

# Designing a Youth Environmental Stewardship Educational Program by Adopting Logical Framework Approach in Catur Village, Kintamani, Bali

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## ABSTRACT

Universitas Dhyana Pura (Undhira) has been involved in various research and community empowerment projects in Catur Village, Kintamani, Bangli, Bali. However, no projects in Catur Village have specifically reached the village youths until 2020. Hence, this article discusses developing an empowerment project called the Youth Environmental Stewardship program in Catur Village (YES Catur). Using the Logical Framework Approach (LFA), the authors describe the underlying problem the village youths face, such as a lack of self-efficacy and awareness of micro and macro-environmental issues facing them and their generation. Furthermore, the LFA became the overarching goal of empowering the youths through an environmental stewardship education program, encouraging positive self-view and worldview, the resources and activities designed to engage them, and the intended outputs and outcomes from the project. From this pilot project, the youths are expected to realize their true potential as they appreciate the great natural potential in their village, especially in ecology. They were encouraged to take on active roles in environmental stewardship (including eco-entrepreneurship and circular economy). Finally, they can share about themselves and their village through storytelling and photography to showcase their potential and share about sustainability issues.

**Keywords:** Environmental Stewardship, Logical Framework Approach, Project Design, Youth Empowerment, Village Youths.

## 1 Introduction

Climate change poses the biggest existential threat to mankind this century. Yet many, including youths in high-risk regions of the world, are often unfazed due to a lack of awareness. This is happening in Bali, even as the island located in the ring of fire has high risks for disasters, including volcanic eruption, tsunami, drought, flooding, forest fire, severe storms, etc. Many youths are seemingly in their microcosms as they have yet to see the 'big picture' of environmental awareness. This is also true for the youths in Catur Village, Kintamani sub district, Bangli Regency, Bali—located in the heart of Bali, 1200 meters above sea level, and a 90-minute car ride from Denpasar.

Universitas Dhyana Pura (Undhira) has been involved in Catur Village since 2017 through various research and community development projects. Until 2020, these projects and programs had focused mainly on four primary areas. First, the development of rural tourism (*desa wisata*), specifically focusing on four domains of tourism: eco-tourism [1], agro-tourism, cultural tourism [2], and herbal tourism [3], which for the most part



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partnered with and reached adult men population of the village, as the leaders in both village governance and practitioners in the local tourism committee. Second, women empowerment through herbal medicinal plants and the processing of products made from local ingredients, mainly involving adult women in various projects and programs [4, 5]. Third, community outreach health education and services for the local villagers, which have involved families with young children and the elderly population [6, 7]. Fourth, capacity building for rural entrepreneurs and SMEs, mostly involving adult men and women [8, 9].

By 2020-2021, there was a realization that there was a noticeable gap in the target groups of the various empowerment projects undertaken by Undhira in Catur Village. However, there has not been an empowerment project specifically designed for the youths of Catur Village. This article discusses the development stages of a project designed to address this gap, i.e., designing a youth empowerment project through environmental stewardship in Catur Village that would deal with both the youth issues and environmental concerns especially facing the young generation in the immediate and intermediate future.

The village leaders of Catur Village have expressed concerns that the youths there are demotivated, especially the young men who are often seen congregating, smoking, drinking alcohol, gambling, and motorcycle racing (in unsafe conditions). Meanwhile, young women face issues of teen pregnancy and low self-esteem. This boils down to the lack of self-efficacy—that the youths are not thinking very highly of themselves, that their actions do not matter, and that they have no control over their situation. They need to realize that there is great potential and hope for them, even if they live in a rural area. Many youths who stay in the village (willingly or otherwise) or are too young to urbanize have the perspective that village life is a dead-end. They have yet to realize their potential, let alone the village's economic potential or the enormous blessing they have living in a geographically strategic location in Bali.

This empowerment project was designed to address the lack of self-efficacy among Balinese village youths, starting with this pilot project in Catur Village. Through a series of courses and learning, it is hoped that the youths will improve their self-awareness and self-efficacy. This project also aims to broaden their perspective regarding their appreciation for the environment and the potential of their village, especially now that it has been classified as an eco-tourism destination. As such, the project seeks to put the highly regarded but less often practiced "*Tri Hita Karana*" (the three harmonies, a philosophy that emerged in Bali) into practice through this youth development program: harmony with the Creator, harmony with mankind (including oneself), and harmony with nature [10].

This project was called "Youth Environmental Stewardship in Catur Village" (YES Catur). It was designed using the Logical Framework Approach (LFA), which depicts and describes the project's problems, goals, and anticipated results while providing a structure to specify the project resources, components, and activities. LFA analyses the process of project planning and management, with a 'LogFrame' matrix serving as a visual representation of the project's goal, activities, and anticipated results, while also providing a structure to specify the project components and activities—to reach the desired outcomes [18] eventually. LFA has been used previously in a multi-year project aiming at women empowerment [4] and green entrepreneurship [5] and is applied once again in this youth empowerment program dealing with environmental awareness and stewardship.

## 2 Methodology

This article takes on a descriptive qualitative approach in elaborating on developing and designing the Youth Environmental Stewardship program in Catur Village (YES Catur). It uses the LFA framework to visualize better and describe the development and design process. The LFA design started with a summary of the problem statement, i.e., that youths in Catur Village showed a lack of self-efficacy and awareness towards micro and macro-environmental issues facing them and their generation. At the same time, there are

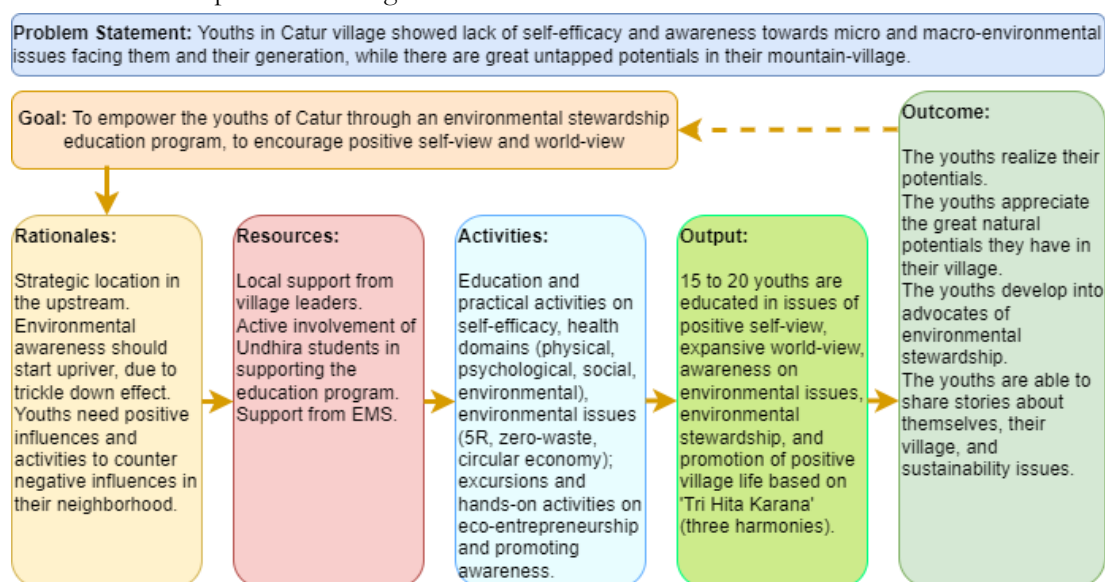
significant untapped potentials in their mountain village. This led to an overarching project goal, i.e., to empower the youths of Catur Village through an environmental stewardship education program and encourage a positive self-view and worldview. From this overarching goal, the authors developed and designed an empowerment project to meet the needs and expectations of the village leaders and the youths of Catur Village—as described in the following section.

### 3 Results and Discussion

The overarching project goal, i.e., to empower the youths of Catur Village through an environmental stewardship education program, as well as to encourage a positive self-view and worldview, was derived based on the rationale or assumptions that: (1) Catur Village has a strategic location in the upstream; (2) that environmental awareness should start upriver, due to trickle-down effect, and (3) youths need positive influences and activities to counter negative influences in their neighborhood.

The following resources proved to be essential throughout the project's process to design and deliver the subsequent activities in this project: (1) local support from village leaders, (2) active involvement of Undhira students in supporting the education program, and (3) financial support from EMS Germany. The project team designed the activities to include education and practical activities on self-efficacy, health domains (physical, psychological, social, environmental), environmental issues (5R, zero-waste, circular economy), excursions, and hands-on activities on eco-entrepreneurship and promoting awareness. The project and activities were designed to span over two years (2021–2022).

The intended output of this project was designed for 15 to 20 youths (in the pilot project) to be educated in issues of positive self-view, expansive worldview, awareness of environmental issues, environmental stewardship, and promotion of positive village life based on *Tri Hita Karana*. These youths are expected to be the advocates in their surroundings, thus creating a multiplier effect. From the entire process, the expected outcomes of this project include: (1) the youths realize their potential; (2) the youths appreciate the great natural potentials they have in their village; (3) the youths develop into advocates of environmental stewardship; and (4) the youths can share stories about themselves, their village, and sustainability issues. By using LFA, the YES Catur team could design and subsequently implement this youth empowerment project, with the LFA visualization serving as a guideline for the two-year implementation of this project. The LFA visualization is presented in Figure 1.



**Figure 1:** Logical Framework Approach (LFA) for Youth Empowerment Stewardship in Catur Village

The authors derived four specific project objectives from the overarching goal of youth empowerment through environmental awareness. These four objectives are designed to be inside-out, as it starts with the individuals (i.e., the youths in Catur Village), then coming out as a collective appreciation of nature, subsequently scaling up to environmental stewardship and ultimately realizing *Tri Hita Karana* or the three harmonies in Balinese philosophy (i.e., harmony with the Creator, harmony with fellow humans, and harmony with nature). The four specific objectives of this project are:

1. The youths realize their unique and extraordinary potential for future success, even if they choose to live in the village against the lure of urbanization.
2. The youths appreciate the great natural potentials they have in their village and learn economically and environmentally sustainable options to develop said potential.
3. The youths develop into advocates of environmental stewardship, as they are blessed to live in such a geographically strategic location when it comes to freshwater supply and river ways, such that the stewardship is hoped to "trickle downstream", literally and figuratively.
4. The youths can invite other youth groups to their village and share stories about themselves, nature, sustainability, and environmental stewardship.

The project was developed from the expressed need of the village leaders, in addition to direct observation from the Undhira team. The project's design considered that the youths in Catur Village have great potential but are still largely unaware of their potential and their village's potential and strategic significance. As such, this project was designed to start with the individuals before dealing with environmental issues and eventually sharing with others in the spirit of environmental stewardship.

The project was designed to be a series of half-day courses and project-based learning with Undhira faculties and students as the facilitators/mentors. The learning and development were divided into four main parts. First, the program was specifically designed to start with the awareness of self-potential and self-efficacy. This part consisted of activities related to self-inventory, self-directed search, finding one's potential, and positive psychology (Figure 2).



**Figure 2:** *Sharing sessions on self-awareness and environmental awareness*

Then the youths were encouraged to develop an awareness of environmental issues about climate change, mankind's impacts and contribution to climate change, and what can be done to stop/slow the harmful effects of climate change towards positive social and environmental change [11]. Topics included the 5R (reduce, reuse, recycle, replace, restore), the concept of carbon footprint, the concept of zero waste (particularly as it relates to coffee farming and other forms of farming in the village, for which the youths have first-hand experiences), and the concept of circular economy (Figure 3).

Next, the youths were encouraged to take an active role in environmental stewardship, including developing awareness for the freshwater crisis and river ways clean up, creating projects related to disaster preparedness, and hygiene/sanitation related to water usage.



**Figure 3:** *Hands-on Practice on Zero Waste and Session on Circular Economy*

This environmental stewardship portion was also designed to expose and encourage the youths to consider eco-entrepreneurship as a viable career alternative [12], specifically by inviting young eco-entrepreneurs as speakers and taking the youths for a tour of an eco-entrepreneurship enterprise (Figure 4). This is a way to show that they do not have to rely on urbanization for their future careers and that there is great potential for them to develop their local resources in the village while applying the circular economy concept.



**Figure 4:** *Sharing Session and Visit to Eco-Entrepreneurship Hub*

Lastly, the youths were involved in sharing with others. Since Catur Village is a designated community-based tourism destination in Bangli Regency, the youths could become agents of change by sharing their experiences through social media platforms and hosting other youth groups that visit Catur Village. This was designed to be done through storytelling, performing arts (developed by the youths and Undhira students), and photography to showcase the natural potential in the village (Figure 5).



**Figure 5:** *Photography Training and Result of Photography Workshop for Storytelling*

The target group in this project was the youths in Catur Village, aged 13 to 24. The number of youths living in the village is relatively low because many have to migrate to urban areas for education and/or work since there are no high schools or colleges, and there is a lack of opportunities for young people outside of farming. Therefore, the newly developed Community Based Tourism is hoped to boost economic, employment, and entrepreneurial opportunities for young men and women in Catur Village. The village leaders hope this program can provide an eye-opener for the village youths on how essential and potentially fulfilling village life is if filled with a good education.

The youths were actively involved in planning the schedule for each year the project was carried out. The team always tried to work around their schedule, relating to school, work, and village/ceremonial life. The learning method was designed to be problem-centered, participative, collaborative, and experiential. This experiential and problem-based learning method is chosen because it would allow the youths to incorporate their own experiences into the learning process [13]. In addition, it positions the target group and the mentors or facilitators in collaboration to achieve the project objectives.

#### **4 Conclusions**

The Youth Empowerment Stewardship in Catur Village (YES Catur) was designed using Logical Framework Approach (LFA) to address the needs and expectations of the village elders and youths in Catur Village. Environmental awareness was chosen as an overarching theme of this empowerment project, even though it was developed with an inside-out approach. This design is expected to become a pilot project that could be applied in other areas, especially when it comes to empowering the youths to become more aware of their potential and the potential (as well as the imminent dangers) of the environment surrounding them.

By geographical positioning, Catur Village is an ideal setting for this Youth Environmental Stewardship pilot project as it is located in the mountainous where the river springs begin to flow downward. It is also located in the tri-regency area. Therefore, it is hoped that the youth environmental stewardship to begin in Catur Village can trickle down to other areas—both literally and figuratively speaking. The youths in Catur Village are expected to sustain an open-mindedness, willingness to learn, and willingness to share. The program was designed, to begin with, the interpersonal and psychological aspects to encourage the willingness to share. In addition, peer support from Undhira students of the same age group as the target group is designed to bridge the gap between the mentors/trainers and the target group.

#### **5 Declarations**

##### **5.1 Limitations**

The authors realize the limitations of this project in terms of scope, so it is difficult to generalize or infer whether a similarly designed youth empowerment project would be appropriate in other situations. However, the authors have been encouraged by the implementation of the project in this instance. Further iteration and collaboration of youth-specific empowerment projects or programs are encouraged.

##### **5.2 Acknowledgments**

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### 5.4 Competing Interests

The authors declare no competing interests.

### 5.5 Publisher's Note

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