

EVALUATION OF THE SCYD CURRICULUM AND ITS IMPLEMENTATION AS YOUTH LEADERSHIP FORMATION TOWARDS A NEW FRAMEWORK OF THE PROGRAM

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Introduction

In the face of mounting environmental crises, climate change, and social inequalities, the global call for integrating sustainability education into educational frameworks has gained momentum (Sterling, 2016). *Education for Sustainability (EfS)* has emerged as a critical pedagogical approach that empowers learners to understand and address environmental, social, and economic challenges while promoting stewardship and social responsibility (Sterling, 2016). Faith-based institutions play a crucial role in fostering these values, as religious teachings often emphasize responsibility for creation care, ethical leadership, and compassion for marginalized communities (Hitzhusen, 2007).

This study aims to address four key research questions: (1) How effective is the existing SCYD curriculum in fostering environmental stewardship and social responsibility among youth leaders? (2) What gaps exist in the SCYD curriculum regarding sustainability education and leadership development? (3) What innovative strategies and pedagogical approaches can be incorporated into the SCYD curriculum to promote sustainable practices and foster socially responsible leadership? and (4) How can the revised SCYD framework prepare youth leaders to address the environmental, social, and spiritual challenges of the 21st century?

The current SCYD framework emphasizes spiritual formation and leadership skills but provides limited opportunities for participants to engage with environmental issues, social justice advocacy. While the SCYD program has succeeded in nurturing faith-driven leaders, there is a clear gap in its ability to foster ecological consciousness and social responsibility, the existing curriculum relies heavily on traditional teaching methods.

Methodology

This study employed a mixed-methods research design that integrated both quantitative and qualitative approaches to provide a comprehensive evaluation of the SCYD curriculum. The mixed-methods approach allowed the researcher to assess the existing curriculum's strengths and weaknesses while gathering insights from participants, facilitators, and church leaders regarding the potential integration of sustainability education (Creswell, 2014).

Results

Based on these findings, a revised SCYD framework was developed to address these gaps. The revised curriculum introduces a Creation Care Module that emphasizes the biblical foundation of environmental stewardship. This module draws from eco-theological concepts, highlighting the Christian responsibility to care

for creation as expressed in Genesis 2:15, where humanity is entrusted to "**work and take care of**" the earth.

Discussion

The study's findings align with previous research emphasizing the importance of integrating sustainability principles into educational programs to prepare youth leaders for the 21st century (Sterling, 2016; Tilbury, 2011). By addressing the identified gaps in the SCYD curriculum, the revised framework reflects best practices in sustainability education, which emphasize experiential learning, interdisciplinary approaches, and community engagement (Wiek et al., 2011), eco-theological principles also align with Hitzhusen's (2007) argument that Christian education can effectively promote environmental stewardship by linking creation care with faith-based teachings, engagement in real-world applications of environmental leadership (Ferkany & Whyte, 2011), the digital sustainability campaigns component embraces technology as a powerful tool. (Jickling & Wals, 2008).

Conclusion

This study demonstrates that integrating sustainability education into the SCYD curriculum is essential for fostering environmental stewardship and social responsibility in young Christian leaders. By incorporating eco-theological principles, experiential learning strategies, and digital engagement tools, the revised SCYD framework prepares youth leaders to address contemporary environmental and social challenges.

Recommendations

1. Adopt the Revised SCYD Framework
2. Facilitator Training Programs
3. Establish Partnerships
4. Continuous Curriculum Evaluation

Keywords: *School for Christian Youth Development, Christian Education, Holistic Youth Leadership Formation, Curriculum Evaluation and Implementation, Program Framework,*

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