YOUTH EMPOWERMENT & ENGAGED CITIZENSHIP
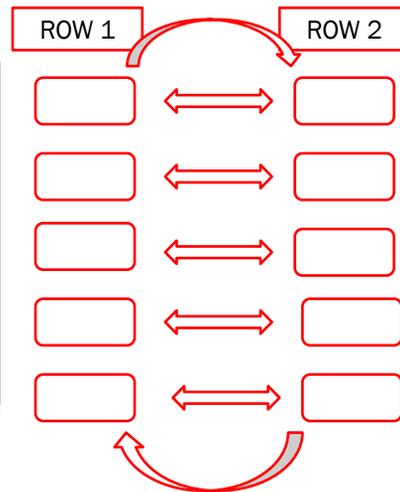
CEAP JEEPGY ACADEMY

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UNIVERSITY OF IMMACULATE CONCEPTION

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OUTLINE

- ❖ Expectation Setting
- ❖ Investment Activity
- ❖ Revisiting Paradigms on Youth
  - ➢ Broad description of challenges to national situation
  - ➢ Youth Profile
- ❖ Review of Notions of Leadership
- ❖ BIDA Core Principles
- ❖ Engaged Citizenship
- ❖ Challenges to Youth Engagement and Empowerment (Some Reflections)
- ❖ Open Forum

1

- Form two rows with equal number of participants.
- The role of row 1 is to only ask questions and the role of row 2 is to answer
- The participants are given 20 seconds to ask and respond to the question.
- After each question, the facilitator will clap his hands and the participants should move one seat their left.

ROW 1   ROW 2

1. Why are we here?
2. What do I expect from this workshop?
3. What do I expect from the facilitators?
4. *What is empowerment for you?*
5. *How do you define leadership?*

INVESTMENT ACTIVITY

MR. JULIAN TORCUATOR

REVISITING PARADIGMS ON YOUTH

WORKSHOP 1

SOME PEOPLE SAY THAT THE YOUTH...

1) ARE NOT GOOD COMMUNICATORS
2) ARE DISENGAGED/APATHETIC (doesn't know about or care about the world around them)
3) NOT CAPABLE OF DECIDING FOR THEMSELVES
4) HAVE A RIGID SENSE OF RIGHT VS. WRONG
5) ARE EASILY INFLUENCED BY (SOCIAL) MEDIA

DO YOU AGREE OR DISAGREE? WHY?

2014
1990s
1800s
1500s

OUR CONTEXT
A BROAD DESCRIPTION OF THE CHALLENGES

IF WE ARE A BARRIO OF 100...

50 would be **male**, **50** would be **female**

50 would consider themselves **poor**; **40** of these would say that they are **food-poor, 30 of the 50 live below poverty line**; and **20 experienced involuntary hunger** in the past three months

IF WE ARE A BARRIO OF 100...

66 say that they are consuming less or **spending less on food** because of inflation; **53** of these say they cut **down on electric consumption** and **33** of the 66 reduced their **expenditure on transport,** LPG and fuel

74 have cellular phones and **16** of them have **reduced their spending** on cellphone load

IF WE ARE A BARRIO OF 100...

62 are of employable age; 38 of these are employed ; and 7 of these have expressed the desire to have additional work hours.

11 are either working abroad or have decided to emigrate. 1 leaves the country every year to work abroad through employment agencies.

IF WE ARE A BARRIO OF 100...

The number of hospitals in the country **decreased by 55%** over the last 20 years (PMA)

62 Filipinos die without being seen by a healthcare professional

59 Filipinos have *no regular access to lifesaving drugs* (NSCB 2006)

IF WE ARE A BARRIO OF 100...

90 out of every 100 elementary students are enrolled in public schools

80 out of every 100 high school students are in public high schools

BASIC STATS ON EDUCATION

Out of 100 students who enter Grade 1, 15 will drop out before reaching Grade 2. Another 9 will leave before Grade 4. Only 65 will graduate from elementary.

60 of these will begin high school, but only about 42 will get a diploma.

27 of these will begin college, but only about 14 will actually get a degree.

OUR CONTEXT... A BROAD DESCRIPTION OF THE CHALLENGES

➢ A compendium of *negative elements and events have recently shaped our socioeconomic and political landscape*. Issues never had any closure.

➢ Public-servants-turned-criminals who are never made accountable. Persistence of Poverty. The cover-up of truth. The mockery of justice. The failure to institute lasting reforms. And the continuing social exclusion and widening income disparities despite some positive economic indicators.

➢ Electoral politics, while formally democratic, has *not provided genuine representation for the poor and marginalized*. It has not led to meaningful social change.

BROAD DESCIPTION OF CHALLENGES

➢ Politics is seen as being *"dirty"*

➢ The current state of the nation, for many, is exasperating. Many Filipinos, including the youth, feel powerless over the continuing crisis.

➢ Many despair, grow cynical and become distrustful of our leaders and institutions. Many feel that there is nothing that can be done in order to counter and correct the various ills

BROAD DESCRIPTION OF CHALLENGES

"*Pierce the **heart** of hunger or malnutrition now and the **monster** still lives. Stab the **heart** of miseducation or undereducation, graduate them now with all sorts of high sounding credentials, and the **monster** does not go away. Strike at the **heart** of unemployment, grow the economy, and the **monster** is only disabled momentarily. The economic gains are uneven; political power concentrates upward, defying gravity, and our people remain impoverished.   The **monster** continues to thrive in feudal arrangements that hinder democratic engagement, greater transparency and accountability. Our people are still left wanting for a say in their future, a decent quality of life, protected by the law, in places to live worthy of their dignity.*"

- Fr. Jose Ramon T. Villarin, SJ

TRUTH ABOUT THE YOUTH

McCANN WORLDGROUP

The Truth about... YOUTH

McCann Worldgroup | May 2011

THE TRUTH ABOUT THE YOUTH

"What motivates young people around the world today? Money? Fame? Justice? What makes them different from every generation that has come before?"

Asked 7000 young people
McCann Worldgroup

GLOBAL CITIZENS

These 3 motivations are ranked highly in every country surveyed.

We have seen the emergence of a generation with fundamental commonalities that transcend borders.

Commune
the need for connection, relationships and community.

Justice
the need for social or personal justice, to do what's right, to be an activist.

Authenticity
the need to see things as they are.

1.
Technology
as a
Fifth Sense

- *"VIRTUAL IS REAL"*
- *Not just a tool or enabler*

All three of these motivations are underpinned by, and fuelled by, their relationship with technology, now so intrinsic and fundamental that half of young people would sooner give up one of their human senses than give up their technology.

2. The Social Economy

SOCIAL MEDIA

Young people nowadays exist in a Social Economy where they are increasingly defining themselves via who they connect with and what they connect people to.

The friends arms race...

In this new world of infinite connections, one's <u>quantity of friends becomes an important indicator</u>. There is a seeming race to accumulate more friends than anyone else.

Emergence of the global phenomenon "stranger friends" or "disposable friends"

These non friends are maintained for a number of reasons:

a) To make you look more popular → **"SELFIE" GENERATION**
b) To "spy" and compare their life to yours
c) To show off
d) Because, strategically-speaking, you might need them in the future

DOWNSIDE → it becomes harder to figure out who their real friends are

3. The Truth Hunters

Truthful is the single most sought value in a friend, and 'AUTHENTICITY' is one of the highest rated motivations. Little wonder young people are obsessed with the truth when they exist in a world of curated identities, Facebook-worthy lives and infobesity! Google is their number one ally in the quest for truth,

THE TRUTHFUL HUNTERS

Why is the truth so important to this generation?

Truth is more rare and therefore more valued in a world of 'fake friends', curated identities (e.g. cosplaying) and infobesity. Moreover, the democracy of the internet has brought with it a sea of information, opinion, and 'facts'. It is trickier to ascertain whom you should listen to.

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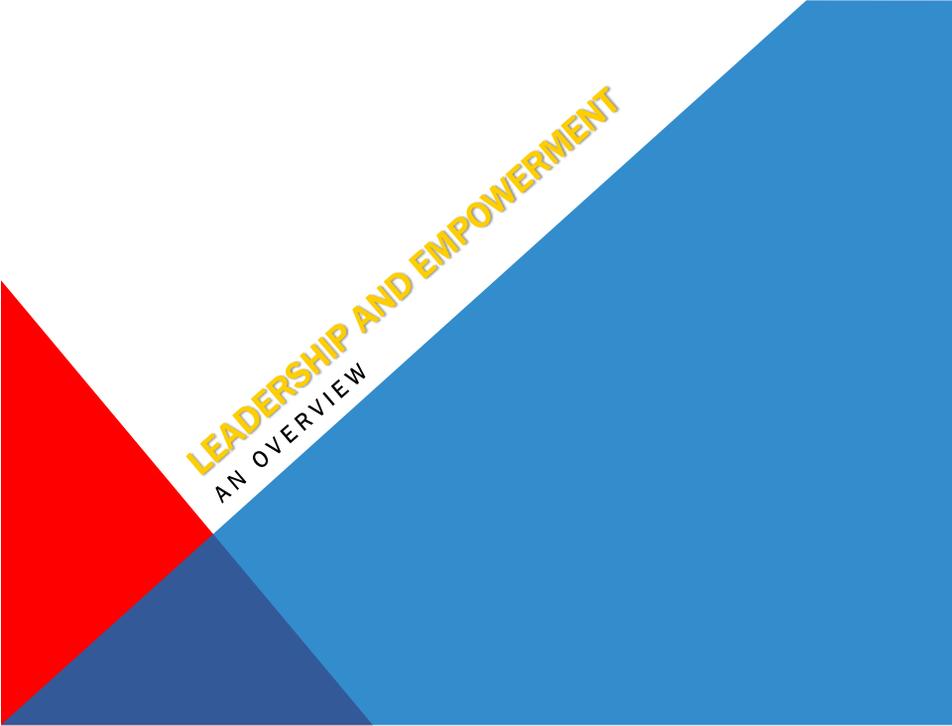
Okay.

K.

Okay 😊

4.
Justice
Re-
Imagined

Young people around the world are reinventing the idea of what justice is and how it works. Social media is having a powerful (and somewhat paradoxical) role in the quest for doing the right thing. On a personal level young people believe they have a strong notion of the difference between right and wrong, . .but this is increasingly informed by the values of the Internet. Their new moral framework will continue to transform everything around us from the laws that govern our lives to our workplaces.
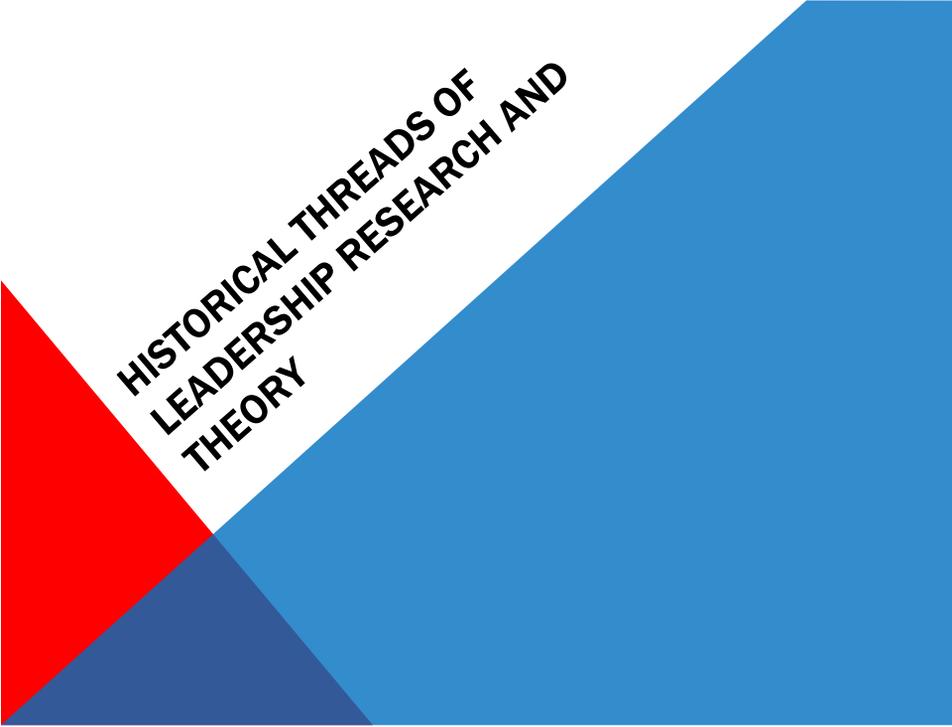
RE-IMAGINING PERSONAL JUSTICE

We have seen evidence that they are **developing their own distinctive moral framework.** Young people are looking for their own justice...and that means avoiding impositions, rigid rules and structures where they can't negotiate.

We can observe **shifts on their personal "right vs. wrong"** definitions

"I wouldn't steal a car but I would sure as hell download one if I could"
Facebook Group

MAHAL KA NYA, MAHAL MU SYA.PERO MAS MAHAL ANG TUITION FEE

KAYA MAG ARAL KA MUNA

LEADERSHIP AND EMPOWERMENT

AN OVERVIEW

HISTORICAL THREADS OF LEADERSHIP RESEARCH AND THEORY

HISTORICAL THREADS OF LEADERSHIP RESEARCH AND THEORY

Historical Thread

1. "Great Man" or Trait Theory *(who)*

Characteristic Concepts

- Great person theory
- Leadership depends upon who the leader is and what the leader is like (Leaders are…)
- Leadership depends upon personal qualities, personality, and character *(traits)*
- Human history and the evolution of societies were due to the personal traits held by **men** of extraordinary character
- Assumed that leaders were endowed with superior qualities that gave them influence over the masses without regard to situational contexts

HISTORICAL THREADS OF LEADERSHIP RESEARCH AND THEORY

Historical Thread

2. Behavior

Theory *(what)*

Characteristic Concepts

- Leadership depends upon *what leaders do* in specific situations that differ because of unique internal and external forces
- Leadership is not definable without the specific context of the situation in which leaders seem to emerge
- E.g., *Managerial Grid Theory (Blake & Mouton)*
  - Describes leadership as being the sum of two important behaviors that great leaders seem to hold in common:
    - **getting things done** and
    - **relating well with people**

HISTORICAL THREADS OF LEADERSHIP RESEARCH AND THEORY

Historical Thread

3. Situational Theory *(when)*

Characteristic Concepts

- Leadership depends upon which situations are conducive to leadership and when the leader can emerge (Leaders emerge depending on…)

  - *"those who are chosen to lead cannot have done otherwise and give direction regardless of what other non-situational factors may exist"*

- Mumford (1909) and Hook (1943) - social conditions and their associated obstacles are the driving factors that determine which skill sets a leader needs to possess

- Situational and Contingency Theories

HISTORICAL THREADS OF LEADERSHIP RESEARCH AND THEORY

Historical Thread

4. Values-based/ Transformational Theory *(why)*

•Greenleaf, 1977
•Burns, 1978
•Bennis and Nanus, 1985
•Fairholm, 1991
•Covey, 1992
•Goleman, Boyatzis, McKee, 2002

Characteristic Concepts

- Leadership depends upon values and vision (Leaders believe and articulate…)

- Leader/follower relationships and the Leadership/Management debate

- Emphasis is not on studying specific leaders in specific situations, doing specific things but rather, on what are the common *relationship elements* exhibited over time that characterize this thing called "leadership"

- Focuses on the ability of groups to take responsibility for transcending personal self-interest and to focus on the needs of the task at hand

LEAD WITH HUMILITY

12 Leadership Lessons FROM POPE FRANCIS

LEAD WITH HUMILITY
12 LEADERSHIP LESSONS FROM POPE FRANCIS

- Anchors his philosophy and approach to life in humility

- In his nearly 40 years as a priest in South America, Bergoglio was an unpretentious man who took public transportation to visit Catholics and non-Catholics in Argentinian neighborhoods.

- 15 months after he turned 75 – and submitted his mandatory resignation to Pope Benedict XVI – he was elected to lead the world's 1.2 billion Catholics

- His tenure, thus far, exemplifies 12 important leadership lessons

LEAD WITH HUMILITY

"He shows himself to be a leader who understands that leaders lead people, not institutions."

- He believes that humility is the single most important leadership characteristic and that everyone should learn to be more humble.

- 1st public appearance as pope → he chose not to stand on a platform that would rise him higher than other cardinals; before addressing the crowd, he requested a prayer for himself (a decidedly untraditional gesture)

- Considers himself a servant. Humble leaders understand the distinction between issuing orders and helping them succeed.

- Leaders who serves others acknowledge that productive dialogue requires mutual respect.

SMELL LIKE YOUR FLOCK

"Being a humble leader does not prevent Pope Francis from exercising authority and power when necessary."

- He forged his commitment to helping the less fortunate when he was an assistant bishop in Buenos Aires. Determined to increase the Church's involvement in the city's hazardous slums, he targeted drug use.

- He created a rehab center and set up two farms that hired former addicts. When Padre Pepe, a veteran priest, received death threats about his crusade against drugs, Bergoglio fearlessly held an outdoor Mass and condemned drug dealers.

- He spent time in the slums with his parishioners, walking the streets and even washing the feet of young addicts.