



UNIVERSITAS DHYANA PURA

LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT

Perguruan tinggi teladan dan unggulan

SURAT TUGAS PENGABDIAN MASYARAKAT

NO. 023/ UNDHIRA-LPPM/ST/VIII/2022

Memperhatikan surat permohonan yang diajukan oleh Tim Pelaksana Program Pengabdian Masyarakat *Youth Environmental Stewardship* Tahun 2022 sesuai dengan SK Rektor Nomor: 032/UNDHIRA/SK/III/2021, maka Ketua Lembaga Penelitian dan Pengabdian Masyarakat Universitas Dhyana Pura dengan ini menugaskan:

Dr. I Gusti Bagus Rai Utama, SE.,M.MA.,MA.
Dr. Ni Made Diana Erfiani, SS.,M.Hum.
Putu Chris Susanto, BA.,M.BA.,M.Ed.
Ni Putu Dyah Krismawintari, SE.,MM.
Putu Indah Lestari, SP.,M.Pd.
I Putu Darmawijaya, S.Si.,M.Si.
Ngurah Wira Pratama, S.Kom.
Gede Arya Wira Suta

sebagai pelaksana pengabdian masyarakat "Youth Environmental Stewardship Tahun 2022" yang diselenggarakan pada:

Hari/Tanggal : 20 Agustus 2022
Tempat : Desa Catur, Kecamatan Kintamani
Kabupaten Bangli

Demikian Surat Tugas ini dibuat untuk dilaksanakan dengan sebaik-baiknya.

Badung, 18 Agustus 2022
Ketua LPPM-Universitas Dhyana Pura



Putu Chris Susanto, BA., MBA., M.Ed.
NIP. 00898312

Tembusan:

1. Yang Bersangkutan
2. Arsip.

EMS ProPro Form V
Project or Programme Evaluation Report 2022
 to be submitted by February 28th 2023

Project-Number (Filled by EMS) _____ - _____ - _____

PART I

(A) Project Data	
(A1) Name of the project	
Name	Youth Environmental Stewardship (YES CATUR)
(A2) Project Partner	
Church / Institution	Gereja Kristen Protestan di Bali (GKPB) / Universitas Dhyana Pura (UNDHIRA)
Person in charge	Dr. I Gusti Bagus Rai Utama (Rector) Putu Chris Susanto & Dr. Ni Made Diana Erfiani (Project Leaders)
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(B) Changes in the environment and within the project	
(B1) Did any relevant changes in the socio-cultural, political, economic or ecological conditions occur during the reporting period? Is the underlying situation analysis of the project still valid or did your assessment change?	
	<p>There were no significant changes to the socio-cultural, political, economic, and ecological conditions that occurred during this reporting period. The underlying situation analysis was still valid for 2022. During the 2021 implementation of this Youth Environmental Stewardship (YES Catur) project, many of the youths were unable to go to the cities (Bangli, Denpasar, or Kuta) for study or work; but in 2022 Covid-related restrictions had begun to be lifted, so some of the participants in 2021 program did not continue joining the program in 2022 (especially those who already graduated from high school and/or are continuing high school in the cities, as there were no “regular high school” or “tourism vocational school” the area other than “agricultural vocational school”). In addition, many of the regular participants in 2021 had to do internships away from the village in the first semester of 2022, which caused several of them unable to join some of the activities in the beginning of the year. Sessions devoted to self-assessment of the youths, especially using the WHO Quality of Life measures, did find that the youths in Catur were a bit lacking in the “social health” and “environmental health” domains—further confirming the needs to have a positive and program that engages the youths, educate them, and encourage them in taking care of their social and environmental surroundings.</p>
(B2) From this point: Please name any relevant changes regarding objectives, design, target groups and networking of the project in comparison with your proposal resp. your last year's report.	

	<p>Changes in Design:</p> <p>The program was initially designed with six-month long education and problem-based learning sessions, which was initially designed to commence from April to September 2022. However, because several of the active youths in this program had to do internships at the beginning of the year and in addition to a series of major religious ceremonies in the beginning of the year, the program was delayed in its implementation. YES Catur commenced in June 2022 until December 2022, with one program (namely the Field Trip) had to be conducted in February 2023 (to be done during a national holiday that does not coincide with Hindu or local Balinese religious holidays). The involvement of Undhira students as mentors/co-facilitators, which was introduced in 2021, continued in 2022 as it was deemed to be fruitful. Both male and female students were involved in YES Catur program, and they were given preparation to engage with the local community in the village. Additionally, the social arts project was changed in its implementation—from visual arts to performing arts. This was done as a collaboration between the youths, Undhira students, and YES Catur team; in order to highlight the importance of clean waterways in rivers and streams to the conservation of wildlife in the area. This social arts project combined the issues of environmental awareness, self-efficacy, socio-cultural, and educational through the creation of a play (operetta) in the local Balinese language. Aside from the eco-entrepreneurship portion of YES Catur, the social arts project was the new addition to YES Catur program, both of which still support the initial objectives of the project. Lastly, to be in line with the environmental stewardship theme and river ways conservation, the field trip for this year's project was redirected to a local conservation park—so that the youths can further experience and learn about environmental conservation efforts and what roles that they can have in it.</p> <p>There were no significant changes to the target group and networking, respective to the last year's report, with an addition of a networking partner (Bali Bird Park) for the field trip to learn about river ways and wildlife conservation. In addition to reaching the targeted youths of Catur (20-25 men and women aged 14-24), the youths together with the Undhira students also reached out to the younger children of Catur village in some outreach activities—particularly by teaching them the English language and using storytelling to share about social and environmental issues. Whilst in 2021, the youths and Undhira students mostly focused on environmental clean-up for their additional outreach project in the community, in 2022 the focus of the additional outreach was older children and early teens (aged 8-13), using the power of storytelling and through language learning to share inspirations.</p>
(C) Activities and achieved impacts	
(C1)	Give or attach a summary of the major activities carried out in 2022 in comparison with those listed in your project proposal. In case of deviation from the proposal please explain the reasons.

	<p>March-April: Program preparation by the Undhira team and training sessions for the student facilitators.</p> <p>May: Meeting with village leadership regarding the program implementation in 2022.</p> <p>June: Program re-initiation for 2022.</p> <p>July-August: Self-awareness, self-potential and self-efficacy sessions—which began with self-assessment regarding WHO’s Quality of Life Measures, continued with sessions on how to recognize and realize one’s self potential and self-efficacy using positive psychology.</p> <p>September: Sessions on the environmental issues, i.e., the 5R’s (reduce, reuse, recycle, replace, replant), zero-waste concepts, and ecological footprint; accompanied with training on photography and videography to capture the environmental potentials and environmental issues in the village. The participants also learned about disaster preparedness and had hands-on practice on how to prepare a “disaster go-bag” or “emergency kit survival backpack”.</p> <p>October-November: Eco-entrepreneurship; i.e., using locally available resources to create economically viable products from the village, along with hands-on practice on how to process, package, and market local products. Different from the adults of Catur village that created herbal products from medicinal plants (e.g., healing oil, teas), the youths chose to develop a product using pumpkin as the base (which is abundantly available in the village) to create cookies and biscuits.</p> <p>October-December: Social arts project using the power of storytelling to highlight social and environmental issues, involving both the youths and Undhira students as facilitators. The social arts project was a performing arts project entitled “I Camar Lan I Kokokan” (the Seagull and the Heron), which was a story of two birds who travel across various settings along the river ways (from the mangrove area, the city, the mid-stream, and the upstream) to find that the river is polluted due to human activities along the way. The story was adopted from the Clean Bali Series trilingual trilogy (by Maggie Dunkle and Margiyono), using the local Balinese language and a form of operetta (short play with humor, dialogues, songs, and dancing). The youths and the Undhira students adopted the story into a play, prepared the property, recorded the narration/dialogues and music (so that it can be reused later on), choreographed the movements, practiced the acts, and performed. The ultimate performance was conducted at the end of the program in December.</p> <p>February 2023: Since the end-of-the-year holiday also coincided with Balinese Hindu holiday (which involved a series of holidays and religious ceremonies in December 2022 and January 2023, including Chinese New Year that is also an important holiday in Catur), the field trip had to be postponed to February 2023. There was a national public holiday in February 2023 that does not coincide with any religious holidays, and this was agreed-upon for the field trip. Carrying out the theme of river ways and wildlife conservation prevalent in the social arts project, the field trip was conducted to a conservation park (i.e., Bali Bird Park)—which had to be redirected from the mangrove area because due to and following the G20 meeting, the mangrove conservation area became increasingly prohibitive for larger groups to visit. The Bali Bird Park conservation area was deemed a suitable alternative, as the participants could sample different habitats of wildlife and could learn of efforts that they can partake in ensuring river ways and wildlife conservation.</p>
<p>(C2)</p>	<p>Which impacts, i.e. positive changes in the life of your target group or in the initiating problem situation have been achieved through the activities in 2022? Please report for each project objective mentioned in your proposal under point C2.</p>

	<p>Reflecting upon the project's four objectives, the impacts of the project in 2022 are as follows:</p> <p>(1) The youths are able to recognize their potentials, better articulate their strengths, weaknesses, and areas of improvement. Compared to the first year, the youths are increasingly more open in sharing their realized potentials, as well as challenges, about village-living.</p> <p>(2) The youths increasingly show appreciation towards the potentials that they have in the village, through visual media and storytelling (i.e., social arts project). While many are still planning on (if not already) moving to the cities for better opportunities, some youths already express their interests in staying in the village, helping to take care of its inhabitants and environment, and developing local businesses (especially since given some eye-opening potentials for eco-entrepreneurship in these two years of YES Catur).</p> <p>(3) The youths are becoming increasingly aware of their strategic roles as villagers upstream in environmental protection (or conversely environmental destruction, if they do not protect their environment upstream). Especially through the social arts project, the youths are becoming increasingly aware of potential issues downstream if they do not protect the nature upstream.</p> <p>(4) The youths are able to realize and practice first-hand the power of storytelling through the social arts project, how to talk about, visualize, and share social and environmental issues through using the arts as media. Through this project, the village leadership is also increasingly aware of the importance that the youths play in village development. They have made efforts to include more youths in planning, decision-making, and activities relating to the village.</p>
<p>(C3)</p>	<p>Have women as well as men been involved in the planning, realization and evaluation of the project activities and if so, in which way? What has been done to ensure that the objectives and activities meet the needs of both gender?</p>
	<p>Both men and women were involved in the projects. The project committee, student facilitators, and participants (target groups) were comprised of roughly the same proportion of men and women. The project team made efforts to be inclusive in the activities, as well as allow inclusive portions for men and women to be involved as speakers, trainers, as well as allow inclusivity in the learning and sharing</p>
<p>(C4)</p>	<p>By which means did the target group participate in the planning, management and evaluation of the project? In which way were the specific cultural and spiritual resources, attitudes and skills of the target group involved in the activities of the project?</p>
	<p>The target group were involved in scheduling the activities, noting which days were available and which were not. They also participated in discussing their expectations at the beginning of the program year, by giving feedback throughout the year, and through end-of-the-year evaluation. Throughout the year, updates were shared in the participants' WhatsApp group, where they can discuss about upcoming activities. The participants continued to use their mobile phones to keep up with the program updates, and also use them for mobile photography and videography. The participants also demonstrated the attitude of openness to new experiences, willingness to learn, and motivation for a better future—both for themselves and their village.</p>
<p>(D) Experiences and Conclusions</p>	
<p>(D1)</p>	<p>What encouraging experiences did you make during the reporting period?</p>

	<p>It was encouraging to see the youths grow over the two-year project. Many cited that they felt safe to open up about their expectations, hopes, challenges, and struggles as village youths. It was also encouraging to see the locally-sourced product that was developed in collaboration between the youths and the Undhira students (in the form of cookies and biscuits made from local pumpkins that were processed into pumpkin flower). This product encouraged the participants to further engage in a concept known as “eco-entrepreneurship”. Additionally, the social arts portion of the second year project implementation showed encouraging potential as a way to engage villagers (youths, children, and adults) in social and environmental issues, especially pertaining to environmental destruction and protection. Using the form of a short play (operetta), the issues were conveyed through songs, movements, and humour. The narration and dialogue were also pre-recorded, so that it can be reused in the future—by the village youths and Undhira students. The use of the local Balinese language was also an encouraging choice, as it is also an effort by the youths to preserve the local language and local wisdom.</p>
<p>(D2) Where and why did problems appear? By which means did you face them?</p>	
	<p>Similar to 2021, the problem that arose in 2022 still related to the issues of scheduling and participation. The scheduling issue was due to the different school year calendar of the participants (some of whom were in junior high school, while some were in high school, and others already working). The wide diversity of age and background presented another challenge in finding the best times to meet. So, sometimes there were times when some participants were unable to join YES Catur activities, especially when there were some religious ceremonies happening at different times in the different hamlets (banjar). The problem related to participation was the low turnouts during some sessions. The Undhira team continued to work together with the village leadership to convey the announcements of upcoming activities, as well as reaching out through the Undhira students involved as co-facilitators.</p>
<p>(D3) What are the lessons learned from the experiences?</p>	
	<p>(1) The youths were encouraged by the demonstration and hands-on activities in developing their entrepreneurial skills, creating a product (together with the Undhira students). The hands-on skills training and entrepreneurial discussions were found to be a way to encourage the youths that there is a future for them in the village, without necessarily needing to migrate to the city for opportunities. Some participants commented on the need of something concrete that they can do, for someone to give them an example that they can make a future for themselves in the village, and that it is possible to create something using locally-source resources.</p> <p>(2) The youths responded well to the involvement of the student facilitators.</p> <p>(3) The youths and the villagers in general responded well to the social arts project, through the performance of the youths and Undhira student facilitators in the “I Camar Lan I Kokokan” (the Seagull and the Heron) play. The social arts project became a way of sharing about the social and environmental issues (that had been only discussed using traditional educational and training activities), using the media of performing arts to tell a story that resonated better with the villagers in creating awareness about environmental destruction and protection.</p>
<p>(D4) Which consequences do you draw from this evaluation for your further planning?</p>	
	<p>Undhira will engage in “eco-entrepreneurship hub” project in 2023-2024, with various tenants (not only from Catur village) to be involved to encourage environmentally-conscious local entrepreneurship. The results and impacts from the YES Catur program is used as a foundation to develop relevant activities in the upcoming project. Additionally, reflecting upon the outcome and impact of the social arts project, the project in 2023-2024 will be sure to involve local wisdom and local arts as the vehicle for sharing stories and developing awareness about different social and environmental issues using ways that are relatable to the local communities.</p>

Please refer in answering the questions where adequate to the “general principles” in part II of the “Concept on Financial Support for Projects and Programmes in the EMS Fellowship”.

PART II

Report of personal experience	
<p>“People give to people” is one of the central statements in fundraising. A narrative account of how people have personally benefited from the project is helpful to let donors participate in the ongoing work.</p> <p>Please give a report on the personal experience of a member of the target group whose life was improved through the project or who benefited in any way from the project.</p> <p>This narrative report should include the following:</p> <p>Biographical data: name, age, sex, place of residence, family (The personal data may of course be alienated.)</p> <p>What was the person’s situation when he or she became part of the project?</p> <p>In which way the project was directly beneficial to the person?</p> <p>How did the participation of the person in the project change his or her situation in the long term?</p>	
	<p>Gede Rizky Antara, or Rizky for short, is a participant of YES Catur from 2021 to 2022 from Banjar Catur in Catur village. He is 19 years old, and is a first of two children. When he joined in 2021, he was in his last year of high school, in an agricultural vocational high school nearby. By mid-2022, he had already graduated. He studied food processing in the vocational high school. He was one of the most active participants of YES Catur I 2021 and 2022. When asked about his experience, he cited the field trip at the end of the 2021 project implementation to two local businesses implementing the concept of “circular economy”—noting that it was eye-opening to see that there is potential for people like him to create something in the village using locally available ingredients. He also mentioned that he enjoyed learning the different potentials for development, for example products that can be made out of the coffee that’s available there (cold brew), herbal teas, and developing cookies/biscuits from pumpkins. He mentioned that these examples showed him that there is something that can be developed in the village. Finishing high school, Rizky chose not to seek opportunities in the city. Instead, he remained in the village where he worked with a local coffee producer in marketing and distribution. In his free time, he is also learning to run his own small business by taking care of some cattle that he purchased from his savings and hope to fatten and sell for a higher value, in addition to taking care of his family’s small farm. From YES Catur program, he learned some alternative ways to process fertilizer. He also mentioned that the various different activities opened him up to new experiences, especially on how to share about social and environmental issues using various different media, including by speaking up and talking about it in discussions, through visual media (photos and videos), and using storytelling (performing arts).</p>

Please attach photos of the person as well as recent photos of the project/programme.

EMS ProPro Form VI
Project or Programme Account 2022
 to be submitted by February 28th 2023

Project-Number (Filled by EMS) - - _____ _____ _____

Used currency: EURO

Date of budget creation (will be used as conversion date): 2023-02-28

Please submit a project account on 2022 by making use of the following chart. The account should refer to the presented project budget for 2022 and reflect all project’s activities described under (C) in your 2022 evaluation report. **The account has to be balanced, i.e. the total expenditure and total income amounts have to accord.**

Item	2022
Expenditures	
Course preparation & socialization	425,00
Program opening	500,00
Education and training sessions	6.450,00
Field trip	1.050,00
Disaster preparedness (+kit)	725,00
Modules and materials	725,00
Communication w/ groups	225,00
Closing and social arts prjct	1.400,00
Total Expenditure	2,508.90
Income	
Own means	1.500,00
Funds required from EMS	10.000,00
Funds from other organisations	
Total Income	11.50
	2,497.40

**Youth Environmental Stewardship (YES CATUR)
ATTACHMENT: Major Activities in 2022**

EDUCATIONAL ACTIVITIES AND TRAINING



SOCIAL ARTS PROJECT



ECO-ENTREPRENEURSHIP





OUTREACH TO CHILDREN AND EARLY TEENS IN THE VILLAGE



FIELD TRIP



I GEDE RIZKY SAPUTRA (PEOPLE GIVE TO PEOPLE TESTIMONY)

