




Youth Eco Camp: Multi-Stakeholder Partnership and Environmental Leadership of Filipino Youth in Quezon Province

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ABSTRACT

Environmental pollution is the greatest problem in the world. The youth as future carriers have the most at stake to resolve this dilemma and take the lead together with other stakeholders to change this harmful trend. Qualitative research which employs key informant interviews, observation, and document analysis captures the various angles to describe the nature of the youth eco camp, analyze the changes in the environmental leadership and propose community organizing and action to support the youth eco camp. NVIVO 14 was utilized to import the files, including the transcript of the KI responses, assist, and organize the coding of themes. The success of the youth eco camp is attributed to the collective effort and expertise of all stakeholders to achieve change and address environmental problems. The activities of the youth eco camp were able to develop and transform youth leaders' environmental leadership which entails collaboration among people, empowerment, and inspiration that help youth leaders to become mentors and facilitators. Basic steps, ethics, and principles of community organizing and action were presented to continuously support the environment-theme and leadership-inspired program.

KEYWORDS

Youth eco camp; multistakeholder partnership; environmental leadership; environmental education.

Introduction

Environmental pollution remains the greatest problem in the world and the leading environmental cause of mortality and morbidity. The United Nations (2023) has announced that the world's ecosystem is in crisis. In fact, 40 percent of the land surface of the world has been degraded and caused issues with health, food security, availability of water, and even displacement of 250 million people by 2050.

Many Asian countries have dangerously high air pollution levels (World Health Organization, 2018). In the Philippines, air pollution is the third highest risk factor leading to death and the leading environmental health risk. It is responsible for more than 66,000 deaths of which an estimated 64,920 deaths were adults and 1,310 were children (Center for Research on Energy and Clean Air, 2023). Aside from this, the country has a poor waste management system mixed with the utilization of single-use plastics, which produces the Philippines' yearly output of 2.7 million tons of plastic garbage, and estimate that 20% of this debris ends up in the water (World Bank, 2021). In 2022, the Philippines tops the assessment of sea level rise done by the World Risk Index. The projection shows the people in the country will be displaced by 2100 if the latest trend continues (Earth.org, 2023).

The said ecological concern served as a major challenge in community organizing and action (Abenir et al., 2017). Environmental protection is not solely the responsibility of the government because everyone has a role to play in preventing environmental damage. Many Filipino youths have become mindful of the environmental crisis and have solutions (Save the Children, 2020). As future carriers, the youth, who will have to live until 2030 and beyond, have the most at stake in resolving this dilemma and taking the lead in changing this harmful trend (Climate Change Commission, 2021).

Based on the major findings from the previous studies (Almas et al., 2020; Lee et al., 2023; Ramirez, 2017; Reo et al., 2017; Singh et al., 2019; and Smith et al., 2016;) environmental leadership must be developed among the youths and they should take the lead for the future of the environment. Singh et al. (2019) carried out a descriptive and cross-sectional study on the impact of youth leadership on youth environmentalism, as well as the relationship between youth leadership and sustainable India. It was found that the 202-youth engaged in a leadership program by NGOs demonstrated that youth knowledge can tackle various obstacles and is regarded as an agent of change to assist India in establishing sustainability. Pitt et al. (2019) conducted 38 semi-structured interviews with individuals and students involved in environmental education in the U.S. Little indication of ecological literacy among the students was revealed by the study indicating the need to involve the youth in community organizing and action that deals with environmental problems to develop their environmental leadership.

While Smith et al. (2016) investigated the role of civic ecology programs in forming the capacity of youth to comprehend and respond to environmental problems. They observed three youth environmental restoration programs in New York and Colorado and suggested the length of the program and the context of the community may form the general impacts of youth capacity in the future. Furthermore, the studies of Almas et al. (2020) investigated the influence of transformational leadership roles on the individual's retention to volunteer to the activities of a non-profit organization. 417 volunteers from 17 non-profit organizations were surveyed and revealed that there is a need to train and develop transformational leadership roles in order to keep volunteers' retention in the non-profit organization.

Background of the Study

When Typhoon Winnie struck the municipalities of Real, Infanta, and General Nakar, Quezon Province, it reveals shocking data and damages. The Asian Disaster Reduction Center (n.d.) reported 1,060 deaths, 1,023 injured, 559 missing people, and 880,000 displaced people. Houses destroyed reached 38,000 while 134,000 houses were damaged due to the typhoon. Furthermore, US\$52 million worth of crops, fisheries, and livestock were damaged, including US\$19 million worth of damage to infrastructure.

Since 2004, the local governments of REINA and its people have become aware of their responsibility and obligation to protect the environment. Infanta LGU implemented the “Community-Based Disaster Preparedness and Management Program,” while General Nakar LGU planned to protect Sierra Madre Mountain range inside its territory (Philippine Daily Inquirer, 2014). Commemoration of the 2004 tragedy is held annually to remind the people and the future that the “destruction of nature is the destruction of life,” (STEP Sierra Madre, 2020).

Despite multi-stakeholder partnership being a major concern in Community Development (CD), there exists limited academic research about it. Participation of the youth with respect to environmental protection has not been realized considering they are the most vulnerable due to their massive number (Fernandez and Shaw, 2013). Hence, this current study aims at exploring the nature of the Youth Eco Camp lead by REINA Federation of Parents Association Inc., the narratives of the Filipino youth leaders from the towns of Real, Infanta, and General Nakar collectively known as REINA who attended the Youth Eco Camp, and determine how the environmental leadership of the youth has changed as a result of attending the Youth Eco Camp. With this research interest, the central undertaking is to discuss the changes in the leadership of youth leaders after they attended the Youth Eco Camp from the lens of the multi-stakeholder partnership and environmental leadership.

The Problem

The research problem of this study can be articulated in question form as follow:

- What are the changes in the environmental leadership of the youth leaders in REINA after attending the Youth Eco Camp?
Emanating from the research problem are the following sub-questions:
- What is the nature of the Youth Eco Camp?
- What are the changes in the youth’s environmental leadership as a result of attending the Youth Eco Camp?
- Based on the results of the study, what community organizing and action can be proposed to support the program?

Objectives of the Study

This study aims at analyzing the environmental leadership of youth leaders who attended the Youth Eco Camp. Specifically, it seeks to:

- Discuss the nature of the Youth Eco Camp attended by the youth leaders from Quezon Province using Peterson’s Basic Typology of Multistakeholder Partnerships;
- Analyze the changes in the environmental leadership of the youth as a result of attending the program using Egri and Herman’s Environmental Leadership Model;

- Propose community organizing and action to support the program.

Scope and Limitation of the Study

This research focuses on the nature of the Youth Eco Camp and the changes in the environmental leadership of youth in the Philippines. Due to time restraints, this study is limited to the youth in the municipalities of Real, Infanta, and General Nakar or collectively known as REINA. As far as the time period is concerned, the study will be completed between April to June 2023. Thus, it is confined to the participation in the eco camp of the selected youth that lived and studied in REINA during that time period.

The number of young chosen for in-depth, semi-structured interviews in the current study resulted from the saturation point of shared and collected narratives and accounts. Although it is difficult to determine saturation in qualitative research, it is often interpreted to mean that additional data gathering and/or analysis are unnecessary and have already been analyzed (Saunders, Sim, Kingstone, et al 2018).

The delimitation and methods of the research are defined by and confined to the fundamental theoretical positions employed, namely, Peterson's Basic Typology of Multistakeholder Partnerships (2014) identifying the interrelationship of local and external groups in Multistakeholder Partnership practice for a continuous and sustainable process of transformation and Egri and Herman's environmental leadership (2000) concerning the welfare of people and the environment, inspiring others to support an organization's vision, and operating as multitalented individuals who perform a variety of leadership roles. The theories informing the theoretical discussions and interpretations of the present study stemmed from community organizing and action, whereby they seek to promote development from, by, and for the people (Manalili, 1994).

A limitation of qualitative research is that it takes a long time and a researcher can only generalize the results to a very narrow group (Flick, 2014). However, despite this shortcoming, generalizability seems not to be a problem as Labaree (2004) proposed that no educational research should be considered generalizable because too many contextual variables can influence the findings. For instance, if a student does not show proficiency in reading through his/her test scores, a quantitative measurement, may suggest that the reading proficiency program should be evaluated. The test scores did not consider the student's home environment, the conduciveness to learning in the classroom, or other equally important elements. According to Donmoyer (2012), qualitative researchers can inform policymakers about what works because qualitative research provides a detailed description.

Review of Related Literature and Studies

The review of literature presents the discussions of concepts and studies revolving around leadership programs, the leadership of youth, and how such a program should be anchored on community organizing and action. After knowing the youth eco camp, the study aims to provide a description of the broader standpoint pertaining to the Youth Eco Camp informed by the central concepts of multi-stakeholder partnership and to understand why such a program is important for changing the leadership of youth from the municipalities of Real, Infanta, and Gen. Nakar, Quezon, Philippines. Through the presentation of literature and studies, it is possible to locate the bias of the present research, introduce the reasons for the choice of perspective, and prove how such a point of view

provided the lens through which the research methods and the tools of analysis are selected, in line with the theories informing the discussion of the present study within the multi-stakeholder partnership and environmental leadership.

Youth in Nation Building

Nation-building is a positive process of involving all citizens in the inclusive and democratic construction of social cohesion, economic success, and political stability. Through the intelligence of people and the labor force, they can use scarce natural resources. That is why young people are such an important part of a country's development (Sidha& Mabururu, 2016). Likewise, statistics point out that investing in youth sees significant growth in many economies (Sharma, 2017).

In the Philippines, there are documents that enshrined the vital role of the youth in building the nation. The 1987 Philippine Constitution encourages youth participation in both public and civic affairs. Youth participation in local development is also encouraged in the 1991 Local Government Code. Furthermore, Republic Act No. 8044, or the 1995 Youth in Nation-Building Act was signed into law to carefully plan youth-related activities.

A society that prepares its youth for future aspirations does not only secure its development but also prepares its future leaders for the challenges of development. The national policy among the youth affirms that responsible youth is correlated with the development of the country (Idike and Eme, 2015).

Studies suggest the development of programs for youth leadership is an avenue to build the nation. It produces members of the nation who have shared responsibility, optimism, and a sense of significance (Thomas, 2022).

Research also indicates that the youth is seen as the available resource for building the nation. They need training in enhancing skills of environmental awareness to realize their full potential. Schools need to work with non-government organizations to establish a holistic worldview and to develop the quality of education instead of limiting them to quantitative measures (Lakshminarayan, 2020).

The said literature and studies are related to the present investigation because they highlighted the importance of youth in nation-building as the most essential and dynamic element of human resources (Sidha& Mabururu, 2016) and the next leaders and innovators of tomorrow (Sharma, 2017). However, there is still more research needed on youth's involvement in multi-stakeholder partnerships that address and solve current issues like climate change and other forms of environmental concerns (Lakshminarayan, 2020; Thomas, 2022).

Multi-stakeholder Partnerships (MSPs)

The importance of partnerships is recognized in the UN Sustainable Development Goal #17 (United Nations, 2022). The Philippines pledged to implement and achieve Sustainable Development Goal 2030 by maximizing the multistakeholder approach in building partnerships. Abenir, Alipao, and Urgel (2017) defined multistakeholder partnerships (MSPs) as a partnership formed by parties from government, business, and civil society to strategically pool their resources and competencies to address the key challenges of a specific locality as a driver of sustainable development, and established on the tenets of shared risk, cost, and mutual benefit.

According to the Bali Principles, the partnership should promote and recruit volunteers, and create people- and community-organizing activities. It also applies a multistakeholder approach where Government Organizations, NGOs, and the private sector may be involved in different forms and levels (ASEAN, 2013).

Partnership in communities utilizes different approaches. In the context of community engagement, a local group is composed of people who belong to an organization, sector, or interest in a particular community. These groups are important in building partnerships and in addressing challenges for transformation (Abenir, Alipao, and Urgel, 2017). Aside from local groups, external groups such as GOs, NGOs, religious groups, business groups, and schools are also present and operate in the community. The interrelationship of local and external groups is essential in MSP practice. MSP can begin with a joint project or a joint program type of partnership to address the needs of the local community. Then it can lead to strategic alliance or collective impact for a continuous and sustainable process of transformation. See Table 1.

Table 1. *Peterson's Basic Typology of Multistakeholder Partnerships (2014)*

Model	Joint Project	Joint Program	Strategic Alliance	Collective Impact
Definition	A one-time, short-term collaborative effort among a small group of partners to develop or pilot an innovative product or strategy.	Collaboration among a limited group of partners to put into action a program to solve a specific component of a social problem.	A platform for ongoing collaboration centered on one or more related alignment partners in support of a shared agenda and collaborative investments.	Initiated on the basis of long-term commitments to a common agenda by the cross-sector group required to achieve system-wide change around a social problem.

In the article of Sidha & Mabururu (2016), the need for the establishment of partnerships between government agencies, NGOs, and the youth and providing the youth with the capacities and skills to solve environmental problems was highlighted. Moreover, the focus on “education for sustainability” was given importance through ways to protect the ecosystem and eliminate waste. The government and stakeholders should work together to empower the youth to improve the environment by means of awareness and advocacy.

Ethnographic research was performed between 1997 and 1998 with a U.S.-based multi-stakeholder partnership. The case study revealed the adoption of new approaches to environmental problem-solving and decision-making, and how to organize, manage, and evaluate multi-stakeholder partnerships to promote changes in participants’ understanding of the environment (Poncelet, 2001).

An assessment of experiences and concerns about environmental health was shared by both students and parents. 296 students participated in the survey questionnaire, 24 parents were involved in the semi-structured interviews, and focus group discussions were held in Los Angeles. Evaluation results demonstrated students' critical analysis of concerns about the environment and even created a youth coalition that advocates environmental issues that affect the youth. Significantly, the multi-stakeholder partnership serves as the foundation to develop youth leadership that can influence environmental policies in many communities (Delp, Brown and Domenzain, 2005).

Bäckstrand (2006) evaluated the need for multi-stakeholder partnership networks and found its potential to connect norms and local action from actors in the government, business groups, and civil society and the need for a clear link for systematic review and reporting.

Pinkse and Kolk (2012) explored the part of multi-stakeholder partnerships to address climate change in developing countries. The study discussed seven partnerships and concluded that multi-stakeholder partnerships can address climate change issues.

A study carried out by Ramirez (2017) highlighted the role of 34 student organizations at a University in Bicol to promote environmental protection. It also assessed the initiatives of student organizations to address environmental issues. It determined that student leadership can address environmental concerns and protection through training and seminars on the management and protection of the environment.

Singh, Kazi, and Patankar (2019) further highlight the collective effort of non-government organizations in India to engage 202 youth in a leadership program that resulted in the youth as change agents and help in their country to attain sustainability.

In 2018, 111 local governments were surveyed about environmental topics that include climate change, waste disposal, and ecological diversity, among others. Although community plans are implemented around the world, there is a limited empirical study on the involvement of partners (MacDonald, Clarke, Huang, Roseland, Seitanidi, 2018).

The literature and studies mentioned above are similar to the present study as they both deal with the need to establish a multi-stakeholder partnership that considers the role of the youth. Despite these studies, there is still very limited discussion on the roles of youth in community organizing and action (Delp, Brown and Domenzain, 2005; Bäckstrand, 2006; Sidha& Mabururu, 2016; Abenir, Alipao, and Urgel, 2017; Ramirez, 2017; and Singh, Kazi, and Patankar, 2019).

Role of Youth in Community Organizing and Action

Community organizing and action refers to people working together to solve social problems in order to attain social well-being. The goal of community organizing and action is for people to work together to solve a specific social problem (Abenir, Alipao, and Urgel, 2017). Every country's success is determined, among other things, by its ability to train its youth in the construction and shaping of its future (United Nations, 2010). Aside from their intellectual achievements and abilities to rally support, young people have a distinct point of view that must be recognized. This is why it is critical to involve young people in community activities, particularly in the field of community development.

A core process to develop communities is community organizing and action (CO). It aims to raise awareness among members of the community to enhance their participation and skills and empower them. It is defined as a process that involves activities that aim to group individuals and work for common needs

and goals. Thus, it is a way that people and communities can maximize to improve their contemporary situation (Manalili, 2013).

Participation of young people in community development is a critical chance for them to adopt a respected place in the society to which they belong. The young people may influence and share activities, decisions, and resources that touch their lives, and the community will benefit from their efforts, ideas, and energy (Abenir et al., 2017).

A review of documents and 20 interviews with key young leaders of Inland Congregations United for Change (ICUC) in California was conducted. The study revealed that youth organizing was effective to weave together youth development, community development, and social change. The initiatives also promoted leadership development (Christens & Dolan, 2011).

Thirty-three educators who organized youth environmental action in the United States were interviewed in a phenomenological study. They utilized diverse methods to structure the participation of the youth and their support of programs in society. As a result, the youth share their ideas, talents, and skills that benefited their community (Schusler, Krasny, Decker, 2017).

A mixed-method research design was employed in a study in an impoverished neighborhood in Boston, Massachusetts involving 43 students from Grades 7-12 who took a pretest and posttest, 8 of them were interviewed and one program director was also interviewed. The study revealed that community organizing programs can develop youth's skills, knowledge, civic engagement, and empowerment (Schwartz & Suyemoto, 2013).

A case study was conducted in Abu Dhabi and stressed youth participation help achieve the objective of reducing waste generation and encouraging the recycling and reuse of materials. There was also an increase in the awareness of students of the value of protecting the environment (Al Bloushi, Ahmad, Bani Mfarrej, 2020).

Lekies, Baker, & Baldini, (2009) assessed the youth participation in community action projects in New York. 70 adult leaders answered the survey about the opportunities and barriers to participation among the youth. Among the opportunities for youth participation, the study revealed that the youth were highly involved in community projects from planning to decision-making, leadership, and implementation of activities. However, they are less involved in organizing meetings and financing. When it comes to the barrier to youth participation, time was identified as the most frequent barrier. On the other hand, the study lacks ways on how the youth can take greater roles and responsibilities when older and younger youth leaders work together.

Although these results may be true, there are still other ways to elaborate them to have a comprehensive analysis of youth participation in community organizing and action and how it develops the leadership of the youth.

Leadership Development for the Youth

Through leadership development, an individual's sense of leadership can be honed in the future. According to Velson, McCauley, and Ruderman as cited by Abenir, Alipao, and Urgel (2017), leadership development means the growth and development of a person's skills and competencies with the aim of being effective leaders. Lester as cited by Abenir, Alipao, and Urgel (2017) through experiences, youth can put into practice what they have learned, applies decision-making skills, and develop their leadership skills. Studies suggest the development of programs for youth leadership is an avenue to build good practices for the improvement of the leadership skills of the youth (Thomas,

2022). Furthermore, leadership is enhanced by giving the youth the opportunities to showcase their abilities and talents.

Leadership has a variety of meanings. Through modernization, leadership styles have evolved over time (Abenir, Alipao, and Urgel, 2017). At present, leadership style includes but is not limited to the following: charismatic, participative, laissez-faire, task-oriented, environmental, and transformative leadership. For the purpose of this investigation, environmental leadership is emphasized.

Environmental Leadership

According to Christopher (2007), environmental leadership is the ability of leaders to create an impact on their environment and thus improve their connection with the environment in the future. These leaders concentrate on leading other people to show care of their environment (Egri and Herman, 2000).

Egri and Herman (2000) further elaborated on the environmental leadership model. It is composed of the welfare of others and the environment; transforming the organization by inspiring others; and operating as a multitalented “master manager” who simultaneously performs a wide variety of leadership roles. The welfare of others and the environment is composed of personal values and environmental values. Schwartz as cited by Egri and Herman (2000) values refer to “desirable trans situational goals, varying in importance, that serve as guiding principles in the life of a person and other social entity.”

Schwartz’s (2012) personal values are categorized into two dimensions: openness to change/conservatism and self-enhancement/self-transcendence. Self-direction and stimulation or the motivation to pursue innovative ways are linked to openness to change, while conformity, security, and tradition, or the motivation to maintain the status quo are associated with conservatism. Self-enhancement covers the values of achievement and power, while self-transcendence includes the values of benevolence and universalism (motivation to promote the welfare of others and nature). Lastly, self-enhancement is related to the value of hedonism. Aside from personal values, the welfare of others and the environment also have environmental values. It includes the relationship between humans and nature, attention to environmental issues, be a leader in environmental issues, among others (Egri and Herman, 2000).

The second part of environmental leadership is composed of personality and skills characteristics. Holzman (2023) defines personality as a person's persistent features and behavior that compose his or her distinctive adjustment to life, which include major traits, interests, desires, values, self-concept, abilities, and emotional patterns. Personality characteristics comprise self-confidence, need for achievement, need for affiliation, perseverance, patience, and need for power, among others. On the other hand, skills encompass interpersonal, technical, and conceptual skills including time management (Egri and Herman, 2000).

The last component of environmental leadership is to operate as a multitalented “master manager” who simultaneously performs a wide variety of leadership roles. In this case, transformational leadership is a part of environmental leadership. Transformational leadership begins with a vision that is to transform possible followers. Developing transformational leaders starts with a small initiative and grows it into a bigger one, creating and innovating activities to change themselves and others (Johannsen, 2014). This kind of leadership synthesizes the goals of an

organization and converts them into a collective vision characterized by ownership and utilizes them for an active mobilization of society. Egri and Herman (2000), characterized transformational leadership involves two-way communication, a collaboration between people, creating trust, intellectual stimulation, inspiration modeling, and empowerment. Furthermore, people can develop these characteristics when they perform roles such as mentor, facilitator, innovator, coordinator, monitor, producer, and director.

Numerous investigations have proven how personal and environmental values help keep the youth's attention on environmental issues, education, and protection. Williams (2017), made a profile of Charles Orsbon III, administrator of Greening Forward, an organization that focuses on the environment. He believes that involving the youth in substantive ways is essential to address environmental issues. Even more, a descriptive evaluative method was conducted by Ramirez (2017) to assess the role of student leadership in promoting environmental education and protection. As a result, student leadership is an effective tool to promote environmental education and protection.

Several studies have shown how personality characteristics, knowledge and skills transform and inspire others. Research indicates the mediation effect of youth environmentalism and the relationship of youth leadership and sustainability in India. Singh, Kazi, and Patankar (2019), conducted a descriptive and cross-sectional study about the impact of youth leadership on youth environmentalism and the relationship between youth leadership and sustainable India. Path analysis resulted in a positive impact on the sustainability of youth leadership. In addition, it was revealed that the 202 youth engage by NGOs in a leadership program showed youth knowledge can face many challenges and is considered an agent of change to help India establish sustainability.

In 2020, a mixed-method study with high school students in a rural place called Osa Peninsula in Costa Rica was conducted. The study examined a community-based environmental education program using a problem-posing education under the framework of the concept of Paulo Freire. They found links between the present resources of the community and environmental leadership. The program was able to increase the knowledge of students about their local environment, utilize the new information, and develop their leadership skills in the context of environmental issues in the community. At the end of the program, students describe environmental leadership requires persistence, foresight or planning, and willingness to care for the environment (Selby, Cruz, Ardoin, and Durham, 2020).

Studies also suggest that student leaders who joined the sustainable development program were able to develop their skills, empower themselves, and were able to overcome a lack of knowledge and being powerless. It also contributed to student leaders' self-confidence (Lee, Liu, Warnock, Kim, and Skett, 2023).

Multiple studies have demonstrated how certain leadership roles are performed and should be performed by people to develop role models with environmental and transformational leadership. A mixed-method design with 30 youth participants in a leadership program was explored in 2017. Results of the study indicated transformational changes specifically developing to be a change agent among the youth participants during the leadership program. Youth leaders had the ability to influence other youth in varied ways due to the collective support of the program staff. Increasing environmental knowledge and leadership skills were some of the key influences marked in the program (Laine Bourassa, 2017). In a similar way, Paige Pappianne (2019) conducted mixed methods

qualitative study with five participants in Bangladesh. The findings revealed that the ability to 'convince' people, youth support, and leadership transformation were developed by an environmental-related program.

Priyankara, Fan Luo, Saeed, Nubuor, and Jayasuriya (2018), further investigated the impact of leaders' support for the environment on the behavior for the environment of 347 employees. It was found that leaders' support for the environment has a direct positive impact on organizational behavior toward the environment.

Reo, Whyte, McGregor, Smith, & Jenkins (2017) aimed to determine the reasons of indigenous peoples in North America to stay in environmental collaborations. Some participants were interviewed twice because they can share more than once in different cases. After 48 interviews with 34 individuals, it was revealed that the early involvement of the people was one of the factors to consider to help build partnerships and achieve environmental goals.

Moreover, Dittmer, Mugagga, Metternich, Schweizer-Ries, Asiimwe, and Riemer (2018) examined the impacts of youth-leading environmental change in Uganda and Germany. They conducted in-depth interviews and found the program an effective way to develop a higher level of action among the youth during and after attending the program. Singh, Kazi, and Patankar (2019) carried out a descriptive and cross-sectional study on the impact of youth leadership on youth environmentalism, as well as the relationship between youth leadership and sustainable India. Path analysis had a favorable impact on the long-term viability of youth leadership. It was shown that the 202 young engaged in a leadership program by NGOs demonstrated that continual action can meet various obstacles and are considered agents of change to assist India in establishing sustainability. A mixed method longitudinal comparison group design with three follow-ups every three months was conducted by Riemer et al. (2016). It included 365 students and investigated the effectiveness of a youth-leading environmental change program. It found that the program was effective to foster environmental action among youth in six countries. Results also showed that youth participants had significantly higher levels of environmental action competence than the control group.

Given these studies, they are related to the present investigation since it focuses on the environmental leadership of the youth after attending an environment-theme camp. By the same token, they are concerned for the welfare of other people and the environment with a focus on the leadership roles performed by the youth and the transformation of the organization they partnered with. However, there is still more research needed to satisfy the elements of environmental leadership. Table 3 below shows the significant gap in research that exposes the need for analysis of the environmental leadership of youth after attending an eco-camp.

Table 2. *Research Gap in Relation to Environmental Leadership*

Previous Studies	Environmental Leadership (Egri and Herman, 2000)		
	Concern for the welfare of others and of the environment	Focus on transforming the organization by inspiring others to support their vision	Operate as multitalented “master managers” who simultaneously perform a wide variety of leadership and managerial roles”
Williams (2017)			•
Ramirez (2017)	•		•
Singh et al. (2019)	•	•	
Selby et al. (2020)	•		•
Lee et al. (2023)	•		•
Bourassa (2017)	•		•
Pappianne (2019)		•	•
Priyankara, Fan Luo, Saeed, Nubuor, and Jayasuriya (2018)	•	•	
Reo et al. (2017)	•	•	
Dittmer, Mugagga, Metternich, Schweizer- Ries, Asiimwe, and Riemer (2018)		•	•
Riemer and Dittmer (2016)	•		•

The context of this study considers the nature of the youth eco camp attended by youth leaders from Real, Infanta, and General Nakar and analyzes the changes in their environmental leadership as a result of their attendance in the Youth Eco Camp. The model of Egri and Herman’s Environmental Leadership informed the theoretical framework for analysis and discussion. This research will be carried out by means of qualitative analysis to shed light on the view and first-hand information of the youth and permit the youth leaders to be active agents of discourse.

Theoretical Framework

A theoretical concept guided the present research. Egri and Herman (2000) defined environmental leadership as the capacity to influence people and activate the organization to attain a long-term goal of ecological sustainability. The said definition was recognized by scholars namely Crossman (2011) and Lin Moe (2012). Likewise, environmental leadership refers to acts that advanced an organization’s environmental goals. In addition, environmental leadership emphasized the

environmental value being implemented during the planning, implementation, and linkages with organizations. (Jang, Zheng, & Bosselman, 2017).

Environmental Leadership provided the lens to analyze the concern of the youth on the welfare of people and the environment. Egri and Herman's Environmental Leadership Model is represented in Figure 1 as follows:

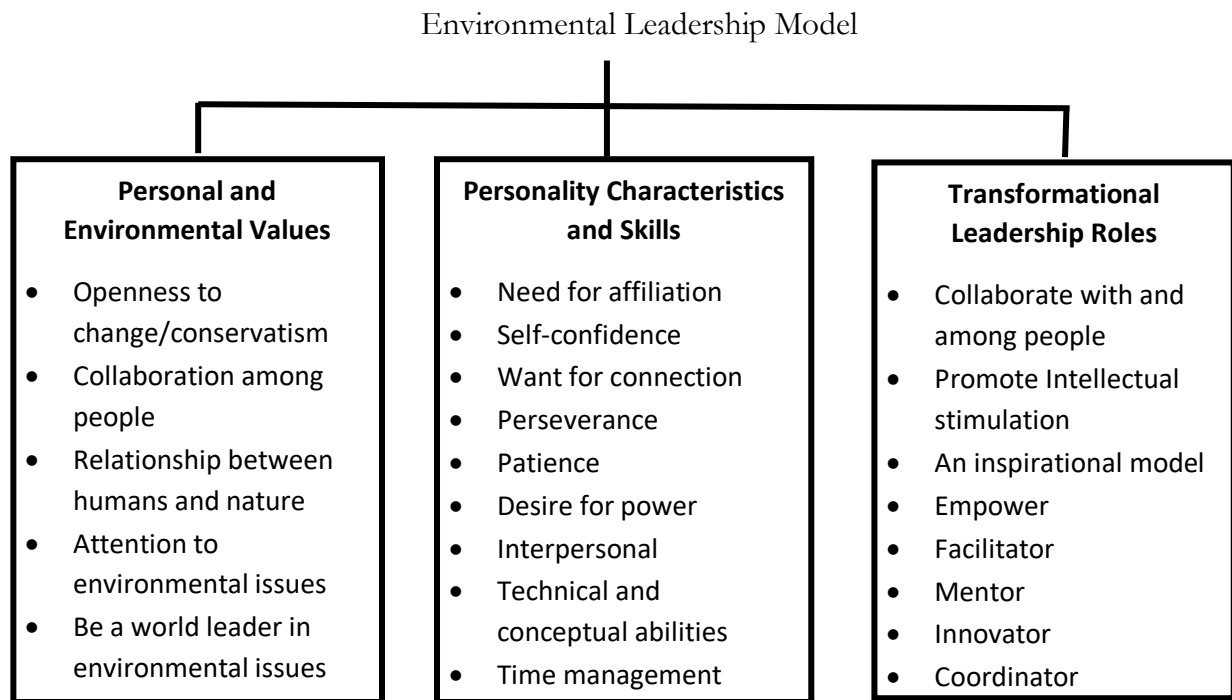


Figure 1. *Environmental Leadership Model*

Personal values and environmental values are taken into consideration to understand the youth's concern for the betterment of each individual and his/her environment. Personal values cover an individual's openness to change. It is linked to self-direction and stimulation or the motivation to pursue innovative ways. While conservatism includes conformity, security, and tradition or the motivation to maintain the status quo. The values of achievement and power are under self-enhancement whereas the values of benevolence and universalism are further down to self-transcendence. On the other hand, environmental values deal with the relationship between humans and the environment, attention to environmental issues, being a world leader in environmental issues, and government intervention in causes that work for the betterment of communities (Egri and Herman, 2000).

The second component of environmental leadership is made up of personality and skill traits. Personality is a person's persistent qualities and behavior that form his or her individual adjustment to life, which includes major traits, interests, desires, values, self-concept, abilities, and emotional patterns. Personality traits include self-confidence, the desire for achievement, the want for connection, perseverance, patience, and the desire for power, among others. Skills, on the other hand, include interpersonal, technical, and conceptual abilities, as well as time management (Egri and Herman, 2000)

The final component of environmental leadership is to function as a multitasking "master manager" who performs a wide range of leadership duties at the same time. Transformational leadership is an aspect of environmental leadership in this scenario. Transformational leadership begins with a vision of transforming potential followers. Developing transformational leaders begins with a small project and expands into a larger one, with activities to change themselves and others created and innovated. This type of leadership synthesizes an organization's aims, translates them into a common vision characterized by ownership, and uses them to actively mobilize society. According to Egri and Herman (2000), transformational leadership entails collaboration among people, intellectual stimulation, inspiration modeling, and empowerment. Furthermore, persons can acquire these attributes by taking on responsibilities such as mentor, facilitator, and coordinator.

Egri and Herman's Environmental Leadership is intended to share transformational leadership which emphasizes transforming possible followers to create and innovate initiatives to change themselves and others and appeal to people's sense of higher purpose (Abenir et al., 2017).

The application of Egri and Herman's Environmental Leadership model flagged the critical analysis of the environmental leadership of youth leaders in Real, Infanta, and General Nakar, Quezon and for proposing a community organizing and action to support the program.

Conceptual Framework

The program prepared by REINA Federation of Parents Association Inc. focuses on providing the participants with knowledge and skills in improving awareness of environmental protection, climate change, and leadership/responsible citizens; and the importance of youth leadership and involvement in mitigating the negative effects of climate change and engaging to sustainable ways of investing in our planet. The improvement of the awareness of environmental protection, climate change, and leadership of the youth must be examined in the light of environmental leadership. This is the view that informed the present study and the application of environmental leadership to support community organizing and action.

The following concepts guided the study by orienting the research methods to investigate the changes in the youth's environmental leadership as a result of attending the Youth Eco Camp and the community organizing and action to support the program. See Figure 2:

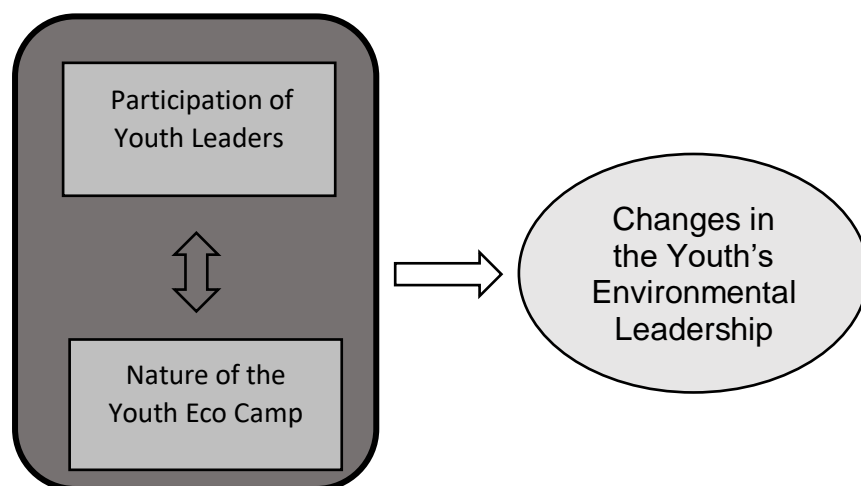


Figure 2. *Conceptual Framework of the Study*

The content of the Youth Eco Camp tackles the first research question, “What is the nature of the Youth Eco Camp?” This part aims to discuss the nature of the Youth Eco Camp attended by the youth leaders from Real, Infanta, and General Nakar, Quezon. Identifying the interrelationship of local and external groups in multistakeholder partnership practice for a continuous and sustainable process of transformation was explored and analyzed. Peterson’s lens the basic typology of multistakeholder partnerships in the youth eco camp.

The changes in environmental leadership deal with the second research question, “What are the changes in the youth’s environmental leadership as a result of attending the Youth Eco Camp?” Through this query, the focus was on the changes in the environmental leadership of the youth as a result of attending the program. Egri and Herman’s Environmental Leadership Model provide the theoretical lens on whether participation in the youth camp has led to changes in environmental leadership’s values, characteristics, and skills.

The foregoing concepts of changes in environmental leadership for the youth leaders through multi-stakeholder partnerships in community development constituted the basis of the proposed community organizing and action to support the program. This view can guide REINA Federation of Parents Association Inc. in carrying out youth training and contribute to enhance the program. The developed community organizing and action may further provide conceptual contributions to advance research into innovative ways in CD and be useful to different stakeholders working with youth leaders in other communities.

Operational Definition of Terms/Concepts

Youth: A person whose ages range from fifteen- to thirty-year-old.

Youth Eco Camp: A youth-oriented program organized by a non-government organization (NGO), REINA Federation of Parents Association Inc, together with youth leaders, local government units (LGUs), and other stakeholders which aim to develop the environmental leadership and transformational leadership roles of youths in the municipalities of Real, Infanta, and General Nakar, Quezon Province.

Environmental Leadership: It is the ability of leaders to create an impact on their environment and improve their connection with the environment in the future. It is composed of the welfare of others and the environment; transforming the organization by inspiring others; and operating as a multitalented “master manager” who simultaneously performs a wide variety of leadership roles.

Methodology

Place and Duration of the Study

The study is geographically confined to Quezon Province due to two reasons. In particular, the document analysis, observation, field notes, and interview were carried out in the Municipality of Infanta, since the Youth Eco Camp was held in Sta. Monica Beach Resort, Barangay Boboin, Infanta, Quezon (REINA Federation of Parents Association, Inc., 2023), and the office of REINA Federation of Parents Association, Inc., is located at Barangay Miswa, Infanta, Quezon where the organizers and youth facilitators planned, organized, and prepared the activities of the Youth Eco Camp.

For this study, three months between April 2023 and June 2023 were allotted for document analysis of the materials prepared by REINA Federation of Parents Association, Inc., observation and field note-taking during the three-day Youth Eco Camp, and in-depth interviews.

The Respondents/Key Informants

The key informants were selected because they were individuals recognized as knowledgeable and relevant to the study in question. The following criteria were used to select the total of nine key informants to be interviewed among the organizers and youth facilitators:

- Staff of REINA Federation of Parents Association, Inc.;
- Participated in the planning, organizing, and preparing of the materials, venue, and other documents related to the activity
- Former participants of previous Youth Eco Camp; and
- Youth leaders who were elected as overall youth leaders in their respective municipalities called “Kalasag”

The respondents to the in-depth interviews were selected based on the following criteria:

- Youth leaders from different barangays in the municipalities of Real, Infanta, and General Nakar; and
- They study in the said municipalities.

Purposive expert sampling was used to select key informants. Purposive expert sampling refers to the process of selecting individuals who are knowledgeable about the topic being investigated and who are considered relevant to the study being questioned (Cristobal and De la Cruz-Cristobal, 2017). The key informants from REINA Federation of Parents Association, Inc., were asked to identify youth leaders as possible participants of the study. Purposive sampling based on the identified criteria was employed to identify the youth leaders from the lists of participants that had attended the Youth Eco Camp in Sta. Monica Beach Resort, Barangay Boboin, Infanta, Quezon. The number of youth leaders that participated in the in-depth interviews and the decision on when to stop sampling was based on the criterion of theoretical saturation, where saturation occurs when no further evidence is discovered that can further develop the qualities of the theoretical categories determined throughout the analysis process (Saunders, Sim, Kingstone, et al 2018). Before the interviews, key informants were given informed consent to take part in an exercise of their choice, free of any element of deception, pressure, or similar improper manipulation. The informed consent highlighted the study's aims, permission to audio record the interview, and the participant's voluntary participation and right to deny answering questions and cancel the interview if they were uncomfortable, without having to explain any reasons. The responses from the said questionnaire were utilized to describe the nature of the youth eco camp and analyze the changes in the environmental leadership after attending the youth eco camp. The following data collection methods were employed: a) document analysis, b) observations, c) selection of key informants, d) selection of the respondents to the in-depth interviews, e) in-depth semi-structured recorded interviews. A semi-structured in-depth interview is defined as "a process in which a researcher and a participant engage in a conversation focused on questions related to a research study" (Cristobal & De la Cruz-Cristobal, 2017).

Instruments

Document Analysis

Document analysis was employed because it entails the review and evaluation of documents to elicit meaning, gain understanding, develop empirical knowledge and produce rich descriptions of the phenomenon investigated. According to Dalglish et al. (2020), document analysis makes the understanding of content, the process of documentation, triangulation, framing, and other purposes useful.

Observation

Observation is one of the most complex research methods in social sciences. It can be both the main method in a research study and a complementary method in qualitative research. As a qualitative research method, a systematic process must be carried out focusing on the research questions. It starts with the research objectives, accessing the research field, selecting the respondents, identifying the role of the observer, and documenting the collected data. Observation can be participant or not. The former is immersed with the population for a long-time while the latter positions the researcher as an outsider and distances himself from the group for evaluation (Ciesielska, Boström, Öhlander, 2018).

In the present study, the researcher aimed to collect data and therefore adopted a non-participant observer to have a better understanding of the activities in the Youth Eco Camp. Observation was employed to verify the descriptions provided during the interviews, the occurrences unable to discuss by the interviewees, and to gather the overall view of group dynamics. However, observation has the disadvantage of being subjective. To avoid this bias, the researcher must carefully record what was observed and heard (Criswell, 2014).

Data Analysis

Recorded interviews were carefully transcribed by the researcher in an exact manner. The gathered data through the documents, observations, and interviews were examined through thematic analysis. Thematic analysis is a method of identifying repeated patterns from the statements of the respondents and presented by the researcher to analyze and organize the information (Lochmiller, 2021).

Braun and Clarke (2006) made a distinction between a theoretical thematic analysis and an inductive analysis. The former is directed by the questions set in the research while the latter is guided by its data. Furthermore, the theoretical thematic analysis leads the researcher to an analytical interest in a particular area of investigation whereas inductive analysis provides an enough description of information.

Themes can be a semantic level or a latent level. Semantic themes examine the surface meaning of the data without looking beyond what participants have said or written, whereas latent themes go beyond the simple description and examine the primary ideas, concepts, and assumptions that shape or inform the semantic content of the information (Braun and Clarke, 2006).

This empirical study utilized a theoretical thematic analysis to identify and examine patterns and interpret the aspects of the topic by citing a detailed account of the themes. Latent themes were used to analyze the meanings and participations of youth leaders who had attended the eco camp in Infanta, Quezon.

The researcher used NVIVO 14 to import the files, including the transcript of the KI responses, assist, and organize the coding of themes.

Data Gathering and Analysis

Data gathering was achieved by means of an analysis of documents relative to the existing Youth Eco Camp and its activities, field notes and observations during the Youth Eco Camp, key informant interviews (KIIs) with the organizers of Youth Eco Camp or the officials of REINA Federation of Parents Association, Inc., KIIs with youth facilitators or former participants of previous Youth Eco Camp who were elected as overall youth leaders in their respective municipality, and in-depth, semi-structured interviews with youth leaders from the Municipalities of Real, Infanta, and General Nakar.

The employment of KIIs, field notes, and observation in data collection captures the various angles needed to understand the big picture and make the analysis comprehensive while making the evolving finding confirmatory (Creswell, 2014). For ethical considerations, the participants of the study were informed of the written report to verify the accuracy of interpretations before the completion of the investigation and for the refinement of the final findings (Torrance, 2012).

Due to time constraints, the first step in the present research was the document analysis of Youth Eco Camp, field notes, and observation of youth leaders' participation during the Youth Eco Camp which was set on April 29, April 30, and May 1, 2023 at Sta. Monica Beach Resort, Barangay Miswa, Infanta, Quezon. Through these methods, the researcher was able to ascertain the nature of the three-day camp in relation to multi-stakeholder partnership and identify youth leaders and facilitators who were former participants of previous Youth Eco Camp. Through observation and note-taking, the researcher was able to capture and analyze the context of the Youth Eco Camp and the ways of interactions between the facilitators and youth leaders. Also, it allowed the researcher to witness the dynamics of the activities that the interviewees may have overlooked during the interviews.

The key informant interview with adult organizers of the camp and former participants of Youth Eco Camp and now serving as facilitators of the current Youth Eco Camp represented the second step. These interviews helped the researcher to identify the themes in relation to the changes in the perspectives regarding environmental leadership and to prepare the in-depth interview guide questions to be utilized with the new youth leaders from the Municipalities of Real, Infanta, and General Nakar.

The third step comprised the conduct of in-depth, semi-structured interviews with the youth leaders that have attended the Youth Eco Camp to collect first-hand narratives of their perception in relation to their environmental leadership before and after the camp.

It is through the lens of Egri and Herman by means of thematic analysis that the meaning of environmental leadership was contextualized with the narratives and accounts gathered. The analysis of the contents of the program gave the development of a youth eco camp within the discipline of CD organizing and action. The matrix below summarizes how data were gathered, by means of what collection methods, and what type of analysis was employed regarding each of the four objectives in the present study (See Table 3).

Table 4. *Summary Matrix*

Research Objectives	Data to be Gathered	Data Collection Method	Data Analysis
1. Discuss the nature of the Youth Eco Camp attended by the youth leaders from Real, Infanta, and General Nakar, Quezon using Peterson's Basic Typology of Multistakeholder Partnerships	<ul style="list-style-type: none"> The themes and processes of the program 	<ul style="list-style-type: none"> Observation and note-taking of the conduct of the program Documents on the environmental leadership of the program KI Interviews with the facilitators and adult organizers of the youth eco camp 	<ul style="list-style-type: none"> Thematic analysis
2. Analyze the changes in the environmental leadership of the youth as a result of attending the program using Egri and Herman's Environmental Leadership Model	<ul style="list-style-type: none"> Youth leaders' assumptions about environmental leadership before and after participating in the eco camp 	<ul style="list-style-type: none"> In-depth interviews with youth leaders 	<ul style="list-style-type: none"> Thematic analysis

The semi-structured interview can be objective by allowing the researcher to ask open-ended questions that elicit meaningful and rich data in order to gain an in-depth understanding of the issue being investigated. In this process, the researcher introduces the topic and guides the conversation through specific questions that allow the interviewees to share their stories in their own words without controlling the content to provide a detailed response (Cristobal and De la Cruz-Cristobal, 2017). In the current study, the interviewer created instructions prior to the interview in order to collect the data needed to satisfy the objectives and to be able to reproduce the interview to some extent with all the interviewees. The instructions listed the questions in the correct order and suggested tactics for opening and closing the interview. Participants were mostly provided identical questions with comparable language in order to keep them focused on their responses while allowing them to contribute freely through the questions.

A general framework of the present study was formed by supporting theories, backup by approaches in community organizing and action, and used to develop the themes in each interview guide. The table below illustrates the theory that supported the themes, questions, and objectives of the study. (See Table 5: Relationship between the approach in community organizing and action, theories, themes, and objectives of the study).

Table 5. *Relationship between the approach in community organizing and action, theories, themes, and objectives of the study*

Approaches in Community Development, Theories, and Objectives	Peterson's Basic Typology of Multistakeholder Partnership	Egri and Herman's Environmental Leadership Model
Nature of the Youth Eco Camp	•	
Participation in Youth Eco Camp	•	•
Changes in the Youth's Environmental Leadership		•

Findings

Four main themes were identified after the key informant in-depth interviews, observation, field notes, and documents in the discussion pertaining to the nature of the Youth Eco Camp organized and facilitated by Kalasag and REINA Federation of Parents Association Inc.

The first themes were derived from the responses of the facilitators in the interview guide for key informant interviews with facilitators and organizers of the Youth Eco Camp.

The Themes of the Background of the Youth Eco Camp

Birth of the Youth Eco Camp

The youth eco camp was born 10 years ago. The conduct of the youth eco camp was temporarily stopped due to the pandemic (REINA Federation of Parents Association, Inc., 2023). John Dave recalled, "*As mentioned earlier, 10 years.*" This is supported by Bryan, when he said, "*. . . ten years.*"

Environmental Reason

Based on the observation and field notes recorded during the Youth Eco Camp on April 29 to May 1, 2023, one of the reasons for the conduct of the youth eco camp is for the protection and proper care of the environment. The testimonies of Bryan, Whencel, Benjamin, and Charlie confirmed this as Charlie said, "*I think for youth to protect and take care of the environment because of the changing environment we can feel right now.*" Joyce Anne added, "*As Kalasag of Kalikasan we make sure we have advocacy to protect the environment with the help of all youth in REINA.*"

Leadership Reason

Aside from the environmental reason, another reason for the conduct of Youth Eco Camp was the development of leadership among the youth leaders. John Dave explained:

We believe in evolving capacity of the child. Youth can contribute when it comes to risk reduction. Youths are change agents. We can see. Children are easy to teach. So in that situation, youth can really contribute meaningfully.

Mhayanne also agreed, she commented, "*promoting like leadership, . . . that help us to hone our skills.*"

Children reached by Youth Eco Camp

The Youth Eco Camp has been running for 10 years and was able to train a thousand youth from Real, Infanta, and General Nakar. When asked about the number of children reach by the camp until now, John Dave replied:

From the beginning, it was only 70 this year but in the youth camp I know, there are 120 in every activity. One of the participants was about 150 participants. So, if it is already ten years and it averages 100 so there are 1000.

This is also attested by the other facilitators – Joyce Anne, Whencel, Ralph, and Benjamin. The number of youth leaders who joined the eco camp was recorded on the list of participants and was checked during the three-day youth eco camp. It was also observed that youth leaders came from the three municipalities being served by the REINA Federation of Parents Association, Inc.

Given these points, the themes of the background of the Youth Eco Camp confirmed the inclusion of the youth. They were given a platform for a collaboration with support partners for a shared agenda and investment (Peterson, 2014).

The next themes were derived from the responses of the facilitators in the interview guide for key informant interviews with facilitators and organizers of the Youth Eco Camp.

Themes of Logistics and Processes

Number of Youth Eco Camp Every Year

All facilitators revealed that Youth Eco Camp is held every year. Benjamin explained, “*The Youth Eco Camp is conducted once a year. So, if Earth Day is coming, that’s the time we conduct the camp.*”

Partners Running the Camp

Multi-stakeholders partner together to stage the annual Youth Eco Camp. John Dave clearly articulated when he said:

First, our strongest partner is the Kalasag, a youth organization because they conceptualize, they plan, they lead, they are one of the partners of REINA Fed. Second, when they formed a concept, they present it here in REINA Federation. In return, REINA Federation accepts and checks its appropriateness to the guidelines and policies of the organization. If it passes, we present it to the Philippine Army. We present it to the LGU. Then LGU becomes our partner. Last Eco Camp, we have Kalasag Youth Operation, Philippine Army, and LGU of General Nakar.

Moreover, some facilitators added Child fund, Barangay Youth Association or BYA, Municipal Youth Association (MYA), DENR, and NDRRMO counterpart of the three municipalities as other stakeholders who act as partners during the conduct of the Youth Eco Camp.

The practice of multi-stakeholder partnership (MSP) shows the interrelationship of local and external groups such as government organizations (BYA, MYA, DENR, NDRRMO) and non-government organizations (NGOs like Child Fund and REINA Federation of Parents Association, Inc.). These groups are essential in addressing the challenges of climate change. The MSP formed can lead to Peterson’s strategic alliance or collective impact for a continuous and sustainable process of transformation.

Number of Days of the Youth Eco Camp

The testimony of the facilitators namely Charlie, Bryan, Mhayanne, Ralph, Benjamin, and Karen stated that the Youth Eco Camp lasted three days. John Dave further explained; *“Our regular Eco Camp is four days. We only have three days because when we prepare the budget, the possibility of a face-to-face was considered.”*

Number of Youth Leaders Attended the Camp

A total of 75 youth leaders from Real, Infanta, and General Nakar, Quezon Province are expected to attend this year’s Youth Eco Camp. However, only 71 youth leaders were able to come and participate in the environment-theme leadership training. Whencil explained, *“75 from the list but 4 did not come.”* This is attested by Charlie, Bryan, Mhayanne, and Ralph. Ralph added, *“The attendees are 71.”*

Criteria for Participation in the Camp

Karen, John Dave, Charlie, Bryan, and Mhayanne regarded Child Fund recipients or a sponsored child as one criterion to participate in the Youth Eco Camp. Charlie mentioned, *“Should be a sponsored child, he or she is included in Child fund.”* Joyce Anne, Benjamin, and John Dave added, 15 to 24 years old and a member of Barangay Youth Association as other criteria to participate in the said camp. Benjamin explained, *“Our criteria are, you should be a member of your association in your barangay, in your BYA, and you should be 15 to 24 years old.”*

Partners in Running the Camp

According to Peterson (2014), MSP can start with a joint program type of partnership to address a specific need of the local community. This small beginning can lead to a continuous and sustainable process of transformation called strategic alliance or collective impact. In the context of Youth Eco Camp, several partners come together to form a strategic alliance and collective impact to invest in the planet and save it from destruction with the youth, *“Kalasag”*, or camp staff taking the lead. John Dave clearly articulated:

It is run by camp staff. We can see that REINA federation serves as guide. Our partners like the Philippine Army are only there. . . we believe in the capabilities of the youth. It also started with the youth-led activity. When we say youth lead, youth lead. We believe they can do it.

Moreover, Charlie, Bryan, Mhayanne, and Joyce Anne, highlighted the *“Kalasag”* as leading facilitators of the camp activities. Charlie pointed out, *“Kalasag leads us here. Kalasag are youth officers voted to be officers in REINA.”*

Venue of the Youth Eco Camp

Indoor and outdoor activities are prepared for the youth leaders of the Youth Eco Camp. A big space is required to conduct such activities. Aside from it being economical, Sta. Monica Beach Resort in Barangay Boboin, Infanta, Quezon is a venue suitable for these activities to carry out the aims of the camp. John Dave expressed the location’s fitting to the event, *“Always, the venue is Sta. Monica. As you can see the space. Aside from being economical, the venue is suitable for a camp. That’s why we always do it there.”*

Funding of the Youth Eco Camp

Karen articulated the sponsorship of the Child Fund Philippines as the major source of funds for the camp. She said, “*Eco camp is really being prepared within the fiscal year. It is a sponsorship from the Child Fund.*” While John Dave expounded on the source of the funds. He said,

The funds are coming from REINA Federation with the support of Child Fund and we have local counterparts. The Philippine Army gave snacks or *meryenda*. They prepared the boodle fight. That’s their counterpart. Meaning they contributed. The facilitation performed by LGU Gen. Nakar, supposed to be it’s not free. The meals, transportation, and supply were care of REINA Federation.

The logistics and processes of the entire duration of the three-day Youth Eco Camp were also taken into consideration. It was observed and noted that a multi-stakeholder partnership was present in Sta. Monica Beach Resort from April 29 to May 1, 2023. The Philippine Army, Gen. Nakar’s LGU, Kalasag, Child Fund representative, REINA Federation of Parents Association, Inc., officials, among others were actively involved from the start, in every part of each activity, and until the end of the program.

It becomes evident that the themes of the logistics and processes established strong partnerships between the stakeholders to address challenges in the environment. Their smooth and well-organized interrelationship proved MSP practice among local and external groups and lead to a sustainable process of transformation of youth leaders.

The next themes were taken from the responses of the facilitators in the interview guide for key informant interviews with facilitators and organizers of the Youth Eco Camp.

Themes of the Program and Themes of the Camp

The theme of the Camp

The annual theme of the Youth Eco Camp is generated from global or national themes. A revision is made but still anchors on the Earth Day Celebration theme. Ralph said, “*The theme is about Earth Day celebration.*” John Dave clarified, “*Originally the theme comes from Earth Day Themes. Sometimes, we just revise but it is anchored on Earth Day Celebration.*” Charlie stated, “*Invest in Our Planet*” as this year’s theme of the Youth Eco Camp.

Themes Development of the Youth Eco Camp

The formulation of the theme of the Youth Eco Camp went through a process. As John Dave elaborated, “*There’s a meeting. There’s a series of meetings, not only one. It is really planned including the theme. Then it is discussed and deliberated.*” However, Benjamin explained, “*It is the national theme. We are just implementing it.*” Bryan added, “*The themes are formed, we just follow.*”

Within Peterson’s Basic Typology of Multi-stakeholder Partnerships, it was evident that a collaborative effort was present between Kalasag and REINA Federation of Parents Association, Inc., to plan and put into action a program to address an environmental concern. The formulated theme was aligned to support a shared agenda which was an investment in our environment through a camp to teach youth leaders proper care and protection of the environment and at the same time develop their environmental leadership. The initiative from both groups served as a basis for a long-term commitment to achieve change around an environmental problem as a part of Peterson’s basic typology of multistakeholder partnerships.

Parts of the Program

The nature of the Youth Eco Camp and the themes addressed in each part was examined through document analysis, observation, field notes, and interview with KI. Registration of participants, preliminaries and opening program, formulation of tribes, flag making, yell making, and solidarity night were the introductory activities completed by the youth leaders and facilitated by Kalasag and officers of REINA Federation of Parents Association Inc. The first day of the Youth Eco Camp provides understanding and leveling off with camp participants on the objectives of the camp and to organize participants into their respective groups and develop respective group identities. Charlie articulated, *“In Day 1, campers will make tribes, with flags. In the afternoon, we had solidarity night and Mr. & Ms. Eco Camp, a live band from the Philippine Army.”*

On the second day, the youth eco camp also staged different booths for thematic group presentations. During the observation and field notes, five booths simultaneously discuss and engage youth leaders in topics about climate change (Booth No.1), recycle, reduce, re-use or 3Rs (Booth No.2), First Aid, bandaging, and CPR (Booth No.3), Family Emergency Preparedness or Pamilyang Listo (Booth No. 4), and Youth Leadership (Booth No. 5). Day 2 activities aimed to provide youth leaders with knowledge and skills in improving awareness on environmental protection, climate change, & leadership/responsible citizens. These events were attested by Charlie, he said, *“Day 2, we have different booths like Philippine Army Booth, bandaging booth, Pamilyang Listo booth, and climate change booth.”* While, Bryan elaborated the importance of these topics, he said, *“On the second day, there are booths with different themes which for me is very important for the topics we have.”*

Teambuilding activities were highlighted by the facilitators of the eco camp. Charlie commented, *“Day 3, day of the youth because it has the main activity wherein amazing race will be conducted, the youth will face many challenges like teambuilding activities.”* Bryan also added, *“On the third day, that is the happiest day for the youth because there are games, teambuilding.”*

Based on the document analysis, the teambuilding activities were one of the expected outputs of the eco camp as stated in the program of activities. It was also observed during the third day of the camp. Whencel added, *“On third day, there are activities, obstacles they need to overcome with merit and demerit.”*

Guided by Peterson's Basic Typology of Multi-stakeholder Partnerships, it was clear that Kalasag and REINA Federation of Parents Association, Inc. were working together to create and implement a program to solve an environmental concern. The developed theme was matched to promote a shared agenda, which was an investment in our environment through a camp to teach youth leaders proper environmental care and protection while also developing their environmental leadership. As part of Peterson's core typology of multistakeholder partnerships, the initiative from both parties served as the foundation for a long-term commitment to create change around an environmental concern.

The following themes were developed from the facilitators' replies in the interview guide for key informant interviews with Youth Eco Camp facilitators and coordinators.

Themes for Methodology

Participatory

A participatory approach was given importance as the method to deliver the activities of the youth eco camp. It was observed that facilitators and organizers involved youth leaders in every part of the program from day 1 to day 3. John Dave commented, "*Participatory approach is very important. From the start of the meeting.*" Whencel further explained:

In the method, each municipality has representatives, the 11 barangays in Infanta covered by the services of REINA Fed have representatives in the camp. Similar way was done in Real and Gen. Nakar.

Training for Camp Staff

Kalasag and REINA Federation of Parents Association Inc., were observed as facilitators or camp staff of the youth eco camp. The quality of the delivery of the activities was ensured during the camp through proper training and preparations of the camp staff. This is confirmed through the statement of the KI during the interview. Whencel articulated:

We are train by Ma'am (name disclosed) and Sir (name disclosed) on how to communicate with fellow youth, then we are deployed in different barangays as facilitators. All camp staff were campers too.

Benjamin added:

Yes. We also experience to be a participant. We attended Basic Leadership Training. We attended Facilitating skills. We experience them before and now we are leading them. We have mentors. They provide quality education.

Challenges and barriers to the implementations of the Youth Eco Camp 2023

From the observation and document, nothing seems to be an issue during the three-day youth eco camp. However, latent theme was revealed during the interview of KI. The schedule of the youth leaders was commented as the major barrier of the implementation of the youth eco camp. Mhayanne, Joyce Anne, and Ralph regarded schedule of the youth as the barrier to implement the camp because they have classes. Karen also agreed, "*If there is a challenge, it is the schedule. They are studying.*"

Other barrier on the conduct of the youth eco camp was the weather. Charlie and Bryan replied "*Weather because many of our activities are outdoor.*" and "*For this year, weather.*" respectively.

Success Rate of the Youth Eco Camp

The activities and discussions listed on the document or program were executed and the expected outputs were attained. These activities were also observed during the three-day conduct of the youth eco camp in Sta. Monica Beach Resort in Barangay Boboin, Infanta, Quezon. Karen clearly articulated, "*98% because what was planned, resulted in good outcomes for the Eco Camp.*" Joyce Anne further testified, "*I would rate it 9 over 10. The program was successful.*"

Evaluation of the Camp

The interview with the KI expressed the evaluation of the youth eco camp. Joyce Anne commented,

REINA Federation evaluates it. In the youth eco camp, REINA fed encourages the youth to participate. After the evaluation, they can determine the importance of the camp. Did the youth gain the heart to continue participating when joining this kind of activity?

John Dave added, *“We have a tool to used or After Action Review. We have questions.”* Karen further explained, *“After the camp, we ask the camp staff about the reactions, feelings regarding the camp. It is done through sharing.”*

Guided by Peterson’s Basic Typology of Multistakeholder Partnerships, the success of the youth eco camp can be attributed to the collective effort and expertise of all stakeholders. The MSP practice of the stakeholders leads to a collective impact for a sustainable environment and continuous process of youth transformation.

Three main themes were recognized from the key informant in-depth interviews, observation, field notes, and documents pertaining to the changes in the environmental leadership of the youth who attended the youth eco camp in Barangay Boboin, Infanta, Quezon.

Themes of Personal Values and Environmental Values

Openness to Change

The in-depth interview with the youth leaders revealed the latent personal values of openness to change. Jocelyn replied, *“People here are good therefore I was able to change my attitude too.”* Josh also added, *“I avoid being judgmental.”* when he joined the camp. Jocelyn and Josh became both open to change after their involvement in the camp. Their previous attitudes were turned into good which led them to self-enhancement.

Value of the Environment

The in-depth interview with the youth leaders strengthens the observation and document that valuing the environment can be developed by participating in the youth eco camp. Rina and Josh commented, *“I also learned to plant trees.”* Melvin clearly articulated, *“It changed my point of view. Before I am not into the protection of the environment.”* Karylle added, *“It changes me. Value the things around you, whether people or the environment.”* Being a leader was exemplified by Gina when she said, *“I have the strength and knowledge to share with others.”*

Guided by Egri and Herman’s Environmental Leadership Model, the changes in personal values of the youth leaders cover the openness to change which is linked to self-direction and self-enhancement. Furthermore, the value of benevolence leading to self-transcendence was also enhanced by the eco camp. Among the environmental values, being a world leader in environmental issues was highlighted. However, detailed, and in-depth attention to environmental issues and government intervention in causes that work for the betterment of communities needs to be strengthened among the youth leaders.

Themes of Personality Characteristics and Skills

Self-Confidence and Want for Connection

The in-depth interview with the youth leaders also revealed changes on the personal character and skills, particularly self-confidence and want for connection. Ferdinand said, *“In school, it’s like you have the confidence.”* Allen added, *“Youth eco camp boosts my confidence.”*

Interpersonal skills

The value of interpersonal skills was established by the responses of youth leaders. Rico explained, “*My attendance here helped me. We are together here. We made friends with others.*” He added, “*We are helping each other.*”

Within Egri and Herman’s Environmental Leadership Model, self-confidence, the want for connection, and interpersonal skills were honed among the youth leaders who attended the three-day youth eco camp in Sta. Monica Beach Resort, Infanta, Quezon. However, the values such as perseverance, patience, and the desire for power, as well as technical and conceptual abilities and management, need to be considered by the organizers and facilitators in the next editions of the youth eco camp to develop the personal traits and skills of the youth.

Themes of Transformational Leadership and Roles

The observation during the youth eco camp, document, and in-depth interview with the youth leaders provide themes of transformational leadership.

Collaborate Among People

Transformational leadership entails collaboration among people. Nenita articulated, “*It was able to hone my leadership role. I am leading my group. As a leader, I listen to them.*” Through her presence in the youth eco camp, she was able to develop her leadership role. She was leading her group in different activities. And at the same time, she exercised collaboration among people by listening to her groupmates.

Empowerment

Karylle commented, “*I can enhance the things I can do.*” Jocelyn added, “*you have friends who are supporting you.*” Both Karylle and Jocelyn transformed into empowered individuals after their participation in the camp.

Inspirational

Melvin was inspired by his involvement in the camp. He clarified, “*Because of this, I am encouraged to elevate my standards, to develop my leadership. I know for myself that my leadership is not high.*”

Mentor

Nenita was transformed as a mentor. She explained, “*It was able to hone my leadership role. I am leading my group. As a leader, I listen to them.*”

Facilitator

The youth eco camp was able to transform Rico as a facilitator. He clearly articulated:

Before I am very shy to face a crowd, to talk in front of people. Because I regularly attend here, I have learned to speak before a crowd. I also learned to speak out every time I am asked. Before, I’m not talking. I am very shy.

Within Egri and Herman’s Environmental Leadership Model is transformational leadership which begins with a vision of REINA Federation of Parents Association Inc., to transform potential leaders. Developing transformational leaders starts with a project facilitated by Kalasag with activities that can change youth leaders’ environmental leadership skills. This type of leadership synthesizes the aims of REINA Federation of Parents Association Inc. and translate them into a common vision characterized by ownership, and utilizes them to mobilize society actively. Environmental leadership

entails collaboration among people, empowerment, and inspiration that help youth leaders acquire the attributes of a mentor and facilitator.

Proposed community organizing and action to support the program

This part presents the basic steps, ethics, and principles to conduct community organizing and action (CO). A part of this CO is cited by Abenir et al. (2017). See Figure 3.

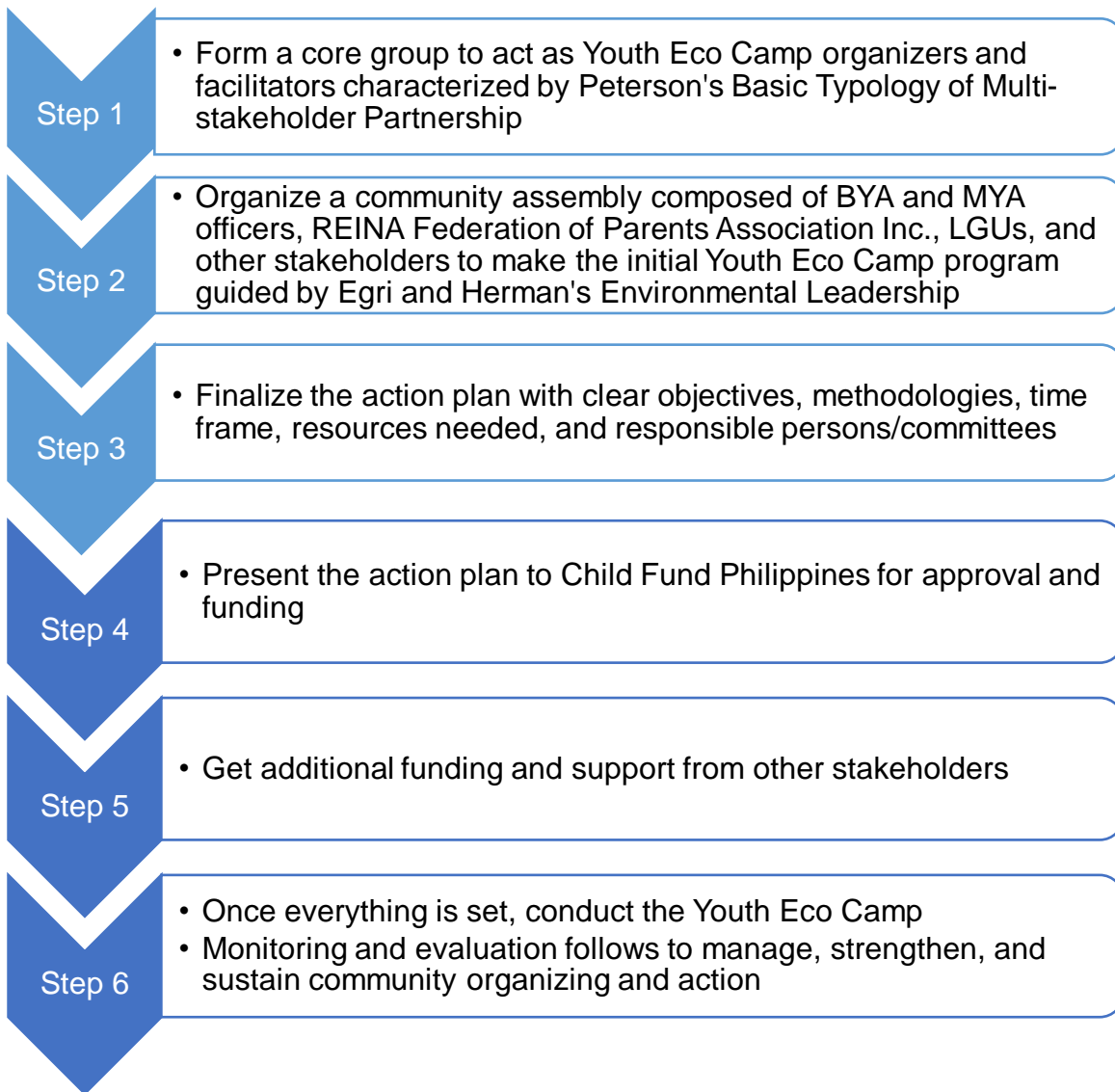


Figure 3. *Community Organizing and Action*

The CO begins with the formation of a core group that includes representatives from multi-stakeholder partners guided by Peterson's Basic Typology of Multi-stakeholder Partnership. The next step is the conduct of community assembly composed of youth leaders/officers from Barangay Youth Association (BYA), Municipal Youth Association (MYA), REINA Federation of Parents Association Inc., Local Government Unit of Real, Infanta, and General Nakar, Quezon, and other governmental departments/agencies to plan, develop, and approve the Youth Eco Camp program next year. It will be followed by the finalization of the action plan with clear objectives, methodologies, time frame, resources, and responsible persons and committees. Once the action

plan is finalized, the core group will present the action plan to Child Fund Philippines for approval and funding. The fifth step is to get additional funding and support from other stakeholders available in the community. The CO continues with the conduct of the Youth Eco Camp guided by the principles and concepts of Peterson's Basic Typology of Multi-stakeholder Partnership and Egri and Herman's Environmental Leadership and equipped with usual monitoring and evaluation practices for a well-managed and sustainable community organizing and action.

Summary and Conclusions

Summary

This study was informed by the principles of a qualitative research approach to describe the nature of the youth eco camp and analyze how youth leaders in Quezon Province view their environmental leadership after attending the three-day youth eco camp. The investigation took place in Sta. Monica Beach Resort, Barangay Boboin, Infanta, Quezon between April to June 2023. Applying the notion of Peterson's Basic Typology of Multistakeholder Partnerships (2014), the reports from KI interviews with members of Kalasag and officials from REINA Federation of Parents Association Inc., who organized and implemented the youth eco camp, direct observations, and document analysis provided the discussion on the nature of the youth eco camp in Quezon Province. Applying Egri and Herman's Environmental Leadership Model (2000), in-depth semi-structured interviews with youth leaders offered the insight to establish what changes in environmental leadership had taken place following the youth's attendance in the youth eco camp. A proposed community organizing and action was advanced to support the program model of participatory and environmental leadership.

The Nature of the Youth Eco Camp

The youth eco camp has been staged for 10 years with an environmental theme following Earth Day celebration and leadership development objective. It recorded 1,000 youth leaders since then.

Multi-stakeholders such as REINA Federation of Parents Association Inc., Child Fund, Kasalag, BYA, MYA, LGUs, Philippine Army, DENR, NDRRMO and other stakeholders run the annual youth eco camp. The latest youth eco camp lasted for three days from April 29 to May 1, 2023. It was participated by 71 youth leaders from three municipalities namely Real, Infanta, and General Nakar. Participation in the camp has criteria to meet. Youths should be sponsored child of Child Fund, ages 15 to 24, and a member of Barangay Youth Association. Sta. Monica Beach Resort in Barangay Boboin, Infanta, Quezon was the venue suitable for indoor and outdoor activities to carry out the aims of the camp. Child Fund Philippines has been funding the annual staging of youth eco camp. While some stakeholders like the Philippine army and LGU of General Nakar provided the other needs of the program.

The annual theme of the Youth Eco Camp is generated from global or national themes. Although some revisions are made the theme is still anchored on the Earth Day celebration theme. This year's theme is "Invest in Our Planet." The formulation of this year's theme went through a process with the collaboration of Kalasag and REINA Federation of Parents Association Inc. The first day of the Youth Eco Camp provided an understanding and leveling off with camp participants on the objectives of the camp and to organize participants into respective groups and develop group identities through flag making and yell. Day 1 ended with a solidarity night, Mr. & Ms. Eco Camp,

and a live band from the Philippine Army. On the second day, the youth's leaders simultaneously visit the following booths, Booth No.1: Climate change; Booth No. 2: Recycle, reduce, Re-use or 3Rs; Booth no. 3: First Aid, bandaging, and CPR; Booth No. 4: Family Emergency Preparedness or Pamilyang Listo; and Booth No. 5: Youth Leadership. Teambuilding activities were the highlight of the third day of the eco camp.

Participatory approach was used during the conduct of the youth eco camp. Youth leaders from the three municipalities mentioned above were given the chance to be involved in the process of leadership development. Camp staff or Kalasag were trained and prepared to deliver quality activities. However, the schedule of the youth leaders served as the major barrier to implement this year's youth eco camp. This is because youth leaders are students too and they have different class schedules. Evaluation of the camp with After Action Review was used to assess the success of the program. It was said that the Youth Eco Camp is 98% successful because everything they planned resulted in good outcomes.

Within Peterson's Basic Typology of Multi-stakeholder Partnerships, the initiative of different groups served as a long-term commitment to achieve change and address environmental problems.

Environmental Leadership

Personal values and environmental values were honed among the youth leaders who participated in the three-day camp in Infanta, Quezon. Particularly, openness to change and value of the environment were the themes formed based on the responses of youth leaders during the in-depth interview. However, detailed, and in-depth attention to environmental issues and government intervention are needed to be strengthened.

Personal characteristics and skills, self-confidence, and want for connection, as well as interpersonal skills were highlighted during the in-depth interviews with the youth leaders. However, the next eco camp needs to consider the development of values and skills such as perseverance, patience, desire for power, technical skills, conceptual abilities, and management to achieve other characteristics of environmental leadership.

The transformational leadership and roles were also developed among the youth leaders who attended the eco camp. Collaboration among people, empowerment, and inspirational were the transformational leadership honed by the youth eco camp among its 71 participants. While being a mentor and a facilitator emerged as the roles of youth who participated in the eco camp.

Egri and Herman's Environmental Leadership was translated into the youth eco camp and transformed youth leaders equipped with knowledge and skills to improve awareness on environmental protection and to become responsible citizens.

Conclusion

Since the world's ecosystem is in crisis and environmental pollution is the greatest problem in the world (United Nations, 2023), environmental protection does not only lie in the hand of the government. Youth as future carriers have the most at stake to resolve this dilemma and take the lead in changing the harmful threat (Climate Change Commission, 2021). This ecological concern serves as a major challenge in community organizing and action.

Youth participation with respect to environmental protection must be considered since they are the most vulnerable. Exploring the nature of the Youth Eco Camp, the narratives of youth leaders

who participated in the Youth Eco Camp, and the changes in the environmental leadership of youth leaders from the lens of multi-stakeholder partnership and environmental leadership serve as the central undertaking of the study.

The qualitative perspectives of the Kalasag, REINA Federation of Parents Association Inc., and youth leaders from Real, Infanta, and General Nakar, Quezon as key informants have been essential to discuss the nature of the Youth Eco Camp attended by the youth leaders from Quezon Province using Peterson's Basic Typology of Multistakeholder Partnerships; analyze the changes in the environmental leadership of the youth as a result of attending the program using Egri and Herman's Environmental Leadership Model; and propose community organizing and action to support the program.

The success of the youth eco camp is attributed to the collective effort and expertise of all stakeholders namely REINA Federation of Parents Association Inc., Child Fund, Kasalag, BYA, MYA, LGUs, Philippine Army, DENR, NDRRMO and other stakeholders. This MSP practice leads to a collective impact for the protection of the environment. While the activities of the youth eco camp were able to develop and transform youth leaders' environmental leadership which entails collaboration among people, empowerment, and inspiration that help youth leaders become mentors and facilitators.

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APPENDIXES

Appendix A: Interview Guide for In-Depth Interviews with Youth Leaders

Objectives

1. To establish who the youth leaders are
2. To collect first-hand information on the nature of the Youth Eco Camp attended by the youth leaders in Northern Quezon
3. To collect the first-hand narratives of youth leaders' environmental leadership before and after the Youth Eco Camp
4. To establish whether there have been changes in environmental and transformational leadership after attending the Youth Eco Camp

In-depth Interview Questions

Section 1. Identification of the youth leaders

1. What was the main reason for you to join the Youth Eco Camp?
2. How were you able to join the Youth Eco Camp?
3. How do you feel about your environmental leadership? (emotional and physical difficulties)

Section 2. Definition of the nature of the Youth Eco Camp 2023 attended by the youth leaders

1. Where and when did you attend the Youth Eco Camp?
2. What was helpful in the camp?
3. What was the approach used in the camp? (Discussion, group work, workshop, group activity, etc)
4. Did you share and make reflections during the camp?
5. Did you have practical activities during the camp? What type of outputs?
6. What form of assistance were you given with environmental leadership?
7. How did the preliminaries/opening program, groupings, group activities, thematic group presentations, culminating session & input, and Earth Day Olympics have been carried out?
8. What would you have wanted to add in terms of the Youth Eco Camp, if anything at all?

Section 3. Environmental Leadership before and after the Youth Eco Camp

1. Why did you decide to join the Youth Eco Camp?
2. What were your values towards others and the environment? (Probing concern for the welfare of others and the environment)
3. What were the previous activities/programs of REINA Federation of Parents Inc., that inspire you to support them? (Confirm focus on transforming the organization by inspiring others to support their vision)
4. What leadership roles did you perform from the previous activities/programs of REINA Federation of Parents, Inc.? (Checking the leadership roles performed before)

5. How has your participation in the Youth Eco Camp changed your concern for the welfare of others and the environment?
6. What do you intend to do to be more concerned about the environment?
7. How has the attendance at the Youth Eco Camp helped you to inspire others to support the vision of REINA Federation of Parents Inc.?
8. What other activities have contributed to supporting REINA Federation of Parents Inc.'s vision?
9. How has the Youth Eco Camp helped you to perform leadership roles?
10. What other factors have contributed to the development of leadership roles?

Appendix B: Interview Guide for Key Informant Interviews with Implementers/Organizers

Objectives:

1. Establish the nature of the Youth Eco Camp
2. Understand the background, logistics, processes, themes, and contents of the Youth Eco Camp
3. Identify the actual youth leaders that have attended the Youth Eco Camp

Warm-Up

1. Since when has your organization been supporting the youth in Northern Quezon (specifically in REINA)?
2. Why did you start supporting Youth Eco Camp?
3. What types of Youth Eco Camp activities are in place?

Section 1: Background of the Youth Eco Camp

1. How long has your NGO been running the Youth Eco Camp?
2. Why did your organization start Youth Eco Camp?
3. How many children/students have been reached until now?
4. What other programs are available for students in REINA area?

Section 2a: Logistics and Processes

1. How often does your organization run the Youth Eco Camp?
2. Who are your partners in running the camp?
3. How long does the camp last?
4. How many students attend the camp?
5. What are the criteria for participation in the camp? (e.g. is the camp free? Do the children have to be members of an association/Child Fund beneficiaries?)
6. Who runs the Youth Eco Camp?
7. Where is the camp delivered?
8. How is the camp funded?

Section 2b: Program Themes

1. What is the theme/s of the camp?
2. How was/were the camp theme/s developed? (e.g. by staff of REINA Federation of Parents, Inc., adapted from other projects, references to support the themes?)
3. What are the parts of the program? And what are the themes addressed in each part?

Section 2c: Methodology

1. What method is used in the delivery of the Youth Eco Camp?
2. Does the REINA Federation of Parents, Inc. carry out training for camp staff and committees? If so, how do you ensure the quality of the training delivered by the camp staff and committees?
3. What are the challenges and barriers to the implementations of the Youth Eco Camp 2023, if any?
4. How do you rate the success of the Youth Eco Camp 2023?
5. In what ways does REINA Federation of Parents, Inc. evaluate the camp? And how?
6. What has been learned from the evaluation?

Section 3: Identification of research target group

1. Do you have lists of participants that have attended the Youth Eco Camp 2023?
2. Could you recommend whom to contact to start identifying possible interviewees?