A Chronical of Hope from Womb to Tomb. Regarding the concept of well-being in the meantime the attentiveness of democracy and civic engagement after the happening of the October 14, 1973 situation which the university student activists uprising in politics. Consequently, Civil Society Organizations was occurred plentifully to address the social problems. Therefore, the committees consist of the NGO activists and think tank collaborated to hold a seminar about analysis of social situation at that time. Finally, in 2000, Thai Volunteer Service Foundation was found as a civil society organization which empower youth civic engagement to serve across Non-Governmental Organizations (NGOs) in Thailand; North, South, East, and West, so as to be more
independent and active than public sector for social movement. The list of former committees for Thai Volunteer Service as following:

1) Ms. Surassawadee Hunphayon  President
2) Mr. Khotom Areeya  Vice President
3) Mr. Dej Phumkhacha  Committee Member and Secretary
4) Mr. Prapot Phettrakat  Committee Member and Treasurer
5) Mr. Peter Porn  Committee Member
6) Mr. Suluk Sivaruksa  Committee Member
5) Mr. Chatchawan Thongdeelert  Committee Member
6) Ms. Supa Yaimueng  Committee Member
7) Ms. Saree Ongsomwang  Committee Member
8) Mr. Jon Ungphakorn  Committee Member
9) Mr. Pairoj Pholphet  Committee Member
10) Ms. Yupa Wongchai  Committee Member

With its vision of initiate platform for youth volunteers to make a difference for their hometowns, for 37 years of ongoing, the setting up organizational objectives are following:

- Creating forum of learning and developing social awareness and skills for committed volunteers who want to contribute to marginalized people;

- Enhancing capacity of youth to develop their skills and analytical thinking by conducting training and exposure trips;

- Promoting collaboration among non-governmental organizations and governmental organizations; and

- Seeking for social developmental approaches, together with other sectors to create a just and peaceful society.

In accordance with these objectives, there are four main outstanding projects, including Human Rights Volunteer Project, Collaboration for the Young
Generation in Mekong Region (CYM), Youth Leadership for Social Change Project, and Youth for Food Sovereignty.

For **Human Rights Volunteer Project**, it was launched in 1967 to generate human right lawyers by annually training them to contribute to their community for helping people who suffer from injustice. At present, it has 139 alumni and 12 batches of the human right lawyers in Thailand (AYM, 2012).

For **Collaboration for the Young Generation in Mekong Region (CYM)**, it conducts to build peace and increase comprehension and understanding of cross-cultural issues among Mekong neighbors (CYM, 2015).

Regarding **Youth Leadership for Social Change Project**, it reinforces for youth movements around ASEAN countries under the umbrella of the civic society for peace and justice in ASEAN community.

For **Youth for Food Sovereignty** is the latest project which ongoing preparation process. It was established in 2014 in collaboration with Maejo University, Northern Communities, and Agricultural networks to empower youth participant to raise awareness and protect for food sovereignty in their hometown. Besides these four main projects, Thai Volunteer Service Foundation also launched the **ASEAN Youth Forum (AYF) project** by 2009 to become the platform for youth to discuss about key issues the region facing with, to develop joint action among ASEAN civil society and to deliver the ASEAN youth statement to the ASEAN policy maker as well.

To achieve its objectives and its main projects implementation need human resources and budget. The organization structure is explained below;

![TVS Organization Structure](image)

**Figure 4.1: TVS Organization Structure**
The Board Members has permanent committees and temporary committees. Ten permanent committees were the same people since the former committees, because they have long experiences in various social issues for consultants. Moreover, they use to be TVS full-time volunteers. Five temporary committees were change every four years who were selected from each department; Financial and Administration, Knowledge Management, Young Generation Development, Organizational Sustainability, and Public Outreach and Media. Thus, the list of current committees is following:

1. Ms. Surassawadee Hunphayon President
2. Mr. Khotom Areeya Vice President
3. Mr. Dej Phumkhacha Committee Member and Secretary
4. Mr. Prapot Phettrakat Committee Member and Treasurer
5. Mr. Jon Ungphakorn Committee Member
6. Ms. Passorn Sangsri Committee Member
7. Mr. Pairoj Polpetch Committee Member
8. Mr. Chatchawan Thongdeelert Committee Member
9. Ms. Supa Yaimueng Committee Member
10. Ms. Sayamol Kaiyoonravong Committee Member
11. Mr. Nimit Tienudom Committee Member
12. Mr. Vitoon Lienjamroon Committee Member
13. Ms. Supawadee Petcharat Committee Member and Director

Besides, there are also five staffs who in charge of regional affairs distribute over department. In other words, each department has a local parallel with a regional staff to take care of their roles. Totally, TVS’ staffs have only 15 people to implement their projects; 5 temporary committees, 5 local staffs from each department, and 5 regional staffs from each department. It is quite small team if it compares with its objectives to reach. They work as the key actors and coordinate with other their networks to solve their limited workforces. When the staffs face with some obstacle,
they consult with the ten permanent committees as consultants to deal with various social issues such as alternative education, or human rights.

For TVS’ annual budget is around 1.5 million baht. The Financial and Administration were the fund raisers from the funds to run the four main projects. The local projects such as Human right projects and youth for food sovereignty derived from the local funds like Thai Health Promotion Foundation. While the regional projects consist of Collaboration for the Young Generation in Mekong Region and Youth Leadership for Social Change acquired from the international funds such as Amnesty International, Action Aids etc. TVS staffs proposed their projects to the fund to obtain the project budget according to the relevant issue based with the fund.

“We submitted the proposal to the funder that related with our project goal like the project of rescue from disaster was propose to Oxfam which take care about national disaster—TVS staff” (17/05/2017)

In other words, so far TVS earn its income for budgeting allocation from the fund. This method taking into a bit risk, however; the staffs learn to fix this risk by searching for the relevant issues based from the fund and the duration of paying for their projects to make certain of implementation as much as possible.

To conclude, TVS background was created from the civil sector with the academic sector which its vision to build youth civic engagement to society. Its resources were limited of manpower and money. However, TVS can play its role according to its objective through its main projects for 37 years. Therefore, the author would like to study particular in its strategies to empower ASEAN Youth Forum project (AYF) which the TVS project across the region to success in reinforce youth civic engagement in ASEAN.

4.2 Empowering Strategies of Thai Volunteer Service Foundation for Youth Civic Engagement in ASEAN

Thai Volunteer Service Foundation knew its strengths, some limited resources, the external opportunities, and some threats. Thus, formulating its alignment strategy model by empowering strategies for TVS as a blueprint to achieve its organizational goal. In accordance with Steiner and Meiner (1977) explained that
using strategy is the progress of organizational mission, deciding organization objectives from the internal and external circumstance, formulating specific strategies to achieve its objectives and ensuring their appropriate implementation in the light of avenue to organizational goal. In order to achieve the mission of ASEAN Youth Forum project (AYF) with its vision; to strong solidarity and cooperation among youth networks and movement in Mekong and ASEAN countries to participate in ASEAN development issue. TVS has effort to employ its empowering strategies by allocating the limited resources for building youth in ASEAN members becoming youth civic engagement effectively as following; 1. Initiate youth forum for social responsibility 2. Training Programme for Youths’ Knowledge and Skill Development 3. Follow up and Assessment 4. Consultation and 5. Financial Support

AYF took place since 2009 by TVS staff, so as to brainstorm youth’s ideas for developing their region and send the youth statements accompanied with the ASEAN People Forum which is the representative voice of ASEAN people to ASEAN summit. Since 2009-2013, TVS use those five strategies to build youth civic engagement in ASEAN. Then from 2014 until now AYF can implement youth forum by themselves parallel with the role of TVS as consultant only. Below describe of the five strategies of TVS respectively;

4.2.1 Strategies of TVS

(1) Initiate Youth Forum for Social Responsibility

TVS has employed the strategies to initiate Youth Forum for Social Responsibility. TVS staffs originate youth platform for implanting social awareness and responsibility through Collaboration for the Young Generation in Mekong Region (CYM), and Youth Leadership for Social Change Project. In both projects, TVS staffs recruited 30 youth participants from their applications relevant to their experiences and inspiration for solving social problems. All participants would be empowered for social awareness via the forums. The purpose of the CYM is to understand among the Mekong countries and reduce their conflicts, while the objective of Youth Leadership for Social Change Project is to address their current social problems in ASEAN by youth movements.
After TVS staff learn from those two regional projects, they decided to create ASEAN Youth Forum project (AYF) in 2009 for a week every year. It provides the forum for the ASEAN youth to raise youth issues awareness deliver the statements to ASEAN summit.

ASEAN Youth Forum (AYF) was subsequently held annually in Thailand in 2009, in Vietnam in 2010, in Indonesia in 2011, in Cambodia in 2012, in Brunei in 2013, in Myanmar in 2014, and in Laos in 2016. Since 2009-2013, ASEAN Youth Forum was held and manage by Thai Volunteer Service Foundation staffs, then from 2014 until nowadays organized by AYF’s youth-led committees themselves. Each time the local and national civil organization network also collaborated for the forums.

(2) Training Programme for Youths’ Knowledge and Skill Development

This strategy corresponds to Luczynski (2016) conclude that when some people was empowered, they will have empowerment outcome include positive self-awareness, having knowledge and skill, sense of social responsibility and trust in the power of action for social change. The second strategy serves for achieving TVS objective that is to enhance capacity of ASEAN youth to develop their skills and analytical thinking. During 2009-2013, TVS organized the week of training via three projects including CYM, Youth Leadership for Social Change, and AYF. It consisted of 7 days of in-house training and exposure trip which emphasized on ASEAN knowledge sharing, trust building, concept of youth civic engagement, human rights, nationalism, regionalism, exchange their current ASEAN situation both at each nation and region, and technical training for related project. If some youth volunteers lacked of knowledge and skills, TVS staffs would provide the technical training to support implementing in TVS projects; analytical thinking course, political campaign training, project coordinating skill and writing communication, etc.

“Before youth participants implemented their competences to solve the communities in the projects, they were in the week of curriculum of knowing themselves and their rights, peer group knowledge exchange, social problem understanding, and neighboring countries. —TVS staff said.”(05/05/2017)
Then 2014-2018 and beyond, AYF organized the committee to do so, and consult with TVS staff for complete their projects as describe in the next strategies.

(3) **Follow up and Assessment**

The third strategy is following up and assessment by Thai Volunteer Service Foundation’s staffs, so as to keep tracking the effective of the projects in every ASEAN country. When youth already participate in the week-training of the projects, youth participants need to report their lessons to TVS and they would receive coaching every 2-3 months from the staffs in the fields.

“We need to report back to Thai Volunteer Service Foundation when we finished every project. Some projects we invited the staffs who expert in that project to be a mentor of the team—Laos participants.” (01/05/2017)

However, some interview express that National Youth Leader was barely supervise and coaching by Thai Volunteer Service Foundation’s staffs.

“Thai Volunteer Service Foundation’s staffs supervise only some projects, and they didn’t follow up ASEAN Youth Forum project enough—Philippine participants.” (05/08/2017)

“The turn over made some projects delayed or feezed, while the projects have its timeframe—Vietnamese participant.” (04/05/2017)

Some volunteers more frequency participated in those projects, they were also trained to be youth leaders via playing their roles in the projects.

“I have been a TVS youth volunteer for nine years. After my participation in TVS programme reached to 75% of all project activities, I was selected to join in the youth leader course that guided me how to lead the project with other participants to meet its objective and learning to work with various relevant parties—TVS Thai Volunteer Interviewee.” (04/05/2017)

This strategy is the key to ensure youth ability by follow up and assessment. TVS staffs evaluated youth leader skill through their projects from 2009-2013 by frequency of youth in each activity and their leadership experiences. Consequently, the youth led of AYF occurred in 2014 for project implementation by
themselves. Ten youth leaders come from each ASEAN members; 8 people who attained AYF since 2009, and 2 people from Brunei and Singapore just join in 2012.

(4) Consultation

When AYF can run their projects by themselves, TVS has its strategy of consultation since 2014 and upward. During the project procedures, the AYF youth led working group was advised from TVS staff when they in trouble. Normally, TVS share their CSO networks or experiences to the AYF.

“I use to propose the project to run campaign in my hometown; Thai but it was rejected cause the funder has criteria for the underdeveloped country. So TVS staff give me the advice to join project with Laos. Finally, I can pass the project—Thai participants.” (09/05/2017)

(5) Financial Support

TVS support finance to AYF only first five years; 2009-2013 together with the support from international fund such as ICCO—Netherland Christian Organization, Action Aids, Amnesty International, Open Society Foundations, and American Service Foundation etc. For five year later; 2014-2018, TVS as only the consultant to be reference for AYF to guarantee they can get the financial support from those international fund contacts.

4.2.2 Strategies of AYF

Since 2014, AYF use its own strategies that was recommended from TVS experiences. There are five strategies for achievement in building youth civic engagement in ASEAN as following:

(1) Building Networks of Civil Society Organization (CSO) across ASEAN

Since 2014, AYF was advised from TVS experience. TVS has implemented many youth forum projects in Thailand such as Human Rights Volunteer Project, Youth for Food Sovereignty. However, some projects such as Youth Leadership for Social Change Project involves with ASEAN neighboring countries because nowadays we are in globalize world that the social problems from one country can affect other countries. Therefore, with the regional perspectives, TVS initiates some
regional projects under ASEAN youth policies including Collaboration for the Young Generation in Mekong Region (CYM) and Mekong Peace Journey (MPJ).

"After our staffs debriefed and retreated all projects that we worked together, we found that many social problems took place similarly in neighboring countries like the migrant labor in Philippines and Singapore. So, we analysed the causes of problems and planned to extend the area of projects into ASEAN level—TVS Staff interviewee.” (24/04/2017)

Consequently, ASEAN Youth Forum (AYF) was created for improving well-being across ASEAN by youth civic engagement. According to TVS lesson learn from the previous projects, the staffs found that social network was the key to success in building youth civic engagement in ASEAN. Therefore, building networks of civil society organization across ASEAN was used for its strategy. Beside network with other CSO in each ASEAN member countries, TVS also helped Cambodia, Laos, and Vietnam to establish their own national volunteer service organizations to function like TVS in Thailand, in order to coordinate each other as the hubs of that countries.

"Since we have many projects together, our networks in Cambodia, Laos, and Vietnam are interested in establish the organization of youth in their countries like TVS. In Cambodia, it was called ‘Cambodia Volunteer for Society’, ‘Laos Youth Network’ in Laos, and ‘Vietnam Youth Network’ in Vietnam. We contacted many CSO in each nation first, then proceeded in setting up the organizations—TVS staff interview.” (24/04/2017)

(2) Activate National Youth Policies as the principal in each ASEAN member

AYF also adopted TVS principal, a supporting national youth policy is one of the core factors of success. The diversity of political regimes in ASEAN member countries can affect each youth movement in the region differently. It is essential to accept that many ASEAN countries are not in democratic society, and probably are under the authoritarianism. Therefore, the national policies in Laos, Vietnam, Cambodia, and Myanmar do not support youth movements because the governments are afraid that if they admit the democratic practices of civil society, their government may not be able to stay in power and may be replaced in the end. The participants from Laos and Vietnam reflected that they did not have a chance to fully
express or share their ideas in public. The other countries, the Philippines, Indonesia, Thailand, Malaysia, Singapore and Brunei have policies to support youth movements. Thus, the strategies for activating national youth policies by ASEAN Knowledge Sharing process can set the opportunity for youth representative to learn from their friends and adjust some strengths and weaknesses, so that they can do the activities appropriately and making social impact as well.

“*My country leader asked me about the topic for sharing in the ASEAN Youth Forum agenda, so that they can prepare the answer for me to keep the good looking of the country. Moreover, I have to report all I have shared in the forum again when I back to my country—Vietnamese Youth.*”(11/05/2017)

Moreover, advocacy of the ASEAN policies is alternative plan for helping the countries to be more comfortable with their national youth policies. Instead of relying on unsupportive national policies in some countries as noted above, ASEAN youth forum can collaborate with ASEAN policy makers to link to organization networks. In fact, the partial vision of The ASEAN socio-cultural community blueprint is to strengthen the roles of youth in ASEAN development such as promoting ASEAN curriculum in public schools. It is expected that youth would understand a whole picture of socio-cultural background of ASEAN so that they can learn how to improve their countries and region. Another aim of the blueprint is to strengthen youth to become the future asset citizens of ASEAN and to actively participate in the decision-making process and create some innovations for social change. The blueprint is also to support youth leaders, thereby enhancing the networks for promoting ASEAN identity. The Burmese youth interview show the case of using ASEAN policies for being youth civic engagement in their country.

(3) **Promote Platform for Youth Voice in ASEAN Meeting**

The third strategy is promoting platform for youth voice in ASEAN meeting. For this strategy, the youth-led working group would conduct the training program for youth to improve their capacities or skills relevant to taking action. In this annual forum, all participants from all ten ASEAN countries around 50 youths are assigned into four groups: 10 delegates from 10 countries of **Steering committees** who make decision of the final actions and statements before sending to ASEAN leaders, 10 representatives from 10 countries of **program committees** who
consider all youth programs and elected issues during the workshop process, 10 agents from 10 countries of drafting committees who are in charge of youth statement writing, and 10 delegates from 10 countries of media committees who respond to media coordination when the date of ASEAN leader meeting and updating on the media channel like Facebook page, blogs, newsletters etc. All committees have the core responsibilities to collect the mutual ASEAN youth statements for ASEAN People Forum, in order to express the importance of youth collaboration for addressing ASEAN development issues and directly bringing their voice to the ASEAN decision makers to make it happen in policy.

(4) Implement Online and Offline Youth Movement by AYF

The forth empowering strategy is implementing Online and Offline Youth Movement by AYF. While the obstacle of ASEAN is geography for collaboration at offline platform, in the context of the digital era, it can also be the opportunity for online cooperation. Using internet and social networks becomes the main communication channels. The internet and social media is the effective and reasonable mean of communication among the members of ASEAN Youth Forum (AYM, 2012). Currently, a Media team of ASEAN Youth Forum is using four main channels: website, blog, Facebook, and newsletter to publish their activities including “Getting to know ASEAN Youth Movement”, “Young Peace Makers”, Education Alternative”, and “The ASEAN Volunteers.” These activities are to gain understanding and awareness of people in ASEAN toward development issues raised by youth networks. The following interview support this strategy:

“ASEAN Youth Forum is the annual offline platform that we all ten countries can take action together. So in between we use the online platform that Thai Volunteer Service Foundation created for maintain and follow up us continue work throughout a year—Cambodian Participant.” (11/05/2017)

(5) Multiply Youth Leaders as linkage between ASEAN Countries

The fifth empowering strategy is multiplication of youth leaders as linkage between ASEAN countries by “ASEAN Community Knowledge sharing”. In the week of ASEAN Youth Forum, this strategy is to make clear of understanding in all angles of ASEAN visions by group discussion and workshop as well as learning the
mutual challenge issues. It is believed that if all youth-led working groups know the facts of ASEAN in many dimensions holistically, they can address the existing mutual problems together and getting support from the political process both at national and regional level.

As a result of Limited Manpower of Thai Volunteer Service foundation, this strategy is formulated for taking care of four main projects in each ASEAN country as supported by the interviews below.

“There are only 15 staffs as a whole. Among 15 staffs, they are 5 committees, 5 regional team, and 5 local team. Therefore, the ASEAN Youth Forum project (AYF) has just only 5 workers. Consequently, we tried to use this efficient strategy within our human resources to reach the goal of youth civic engagement in the region—Thai Volunteer Service Foundation staff.” (08/04/2017)

Moreover, Thai Volunteer Service Foundation didn’t have the secure money or budget to implement the project by itself As supported by the following interview.

“Normally, we cooperate with government sectors, private sectors, and civil sectors both at national and international levels for financial support—The staff said.” (24/04/2017)

The strategy of multiplication of youth leaders as linkage between ASEAN countries was used to fix this limitation, cause those national youth leaders could run the four main projects in collaboration with various sectors both at national level and communicate at regional level.

4.3 Effectiveness of Empowering Strategies for Youth Civic Engagement

Outcome

With regard to the vision of ASEAN Youth Forum project under Thai Volunteer Service Foundation that is to strengthen solidarity and cooperation among youth networks and movement in Mekong and ASEAN countries, using empowering strategies can contribute the outcome of youth civic engagement in ASEAN nowadays. According to Stone et al. (as cited in Roch, 2010: 30), youth civic engagement could be described at three levels: collective cognition, using public platforms as leverage...
**points, and building new policy regimes.** Collective cognition is the first step in gaining the participation of stakeholders in civic engagement. In order to form the networks for taking action and find possible solutions to solve real problems. Using public platforms as leverage points is the second step in seeking input from everyone regarding a problem of the public sector. In addition, active collaboration with the relevant political bodies is suggested for implementation of any youth civic engagement project. Building new policy regimes is the final step to ensure that youth civic engagement is sustainable in the society.

Although youth civic engagement just emerged in ASEAN with those three levels, AYF had its goal to work with the political bodies to change and reform the policies for well-being youth in ASEAN. To consider whether the empowering strategies for building youth civic engagement in ASEAN is effective or not, it can demonstrate in the analytic conceptual figure below;
Figure 4.2: Analytic Conceptual Diagram
The figure explains the relationship of empowerment strategies and the youth civic engagement outcomes through the measurement of effective change leader model by Spitzer (2007) explaining that the roadmap to be effective change leader has 5 investments and 5 returns. Five investments consist of motivate, measure, equip, reinforce, and validate whereas five returns include contribution, clarity, confidence, competence, and change.

According to the figure above, all AYF youth participants were threaten by those strategies through various TVS projects, bring about those four empowerment outcome Positive Self-Awareness outcome which youth are aware of their rights and abilities to make some changes in their communities, Sense of Social Responsibility which youth participants would like to take action for better society, Improved knowledge and skill which all youth gain more competency to deal with the social problems, and trust in power of action which youth make some change for their communities.

“I had a chance to be part of the “Beyond Sombath Sompone campaign”—the untimely disappearance of Lao senior activist, after learning the ASEAN Community Knowledge Sharing and human rights. At first, I have no idea about the problem’s linkage with myself and don’t know the way of address. Because this case study was not only Laos problem but connecting with human rights inevitably. Thus, I decide to participate in the activity which was organized to raise awareness of human rights violation in the region as well as put pressure on the Laos and ASEAN. These activities were realized through demonstrations in front of Laos Embassy and Peace activity at Thammasat University. More than 200 people patriated in the activity—Vietnamese activist said.”(18/05/2017)

“As AYF attendee have improve my knowledge, behaviors and attitudes about sense of region. Furthermore, I was fulfilled the media skills through the media workshop. All participants personify their lesson learns through writing, photo, videos and social media advocacy—Singapore Youth.”(15/05/2017)

“I also utilize my enhanced listening skill to my work. I can listen to other people in the team more than before after learning in the training—Malaysia Youth.”(02/04/2017)
To measure those employed strategies and empowerment outcomes by the Spitzer effective change leader model, the effectiveness of AYF contributes to a change as youth civic engagement in ASEAN, since 2009 by gathering of youth in ASEAN attended in ASEAN Youth Forum formally. All youth participants are in the range of 20-30 years-old and being volunteers under supervision of Thai Volunteer Service Foundation. From 2009-2013, AYF was motivated by TVS and employed five strategies for all AYF attendee regularly. All youth participants were enlightened then committed to join in the projects that TVS provided. At least, youth participants were gathered as a regional group offline activity annually. They were accumulated their knowledge and competence and learning how to move their organization forward from setting mutual vision, planning, and implementation. Besides, they practice their knowledge and skill of change leader through TVS projects throughout the year. Their proficiency leads to the increase of their confidence. Five years later, in 2014 AYF’s youth-led working group was able to organize the forum by themselves and propose a new policy called ‘Yangon Declaration ASEAN Youth Statement 2014’. From the Yangon Declaration ASEAN Youth Statement 2014, the youth working group built and follow the declaration as the mandate to entranced to the feature of youth civic engagement in ASEAN; Youth Age, Organized movement, Supportive material, social and cognitive resources; and participation for impact as the main impulse.

The main vision of Yangon Declaration ASEAN Youth Statement 2014 is the strongly call for the creation of a sustainable rights-based, inclusive people-centered, and youth-driven regional community for development, that are in line with the principles and values of human rights, democracy, justice and freedom in all aspects of young people’s life. In the detailed youth-led working group call for the ASEAN leaders to create the enabling environment at regional, national, and local level. In addition, it should address all needs, fulfilling the aspirations of young people and ensures youth-embracing Post-2015 Development agenda for the region.

There are around 20 committees contributed towards their roles within the ASEAN Youth Forum Structure as follow;
As the ASEAN Youth Forum Structure have been created and trialed since 2014, this is the updated version that transitional development for using in 2018 and beyond. The AYF secretariat has two committees to administrate and making decision as a whole, based in Indonesia. They are responsible for managing and simply being the core of the organization in general, including management of finances from donations obtained from international non-government organizations such as ActionAid, Oxfam, Terre des homme etc. The money from donations is divided into two parts. One is for general management costs; the other is to supply money for 11 National Focal Groups appropriate requests. The Think Tank is work together with the Regional Executive Body (REB) to support the regional issues in general, designing the ASEAN Youth Forum agenda and facilitation also include in their responsibilities.

Figure 4.3: The ASEAN Youth Forum Structure
Moreover, its role has the meeting with ASEAN secretariat twice a year in July and March. There are now eight Think Tank people, and 11 Regional Executive Bodies. The REB has the role of monitoring and support the 11 National Focal Groups. Each National Focal Group could coordinate about youth issues such as present youth situation, or youth needs, so as to implement youth activities in each area appropriately and response to the community need.

As the Yangon Declaration ASEAN Youth Statement 2014, 11 National focal group divided its tasks into four department; ASEAN Youth Forum Event—to raise public awareness, ASEAN Secretariat Communication—to communicate and collaborate with the ASEAN Secretariat twice a year in July and March, Implemented Campaign—in response to the Yangon Mandate, and National Outreach—to address the local problems and make a difference.

To evaluate the effectiveness of AYF correspond to the measurement of effective change leader model, since it has 5 investments and 5 returns as explained above. However, after achieve to be the emerging youth civic engagement, youth participants need to monitor their work that they committed to do, including other works. In order to strengthen the work of youth civic engagement in ASEAN sustainability. According to youth review as in the interview below;

“There was no official following up process on youth activities both at each member and the regional level, even Thai Volunteer Service Foundation (TVS) had just already set up regional monitoring team to follow up on the youth statements to ASEAN leaders—Burmese Youth.” (09/05/2017)

“As the youth participants, I concerned that after taking any actions in ASEAN summits as guided by the statement of ASEAN Youth Forum, how these actions would be monitored and followed up. With no monitoring and following up process, it cannot address the success and failures of the actions—Thai Youth.” (24/04/2017)

“As the youth participants, my roles just conveyed the voices to ASEAN leaders, because it hard to follow and monitor under various factors—Brunei Youth.” (19/06/2017)

So far, it can conclude that AYF is the concrete output of TVS which conducive the volumed outcome as change agent across ASEAN. As the evident
indicate in the AYM (2015) that regarding Youth Leadership for Social Change Project, it has had remarkable success with youth movements around ASEAN countries under the umbrella of the civic society for peace and justice in ASEAN community, in particular the Philippines, Vietnam, Malaysia, and Thailand. In the Philippines, they founded Tayo ASEAN 2006 to produce voluntary action among young people throughout the country. It has made a number of young people successful in their lives in terms of being useful people for social change, such as Efren Peñaflorida, who is a Pilipino teacher and social worker. He often contributes to helping other people, leading to receiving the CNN Hero 2009, which is the famous award for the people who devote themselves for society. For Vietnam, 100,000 young people joined the “Green Summer” project as volunteers to build 130 welfare centers and more than 70,000 people could access this healthcare, people who never had before. For Malaysia, it raised the awareness of public through its “Run for Peace” campaign. Around 4,000 people from various races participated in their efforts to build and maintain peace amid their divided multi-racial society. (AYM, 2012)

For Collaboration for the Young Generation in Mekong Region (CYM), it has distributed 2,000 Diaries--“Mekong Youth Diary for Peace: Listen to Our Voices, Join the Change” -- to the young people who live along the Mekong river, including six countries: Vietnam, Cambodia, Laos, Myanmar, China, and Thailand. The published diaries lead to peace and increase comprehension and understanding of cross-cultural issues among Mekong neighbors (CYM, 2015).

From the report above, it seemingly confirmed some youth network has been happening across ASEAN, even some information indicated that it not enough for the continually follow up process. It should take into account that TVS’ resources were quite limited workforces and insecure money. With the small annual budget around 1.5 million bahts, TVS can have enough output and outcome within first five years. In other word, AYF is the output which indicate TVS effectiveness in empowering youth civic engagement in ASEAN among its limited resources and different influencing factors in each country.
CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

According to the findings, this section would conclude by responding to the research objectives. For 37 years, TVS is the leading Civil Society Organization that produce the potential youth to society at the local, national and regional level. With its establishing based from the NGO activist, TVS contribute many social accomplishments by its strength in empowerment. One of its achievement is ASEAN Youth Forum project (AYF). Therefore, this research studied the strategies of TVS in empowering youth civic engagement in ASEAN. The strategies consist of create youth forum and training the youth participants to practice and extend their role for being the youth civic engagement across ASEAN. Then follow up and evaluate their activities until they can be the youth leader in AYF to implement the forum by themselves and become the change agent over the region. However, TVS still be the consultant for them when they confront with a problem during their work. Moreover, TVS support for the project budget only in the first five years; 2009-2013, after that it just recommend its resource networks for the youth-led working group to run by themselves.

For ten years of AYF existence, it seemingly has some results across the region. Although, there were not much the continuum evident, the author trust that it can build some youth networks through TVS project and the commitment to validate some change by the youth participants to their communities. Comparing TVS’ limited resources with its extensive goal, it quite challenges its strategies to achieve its mission. However, TVS can show the output of AYF that emerging of youth civic engagement in ASEAN. Nonetheless, being youth leader in the long term, TVS need to focus on monitoring process and check list of the influencing factors for youth movement in ASEAN member in practical. Also keep on its strength in recruitment process by selecting the engaged people with the NGOs who are certain committed for further project. In addition, this research has just studied about the strategies of a Thai civil society organization as avenue to building youth civic engagement in ASEAN. Actually, there are still many interesting angles for further research development, such
as the study of collaboration among CSO, government, and academic sectors, or the case study of relationship between youth, government, and ASEAN secretariat.
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APPENDICE
APPENDIX A
INTERVIEW QUESTIONS

Interview questions for the TVS staffs and AYF youth-led working group related to the thesis topic – The Strategies of Thai Volunteer Service Foundation in Empowering Youth Civic Engagement in ASEAN

For Staffs

1. How many staff in charge of ASEAN Youth Forum or regional team?
2. How is the organizational strategic planning for AYF?
3. Are there any factors that support the achievement of TVS in collaboration with organization networks in ASEAN work?
4. In your opinion, what is the strengths and opportunities of TVS that can promote Youth Civic Engagement in ASEAN? And why do you think so?
5. Are there any factors that obstruct the achievement of TVS in collaboration with organization networks?
6. When TVS or your country team face with obstacle, how do you deal with it?
7. In your opinion, what is the weaknesses and threats of TVS that can hinder Youth Civic Engagement in ASEAN? And why do you think so?
8. How was the collaboration among the key players, including public sector, private sector, and CSO? Are they correspondent or not? And how TVS collaborate in this circumstance?
9. From your experience, what would you like to advise for strengthening youth civic engagement in your country and in ASEAN?
For Youths

1. When do you become AYF member? And what is your important inspiration to become youth civic engagement with AYF?
2. How your national team recruit youth for participation in AYF?
3. Can you tell me about the empowerment process?
4. What did you get from the empowerment process in each step?
5. Do you have the structure in your working group? Please explain how it work to promote youth civic engagement in ASEAN?
6. How many people in your working group?
7. What is your role in the structure? (Please also describe your duty both at national process and the ASEAN process)
8. Can you explain the situation of youth civic engagement in your country?
9. How TVS support your team?
10. How was the collaboration among the key players in your country, including public sector, private sector, and CSO? Are they correspondent or not? And how AYF collaborate in this circumstance?
11. From your experience, what would you like to advise for strengthening youth civic engagement in your country and in ASEAN?
**BIOGRAPHY**

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