S4 - STEWARD OF THE ENVIRONMENT

Taking care of the environment
- Sustainable development
- Ethical consumption

"We did not inherit this world from our ancestors. We only borrowed it from our children."

BIDAHAN KEY RESULT AREAS: THE 3 Es

Empower

Enable

Effect and Sustain Change

BIDAHAN KEY RESULT AREAS: THE 3 Es

E1: Empowering the Youth *- Inspire the Youth to believe in themselves as a key change catalyst*

E2: Enabling the Youth *– Organizing/ Providing structures of support and programs for action*

E3: Effecting and Sustaining Change *- Providing venues for youth action*

E1: Empowering the Youth *- Inspire the Youth to believe in themselves as a key change catalyst*

- *Care & Concern for the Person*

E2: Enabling the Youth *– Organizing/ Providing structures of support and programs for action*

- *Community of Discernment, Formation, Support & Action*

E3: Effecting and Sustaining Change *- Providing venues for youth action*

- *Compassion & Mission*

BIDAHAN KEY RESULT AREAS: E1

▶ **Empowering the Youth** -
Bidahan Youth Camp
  ◦ Give the youth a sense of efficacy ("we can do something and make an impact")
  ◦ Inspire the youth to take action
  ◦ Provide the youth with Knowledge, Skills and the right Attitudes and Values needed to engage the issues affecting the country
  ◦ E.g.
    • Understanding the role of the family in developing honesty
    • Saying "No" to temptations of dishonesty
    • Understanding the different ways corruption is done

THE BIDAHAN PLAN

1. Vision – Bida: Be The Change

2. Core Values and Non-Negotiable Principles

3. Mode – Stewardship (S1, S2, S3 & S4)

4. Strategy & Key Result Areas (3 Es)

THE BIDAHAN LAUNCHING VEHICLE

- The Bidahan Youth Camp

WHAT BIDAHAN IS

A *culture-change program*

A vehicle for promoting the call for *"Stewardship"*

An advocacy to promote a culture of *engaged & responsible citizenship* and *effective & ethical leadership*

WHAT BIDAHAN IS

A "Candle In The Dark" effort
- An effort to present Witnesses that the youth can emulate
- An effort to present concrete alternatives to our youth that can
  - Give them hope
  - Provide a vehicle for action
  - Present to them concrete projects that can make an ACTUAL impact on the community/nation

WHAT BIDAHAN IS NOT

An annual event
A "feel-good" experience
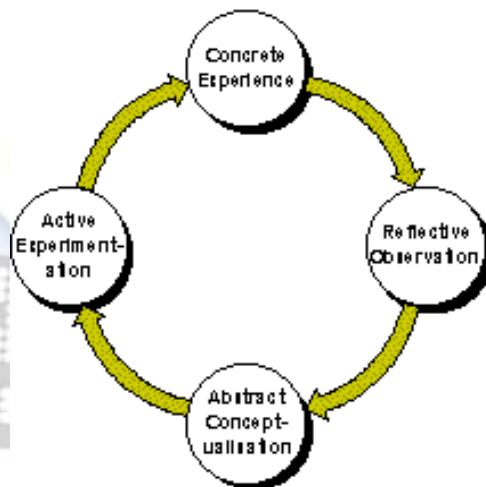Another activity to run, feel good about, and forget

BIDAHAN

Bidahan can begin with an "annual event" (the Bidahan Youth Camp)

The annual event (*Bida: Be The Change*) is
- A CELEBRATION
- A GATHERING OF HEROES
- A COMMUNAL AFFIRMATION of the vision and values that Jesus Christ advocated and died for

The Youth need to feel and know that they are not alone

BIDAHAN METHODOLOGY: *EXPERIENTIAL LEARNING*

BIDAHAN YOUTH CAMP (E1) OBJECTIVES

The 24-hour youth camp aims to:
Celebrate heroism
Build the Community of Heroes
Continue the Change

BIDAHAN YOUTH CAMP (E1) GENERAL PROGRAM FLOW

- Intro: Review of the Catholic Social Teachings or the principles of Authentic Humanism
- Module I: Self-Awareness & Self-Mastery - "The Leader in Me"
  - The Self as the first battlefield
  - The *victories* and *struggles* of the youth in living out Leadership consistent with the principles of Authentic Humanism
- Module II: The Steward-Leader/Steward-Citizen
  - The youth's concept of the ideal Steward Leader
  - Input/Sharing on the characteristics of the Ideal Steward Leader
- Module III: The Youth as Catalysts of Change
  - Presentations on options for action
  - Action Planning – projects/programs for youth involvement *beyond May 2010 (*Transparency & Accountability)
- *Missioning*

BIDAHAN KEY RESULT AREAS: E2

Enabling the Youth – *Organizing/ Providing structures of support and vehicles for action*

- Assisting the youth in setting up **organizations** and **support structures** or communities that promote honesty and ethical practice of one's discipline
- Providing a FORMATION program & FORMATORS (MENTORS and ROLE MODELS
  - to deepen, nurture & sustain their understanding, vision, idealism and commitment
  - to provide a venue for camaraderie and belonging
  - an infrastructure for action (leading to E3)
  - E.g.
    - Student Councils
    - Student Organizations
    - Advocacy groups

BIDAHAN KEY RESULT AREAS: E3

Effecting and Sustaining Change
- Providing venues for youth **action**
- Organizing advocacies in collaboration with existing NGOs or advocacy groups
  - e.g., 2008 = Task Force 2010 - non-partisan electoral engagement like voters' registration and mobilization
  - 2009 = Transparency & Accountability
    - youth participation in programs/projects designed to ensure the accountability of public officials (for example, organizing or joining NGOs monitoring the government procurement processes)

E2 & E3: *ENABLING THE YOUTH & EFFECTING CHANGE*

<u>The FINE Fellows Program</u> (in collaboration with the Simbahang Lingkod ng Bayan)

Providing support systems, programs and structures

- "Leadership incubator"
- Deepening Formation for the "elite" student leaders (core)
- Training and Competency-building
- Mentoring and Coaching support
- Support community & organization
- Resource mobilization, including possible funding
- Time

WHAT SCHOOLS CAN DO:

▸ OSA as visible representation of support
  ▸ Empower & Involve the students in school processes – give students actual *experience* of empowerment & dignity
▸ Student Councils as key vehicle for organizing and coordinating student efforts
▸ Student Organizations – can take up issue-specific advocacies related to the nature of the organization
  ◦ e.g., media- or marketing-oriented organizations can focus on "selling" the concept of an *alternative culture (culture of integrity)*

WHAT SCHOOLS CAN DO:

▶ Bidahan Coordinator/Desk or Office
- ◦ Oversee Needs Assessment, Program Development and Program Implementation & Evaluation
- ◦ Coordinate with Partner Organizations or Advocacy Groups
- ◦ Develop Funding sources

▶ Help organize Regional Bidahan Programs

WHAT SCHOOLS CAN DO:

▶ School-based Formation Programs
- ◦ "Communal Discernment" /Formation Workshops
  - • EHEM!-type sessions/workshops to understand the Culture of Corruption
- • Self-examination
- • Probing the extent of the influence of the negative culture on the school itself
- • Developing skills in combating dishonesty
  - • Examination of personal and family practices that are the starting point of corruption (*"How does corruption start?"*)
  - • Building systems and structures of Honesty and Integrity

IMPORTANT TO NOTE ABOUT CULTURE BUILDING: STRATEGIC AREAS

Orientation of new members (how do we orient our new students, faculty, personnel?)

Training of current members

Leadership practice/s (what messages do senior leadership convey?)

Day-to-day Supervision (what messages to point-of-contact supervisors communicate through their words and actions? – teachers, org leaders, etc.)

Rewards and Punishment

EXAMINING SYSTEMS, PROCESSES, PRACTICES ETC.
WORKSHOP (GROUP ACTIVITY)

PRELIMINARY QUESTIONS

1. Why do you want to engage the youth?

2. How important is youth engagement/youth empowerment to meeting your institution's mission and objectives?

3. When you say empowerment, what does it mean?

AN ORGANIZATIONAL INVENTORY/ASSESSMENT

a. What forms of youth participation & empowerment have you tried or do you have? What programs/activities within the school do you consider as forms of youth empowerment and engaged citizenship?

b. How are these programs/projects/activities formed? Who are involved in:

a. Planning and Conceptualization?

Who initiates these programs etc? Who are involved in the design and planning? How are these activities or programs identified?

a) Approval? (Concept and Resource Allocation)

Who approves the project/activity? Who determines and approves the resources? How is it approved? Who are involved in the decision-making process?

i. Execution?

What role do the youth have in relation to the execution of the project/activity? Are they viewed as a resource or recipient? Engaged as partners or as an audience? What resources do we give to them? Are the resources given to them as "all in" or as "seed money" ?

a. What forms of youth participation & empowerment have you tried or do you have? What programs/activities within the school do you consider as forms of youth empowerment and engaged citizenship?

b. How are these programs/projects/activities formed? Who are involved in:

i. Planning and Conceptualization?

Who initiates these programs etc? Who are involved in the design and planning? How are these activities or programs identified?

i. Approval? (Concept and Resource Allocation)

Who approves the project/activity? Who determines and approves the resources? How is it approved? Who are involved in the decision-making process?

i. Execution?

What role do the youth have in relation to the execution of the project/activity? Are they viewed as a resource or recipient? Engaged as partners or as an audience? What resources do we give to them? Are the resources given to them as "all in" or as "seed money" ?

c. How much resources are allocated and mobilized for youth empowerment and engaged citizenship? (e.g. time, people, finance etc.)

d. What structures/processes/systems/policies/practices within your school do you consider to be voice-enabling for the youth? How are these being maximized?

CHALLENGES ON YOUTH ENGAGEMENT

SOME REFLECTIONS

CHALLENGES OF YOUTH EMPOWERMENT AND ENGAGED CITIZENSHIP

- Engaged Citizenship* →"Active participation means that **people become actors… capable of deciding, acting, and claiming spaces of their own collective aspirations**. Participation… goes beyond the assertion of rights and exercises of responsibilities."

- Empowerment is about **ownership**. It entails providing clarity (goals and expectations), support (resources to succeed and addressing obstacles) and autonomy (trusting them). It is a way of involving people so that they feel personal responsibility for their actions/decisions

*Fr. Antonio Moreno, SJ, *Church, State, and Civil Society in Postauthoritarian Philippines: Narratives of Engaged Citizenship*, 1st ed. (University of Hawaii Press, 2008), p. 12-13.

ENGAGED CITIZENSHIP: IS THE YOUTH REALLY APATHETIC?

- Accused the youth that they had become apathetic or indifferent about the national situation

- *"..not that we do not want to get involved, but even if we got involved, it would not make a difference"*

- This response did not mean apathy but a sign of a more **disturbing problem of disempowerment leading to disengagement and a feeling of hopelessness**.

- In order to help overcome powerlessness and harness latent energies and willingness to become involved, we need to provide ways to help them comprehend the situation that will empower them and make them responsive → hence the task of "framing" / "meaning construction" or "signification"

ENGAGED CITIZENSHIP

- The youth may in fact be very involved in various forms of engagement, including social development work, but they find involvement in politics less meaningful or removed from what they are doing

- Projects such as GK, Relief and Disaster Response etc. have in fact successfully engaged students and inspired them to get involved

ENGAGED CITIZENSHIP

- Pugadlawin Experience: Students who were already participating in mass action asked if the "*time spent in street demonstrations could be more positively used in building houses in GK areas*"

- Such comments are sign that the youth wanted to respond in ways that are concrete and had tangible impact

- Youth actively engage **when they are provided with a framework and concrete venues for meaningful involvement; options that draw upon and harness their particular interests, skills and disciplinary training** *(little things are part of a larger effort; efforts are interconnected)* → *BiG Picture rather than viewing initiatives in a compartmentalized way*

PROBLEM OF DICHOTOMIZATION IN STUDENT FORMATION

- Student formation are sometimes framed in the manner that ***separates the social and political arenas*** – often privileging the former, with the latter being given secondary importance and sometimes even acquiring a negative connotation (***Politics is "dirty"***).

- **Dichotomization sends the wrong message** to the youth: that poverty can be addressed and social change achieved through social projects without engaging politics and challenging political structures and policies (both at the local and national levels)

- Need to conduct continuous training of formators

ENGAGED CITIZENSHIP THROUGH SERVICE LEARNING

- Service learning* initiatives are potent vehicles because they provide students with a more holistic formation grounded in their professional fields/disciplines
- "Heart-based" strategies for student conscientization through short-term immersion programs in urban or rural poor communities may not be that effective if students are not provided with the proper cognitive frames to appreciate their encounters with the communities and are not given institutionally supported venues and programs to respond in a meaningful and sustained manner to the challenges of poverty and injustice.
- Feeling "blessed" vs. Asking why structures of injustice exist and persist and what they can do

*Curricular service-learning is a pedagogy that integrates community service into academic courses to meet specific learning goals for students. Faculty, in partnership with representatives of community organizations, design service-learning projects based on two main objectives: advancing the students' understanding of specific course content and related civic learning objectives, and responding to community-identified needs and assets.

CHARITY (DIRECT SOCIAL SERVICE) IS NOT ENOUGH.

There is a need for Catholic educational and catechetical programs not only to continue offering direct service experiences, but also to offer opportunities to work for change in the policies and structures that cause injustice.

Sharing Catholic Social Teaching: Challenges and Directions, 1998

GETTING THEM INVOLVED: SOME INSIGHTS

- Effective initiatives respect the value of young people in public problem-solving and provide them with information, tools, and support to work effectively together as partners, *allowing opportunities for youth to take ownership of parts of the process, mobilize others and become role models themselves*

- In short, it is important to be inclusive in planning and working with the youth

- Remember, young people don't like being imposed upon

GETTING THEM INVOLVED

- View the youth as a resource rather than a mere recipient; a partner rather than an audience

- Involving youth as partners in making decisions that affect them increases the likelihood that the decisions will be accepted, adopted, and become part of their lives

- Programs & activities are developed **with** the youth rather than **for** the youth

ATENEO TASK FORCE 2010

CASE STUDY

ATENEO TASK FORCE 2010

- ATF2010 is a project that was launched through the combined efforts of 3 main organizations within the ADMU — the Sanggunian, Ateneo Residents Association (ARSA), and Council of Organizations of the Ateneo (COA). Spearheaded by the Sanggunian, the project focuses on student/youth involvement during 2010 National Elections.

- Carried the framework of the right of suffrage as a human right; targeting the seven vulnerable sectors identified

ATF2010

- During the TAYO 8 National Finals, Kenneth Isaiah Abante, then Secretary General of the SANGGUNIAN, explained that ATF2010 aimed to "break institutional barriers." When asked to share a quotation for his presentation before a panel judges, he shared one that expressed what their efforts meant — "It's your country. Your elections. Your time to build the nation."

ATF2010

- Satellite registrations were held in and out the Ateneo while forums were organized to promote voter's education. Presidential candidates were invited as guest speakers while activities like Wear Your Candidate's Color Day and mock elections were done to increase awareness and participation.

- And to strengthen these efforts, exhaustive documentation and surveying were performed for possible future replication or transfer of technology

ATF2010

- Core volunteers guided the project through its four phases, with the 4th and final phase being the Sangguniang Kabataan and Barangay Elections.

- Engaged institutions like the COMELEC, and partnered with various groups like Parish Pastoral Council for Responsible Voting (PPCRV), Ayala Young Leaders Assembly, National Youth Commission (NYC) and Catholic Educational Association of the Philippines (CEAP).

- As a result, more students were able to register to vote as well as engage in partisan work campaigning for their chosen candidates. On the day of the elections, they also participated in bantay balota operations and reported anomalies.

ATF2010

- The idea of involving students in the electoral process is simple but also a multifaceted mammoth task— this was the challenge for the members of the ATF2010. But they persevered and continue to persevere in the belief that vigilance is not only to engage youth voters but to hold elected officials accountable for the promises they made.

- As an entry placing as a TAYO 8 National Finalist, ATF2010 truly embodies the spirit of cooperation, teamwork, and unity. It displays the dynamism of the youth and shatters the image of a generation of apathetic youth.

AMIDST CRISES, IS THERE *HOPE*?

Many feel that there is nothing that can be done in order to counter and correct the ills of the Philippine society as a whole.

But not everyone has given up. More and more Filipinos today are heeding the call to the heroism of good citizenship. In recent years there has been a resurgence of concern and active involvement in the work of uplifting the plight of Filipinos, especially of the poor, and of improving the systems that govern Philippine society.

THANK YOU ☺

CEAP JEEPGY ACADEMY OCTOBER 2014