

**CEBU GRADUATE SCHOOL OF THEOLOGY  
Capstone Project Approval**

**MENTORING YOUTH FREEDOM TRAINED LEADERS  
IN STARTING AND SUSTAINING THE CAMPUS MINISTRIES  
IN CNU-MAIN AND ETCP HS-CEBU**

By

Charisse Eirene T. Archival

A Capstone Project

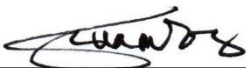
Submitted to the Faculty of Cebu Graduate School of Theology


In Partial Fulfillment of the requirements for the Degree of  
Master of Arts in Theology major in Christian Leadership

Approved:

Chairman:  \_\_\_\_\_

Member:  \_\_\_\_\_

Member:  \_\_\_\_\_

Academic Dean:  \_\_\_\_\_

Mandaue City, Cebu, Philippines

May 2023

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**Capstone Project Report****Name:** Charisse Eirene T. Archival**Student ID#:** 20168015**Expected Graduation Date:** May 26, 2023**Working Title of Project:** Mentoring Youth Freedom Trained Leaders in Starting and Sustaining the Campus Ministries in CNU-Main and ETCP HS-Cebu**Faculty you have consulted for this project:** Dr. Lowell Tallo, Dr. Boyet Lisbe, Dr. Ricky Recodo, Dr. Susan Cuambot**List the courses you've taken at CGST that you will be integrating into this capstone project:** Principles of Leadership and Management, World Missions, Philosophy of Christian Education, Educational Foundations, Creative Strategies of Teaching, Crisis Counseling, EHD courses, OT 1 and 2, and NT 1 and 2**Capstone Description (350 words):**

Many of our ministry efforts were highly tested, and for a time, put to a halt, at the height of Covid-19. Campus Missions are not exempt, especially when classes were limited to the online and modular set-up. With such setting, reaching students for Christ became even challenging.

Now that schools are gradually recommencing face-to-face classes, the need to reach this huge harvest field also intensifies. The Master's mandate for missions (Matt. 28:18-20) lives on and campuses continue to be a strategic soil to reach. Consequently, local churches in Evangelical Free Church of the Philippines (EFCP)–Cebu Region have channeled their youth leaders to the denomination's Campus Ministry Department – the **Youth Freedom** – to be equipped as “missionaries” in their campuses. EFCP just launched Youth Freedom in 2019; the idea of putting up a church-based campus ministry is relatively new for most of its local churches.

Statistics show that only 35% of these trained youth leaders have successfully established a campus ministry effort after going through an intensive training on “How to Launch a Church-Based Campus Movement”. One common factor causing this is the lack – if not the absence – of coaching after training.

Hence, this project intends to provide a fruit-bearing mentorship for the trained youth leaders enrolled in two colleges in Cebu City. Of these are 8 college students in Cebu Normal University (CNU) desiring to reach their batch mates, and 12 Bible school students from Evangelical Theological College of the Philippines (ETCP) who long to disciple high school students in their institution. We will come alongside them in launching Youth Freedom within their respective campuses.

The desired product of such mentoring relationship is for these trained leaders to kick-off sustainable campus movements. This includes: being able to establish rapport with students who

are an “open lost”<sup>1</sup>, boldly and clearly share the gospel message, persist in initiating follow-ups, intentionally disciple disciple-makers and eventually assimilate them to local churches, process documents for legal recognition, and design creative program flows for big group gatherings.

### **Approach and/or Methods (350 words):**

Firstly, the two groups of trained leaders, or the **Core**, will each walk through a month-long Prayer and Planning Phase after having gone through the campus ministry training. During this phase, there will be a weekly Prayer Walk and Chain, followed right after by team planning. Teams will also perform “Decoding” Approach within their respective campuses, to collate all necessary demographics.

As a tool for mentoring, Youth Freedom’s “*10-Week Coaching for Campus Ministry Volunteers*” Series material will be employed for another 5 months (2 lessons to teach a month). Once this phase starts, the Core will have weekly meet-ups; Mentoring Sessions covering the said material and Core Huddle for planning and preparation will be scheduled alternately.

For the coaching set-up especially during the actual campus ministry activities, a method called “MAWLiNg” will be applied. This is a 4-phased coaching style that entails Modeling, Assisting, Watching, and Leaving, respectively. The coach and the trained leaders play different roles with each of the 4 phases. Through it all, the Core will have thorough guidance and monitoring. Peer Feedback and Evaluation will also be given after every task/activity is executed.

At the end of the school semester, the Core will together make an evaluation/assessment of their campus ministry movement using SWOT Analysis. Prior to the summer break and opening of the next semester, teams shall be able to draft a 1-semester campus movement plan/calendar.

One approach to gauging the effectivity of this project is handing out an Assessment Form to the leaders. This shall determine 1) the benefits and results of being mentored after training, 2) the success rate of their campus ministry efforts, and 3) what factors to look into for the sustainability of the ministry. This form will be filled out online.

While these leaders are usually in the city, some regularly return to their homes in the provinces and all have a hybrid class set-up. To fit to their schedule and convenience, Mentoring Sessions and Core Huddles will be done either online via Google Meet or face-to-face at the EFCP office. Campus ministry activities will also have a hybrid set-up.

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<sup>1</sup> “Open Lost” is a Campus Ministry jargon referring to non-Christians who may be receptive of the gospel message.

**Timeline**

Stage	Description	Timeline
Leaders' Prayer and Planning Phase	<p>In this stage, teams will visit their target campus for a Prayer Walk. The Prayer Walk will right then be followed by Decoding.</p> <p>There will also be a weekly Prayer Chain thereafter. Individuals will receive a list of prayer items regularly, in preparation for the campus movement.</p> <p>In the succeeding weeks after the Prayer Walk, teams will also meet to plan their campus movement. This includes vision casting, calendar plotting, and strategic planning.</p>	<p>1 month</p> <p><i>(December 2022)</i></p>
Leaders' Mentoring Sessions and Core Huddle	<p>In the next 5 months, teams will have a weekly scheduled meet-up. Mentoring Sessions and Core Huddle will be done alternately.</p> <p>Mentoring Sessions would be when leaders would go through the "10-Week Coaching for Campus Ministry Volunteers" Series material. Core Huddle would be the time to plan for every upcoming campus ministry activity and evaluate the previous gathering.</p>	<p>5 months</p> <p><i>(January – May 2023)</i></p>
Implementation of the Campus Movement	<p>The campus movement will begin and run for one entire semester. Meeting students will be done twice a month, every other week.</p>	
Evaluation and Pre-Planning Phase	<p>Towards the end of the semester, teams will meet to evaluate their 5-month ministry effort using the SWOT Analysis. They will also have Initial planning for the next semester's movement.</p>	<p>1 Week</p> <p><i>(June 2023, 1<sup>st</sup> week)</i></p>

**Outline****1. Introduction**

The intention of this capstone project is to provide mentorship for Youth Freedom trained leaders enrolled in CNU-Main Campus and ETCF-Cebu, so they could establish and sustain a campus movement in their respective schools.

In a world where the youth respond to God's Great Commission through campus ministry, hands-on equipping is vital to their holistic gearing up for such missions work. Mentorship becomes even essential for willing volunteers who lack actual experience and knowledge in the area of disciple making, starting from ground zero.

While youth leaders in EFCP-Cebu Region affiliate with Youth Freedom – the denomination's Campus Ministry Department – it is not to be undermined that their underexposure to such ministry and lack in discipleship experience are affecting their ability to kick-off a campus movement, even when they have gone through an in-depth training. Yet with the return of face-to-face gatherings and the trend of the digital world, more convenient means of meeting the need for mentorship have opened.

This capstone project aims to mentor the trained leaders who are currently enrolled in CNU-Main Campus and ETCP-Cebu, with the vision of them giving birth to a sustainable campus ministry movement in their campus. These 2 groups will each be mentored regularly via online and face-to-face meet-up, along with actual coaching during actual work.

## 2. Background

The pandemic has had obvious effects in the health status and ministries of local churches. The EFCP community shares no exemption from this. Yet while seasons and circumstances continue to change, the Great Commission stays the same.

Youth Freedom, a campus ministry of EFCP, was birthed as an avenue for its young people to fulfill the Great Commission in their current mission field – the campuses. Interestingly, this ministry's early beginnings came in a quite unlikely period when the world and all of its corners turned disoriented by Covid-19.

Not only was it a challenge to kick-off campus ministry efforts because of the pandemic, but to add to that, most churches in EFCP did not have such prior experience to begin with; nor did they have a strong discipleship exposure in their local churches to be able to get sufficient know-how in reaching the lost for Christ. In the hopes of addressing such needs, Youth Freedom designed an exhaustive training that touches theological and practical principles in launching a church-based campus ministry.

As Youth Freedom welcomes its fourth year in operation, still only relatively few groups of trained youth leaders have successfully set off and made consistent their campus ministry efforts upon the conception of this project. It has been observed that while the trained leaders find the training to be relevant, they still needed sufficient coaching post-training, considering their inexperience in such a ministry and the absence of a "mentor figure" in their circle.

Thus, the heart of this project is to provide adequate guidance for two groups of trained leaders via regular mentorship, which will run for at least 6 months. There will be a hybrid set-up for doing this (online via Google Meet and face-to-face). The scope of the mentoring includes

coming alongside the groups as they implement their campus ministry plans, walking through the “10-Week Coaching for Campus Ministry Volunteers” Series material, coaching them as they plan for every upcoming activity, and providing necessary feedback after every implementation of every plan.

### 3. Body

As plotted, this project is implemented following three main phases: Prayer and Planning, Mentoring Sessions and Core Huddle alongside Implementation, and Evaluation with Pre-Planning.

**1a. PRAYER.** Advocating that prayer is the backbone of every ministry, this project takes prayer phase seriously, a necessary first step before initiating any movement.

**Strategy.** After identifying who comprises the 2 Core groups, these groups set a 1-Day Prayer Walk and Decoding in their respective campus. After the scheduled prayer walk come weekly Prayer Chain, which runs for three weeks. The Prayer Phase falls on December 2022.

**Scope and Limitation.** During the Prayer Walk, members of the Core split into pairs, and together walk through the different areas inside the campus while praying in silence. The prayer items covered are as follows: students whom God has prepared to be reached, His movement to take place in the schools, favor of a recognition grant to minister in-campus, possible connections with Christian faculty and/or students who are willing to partner, interceding for students and workers’ salvation, provision of necessary resources.

On the same day after doing the Prayer Walk, teams perform the “Decoding”. Decoding is a method of gathering demographics relevant to the campus ministry movement. The Core informally interviews students, inquire in the offices, and scout conducive sites in the campus where big and small group gatherings may be allowable. The figure below shows the items within which pertinent information need to be supplied when decoding.

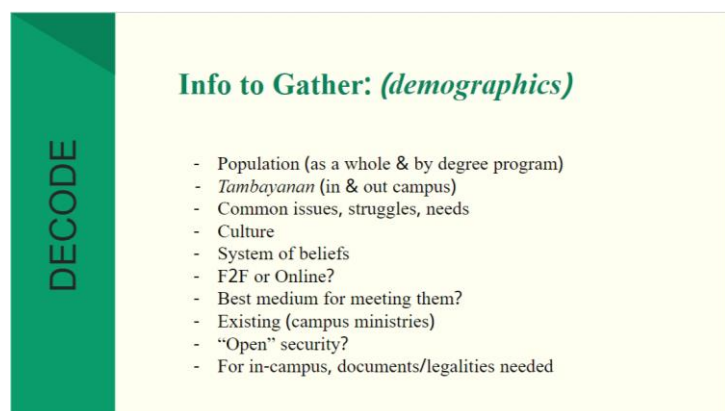


Figure 1. Decoding Guide

Different prayer concerns are sent via Messenger group chat during the Prayer Chain, for three Mondays following the week of the Prayer Walk. Core members would agree on a specific time to pause and pray together, wherever they are.

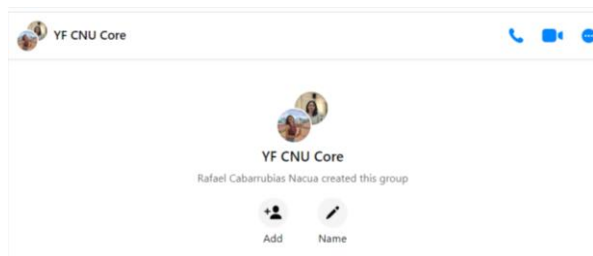


Figure 2. CNU Core Group Chat

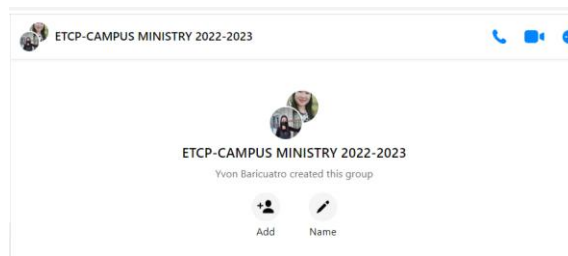


Figure 3. ETCP Core Group Chat

### 1b. PLANNING.

**First.** The week after the Prayer Walk and Decoding, the Core convened to start shaping their campus movement plans. The following matters were to be touched: forming the organizational structure and creating specific job descriptions, drafting a calendar of activities, vision casting, choosing between in-campus and off-campus movement and identifying tasks to accomplish, delegating tasks, and setting their campus ministry launching date.

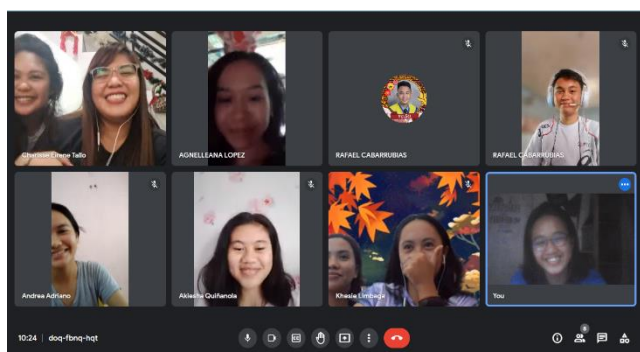


Figure 4. CNU Core's first Planning



Figure 5. ETCP Core's first Planning

**Second.** The second meeting occurs a week after the first. This is when feedbacks, updates, and accomplishment reports from the previous meeting are discussed. The Core also gives attention to any pending task.

**Third.** There is one-week gap between the second and third meeting. It is then when briefings and polishing of plans are tackled, in preparation for the campus ministry launch in their respective school.



**2a. “MENTORING SESSIONS” AND “CORE HUDDLE”.** This is one portion of the second and lengthiest phase for this project, which runs from January 2023 to May 2023.

***Mentoring Sessions.*** This refers to the equipping sessions for the Core via teaching, online and/or face-to-face. The sessions are set twice a month, 10 sessions in all, with the following lessons in the table below.

*Table 1. “10-Week Coaching for Campus Ministry Volunteers” Series lessons*

<b>Part 1: How To’s</b>	
I.	Power in Intercession
II.	Forming an Org Structure, Mission, Vision, Objectives
III.	In-Campus & Off-Campus
IV.	From Rapports to Smooth Witnessing
V.	Tips to Facilitating Small Groups
VI.	Basic Crisis Intervention How To's and What Not's
<b>Part 2: Follow-up Series</b>	
VII.	Freedom from Death
VIII.	Freedom from Doubt
IX.	Freedom from Chain
X.	Freedom to Follow

***Core Huddle.*** This also happens twice a month, alternate with the Mentoring Sessions. Huddle schedules are set the same week that there is a campus ministry gathering. The purpose of the Core Huddle is to allot time for the leaders to systematically plan their nearing activities/gatherings and delegate tasks. The remaining minutes during the Huddle are reserved for an intercession time for the upcoming activity. The Core Groups have 10 Huddles in all.

**2b. IMPLEMENTATION PHASE.** This stage gauges the effectivity of the project’s mentorship. This is when the trained leaders put into application what they learn through the regular mentoring sessions and core huddle.

With the researcher’s coaching, the 2 Core Groups are to launch their campus ministry movement. There is a gathering/activity on the same week when a huddle is set. Hence, campus ministry efforts occur every other week for 5 months, whereby the Core implements whichever they have had planned during their Huddle.

*Table 2. Calendar Guide for Youth Freedom in CNU and ETCP*

<b>Youth Freedom-CNU Calendar</b>		<b>Youth Freedom-ETCP Calendar</b>	
<b>January</b>		<b>January</b>	
1 <sup>st</sup> week	Mentoring Session	1 <sup>st</sup> Week	Core Huddle
2 <sup>nd</sup> week	Core Huddle	2 <sup>nd</sup> Week	<b>Launching</b>
	<b>Launching</b>		Mentoring Session

3 <sup>rd</sup> week	Mentoring Session		3 <sup>rd</sup> Week	Core Huddle
4 <sup>th</sup> week	Core Huddle			<b>Witnessing</b>
	<b>Witnessing</b>		4 <sup>th</sup> Week	Mentoring Session
<b>February</b>			<b>February</b>	
1 <sup>st</sup> week	Mentoring Session		1 <sup>st</sup> Week	Core Huddle
2 <sup>nd</sup> week	Core Huddle			<b>Students' Hub</b>
	<b>Freedom Group</b>		2 <sup>nd</sup> Week	Mentoring Session
3 <sup>rd</sup> week	Mentoring Session		3 <sup>rd</sup> Week	Core Huddle
4 <sup>th</sup> week	Core Huddle			<b>Students' Hub</b>
	<b>Freedom Group</b>		4 <sup>th</sup> Week	Mentoring Session
<b>March</b>			<b>March</b>	
1 <sup>st</sup> week	Mentoring Session		1 <sup>st</sup> Week	Core Huddle
2 <sup>nd</sup> week	Core Huddle			<b>Students' Hub</b>
	<b>Freedom Group</b>		2 <sup>nd</sup> Week	Mentoring Session
3 <sup>rd</sup> week	Mentoring Session		3 <sup>rd</sup> Week	Core Huddle
4 <sup>th</sup> week	Core Huddle			<b>Students' Hub</b>
	<b>Freedom Group</b>		4 <sup>th</sup> Week	Mentoring Session
<b>April</b>			<b>April</b>	
1 <sup>st</sup> week	Mentoring Session		1 <sup>st</sup> Week	Core Huddle
2 <sup>nd</sup> week	Core Huddle			<b>Students' Hub</b>
	<b>Freedom Group</b>		2 <sup>nd</sup> Week	Mentoring Session
3 <sup>rd</sup> week	Mentoring Session		3 <sup>rd</sup> Week	Core Huddle
4 <sup>th</sup> week	Core Huddle			<b>Students' Hub</b>
	<b>Freedom Group</b>		4 <sup>th</sup> Week	Mentoring Session
<b>May</b>			<b>May</b>	
1 <sup>st</sup> week	Mentoring Session		1 <sup>st</sup> Week	Core Huddle
2 <sup>nd</sup> week	Core Huddle			<b>Students' Hub</b>
	<b>Freedom Group</b>		2 <sup>nd</sup> Week	Mentoring Session
3 <sup>rd</sup> week	Mentoring Session		3 <sup>rd</sup> Week	Core Huddle
4 <sup>th</sup> week	Core Huddle			<b>Students' Hub</b>
	<b>Freedom Group</b>		4 <sup>th</sup> Week	Mentoring Session

**Youth Freedom – CNU**

By God’s grace and enabling, Youth Freedom has been granted legal recognition as a campus ministry that operates in Cebu Normal University.

Yet since the university still implements a hybrid set-up for all their students, campus ministries are not yet permitted to operate *in-campus*. In this regard, our Core in YF-CNU operates *off-campus*; two schedules are set to cater to as many students as possible – twice a month online

gathering via Google Meet, and twice a month face-to-face gathering in a coffee shop near the campus.

The regular gatherings are referred to as “**Freedom Group (FG) Sessions**”. Freedom Group is a term coined in Youth Freedom to mean “discipleship group”, “life group”, or accountability group.

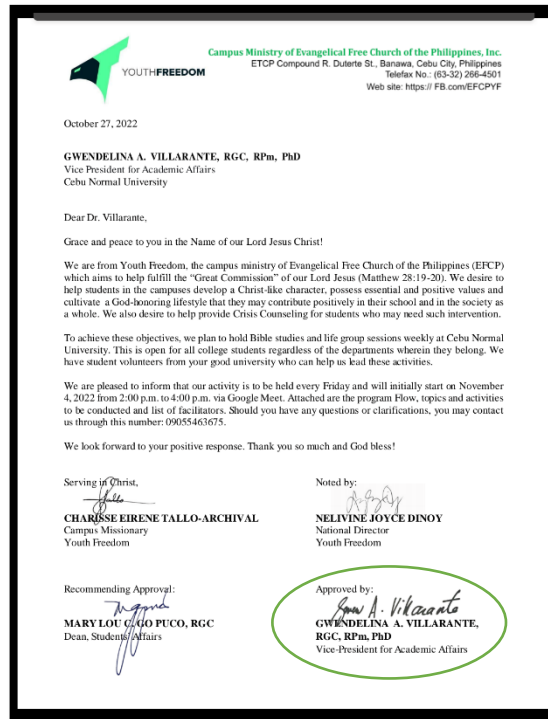


Figure 6. Youth Freedom’s Application Letter to CNU with approval

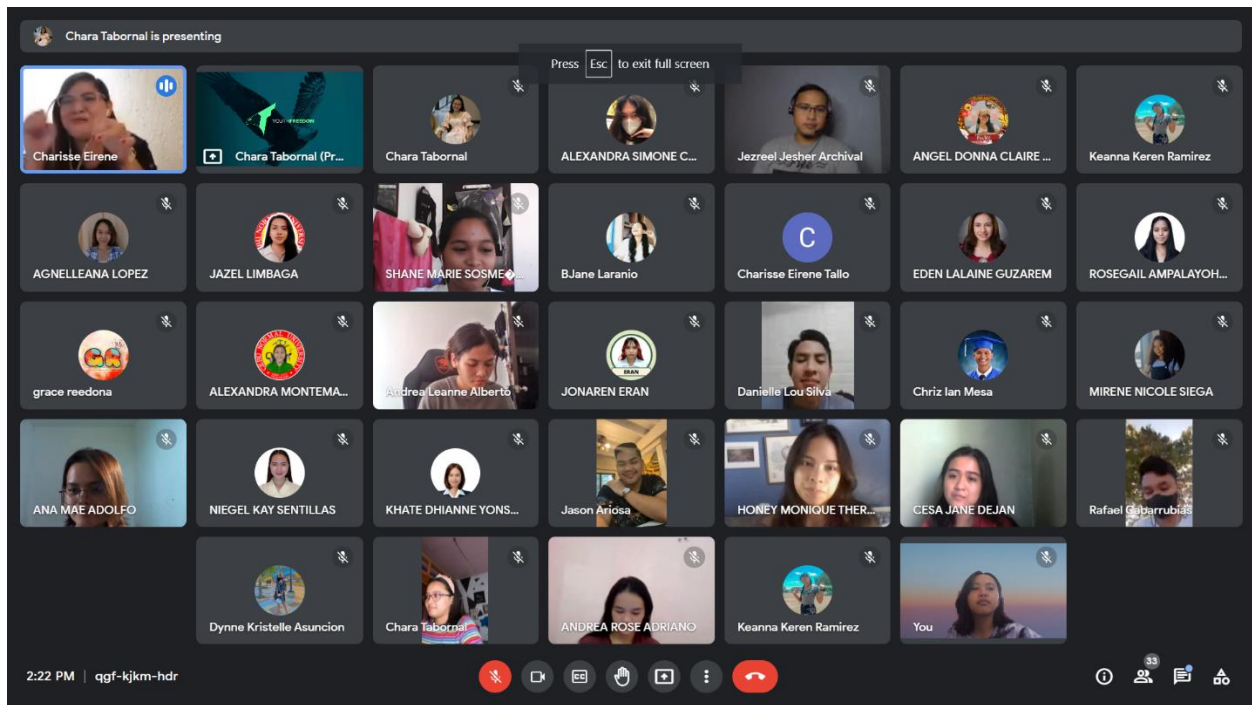


Figure 7. Youth Freedom Launching in CNU via Google Meet

Youth Freedom’s launching in CNU was attended by Education majors from different year levels and programs, as well as B.S. Political Science students. After the launching, regular Freedom Groups have been established (online and face-to-face), whereby members of the Core disperse into smaller teams to facilitate the FG Sessions, under the researcher’s close supervision. Below are two FGs that have been consistently meeting together.

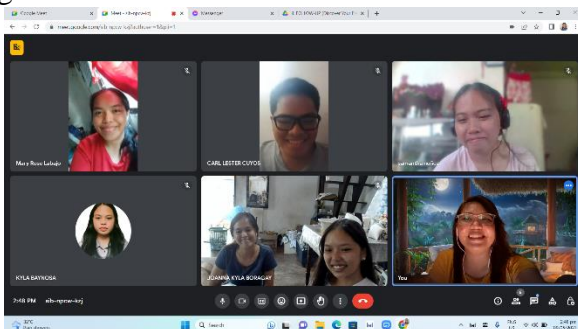


Figure 8. FG Sessions with BSEd-Math majors



Figure 9. FG with BSEd-English majors

Table 3. Coaching through “MAWLing” journey with YF-CNU Core

Month	Nature of Activity	Coaching Level	Researcher’s Role
<i>December</i>	Prayer & Planning	MODEL & ASSIST	<i>Researcher instructs the Prayer activities. She presides in the 1<sup>st</sup> planning, and serves as an adviser during the 2<sup>nd</sup> and 3<sup>rd</sup>.</i>
<i>January</i>	Core Huddles	MODEL	<i>Researcher presides the planning and provides hands-on guidance</i>
	Mentoring Sessions	MODEL	<i>Researcher plays the mentor’s role of a teacher</i>
	Youth Freedom Launching	MODEL & ASSIST	<i>Researcher takes charge with major tasks (like resource speaking) while the rest performs minor tasks</i>
	Witnessing	MODEL & ASSIST	<i>Researcher first demonstrates and asks for the team’s observations. Then, the teams will share the gospel and the Researcher provides peer feedback.</i>
<i>February - April</i>	Core Huddles	ASSIST	<i>Based on the agreed upon Org. structure, the Core Overseer now presides the meeting. Researcher plays the role of a consultant.</i>
	Mentoring Sessions	MODEL	<i>Researcher plays the mentor’s role of a teacher</i>
	Freedom Groups	ASSIST	<i>Core members now take the lead in facilitating FGs and big group preliminaries; Researcher caters other invites with no FG yet.</i>
<i>May</i>	Core Huddles	WATCH	<i>Researcher serves as an Observer.</i>
	Mentoring Sessions	MODEL	<i>Researcher plays the mentor’s role of a teacher</i>
	Freedom Groups	ASSIST	<i>Researcher takes on menial tasks while the Core is empowered to take full charge.</i>

### **Youth Freedom – ETCP**

The high school students of ETCP have full-packed schedules between Monday-Thursday, whereas they have no classes on Fridays. While Fridays are a good time to gather these learners, the school does not permit them into its portals and utilize its facilities when there is no class.

Yet, God provides open doors where existing ones seem to be shutting. Inside the ETCP compound situates the researcher’s home church, Banawa Bible Fellowship (BBF). There lies the opportunity for Youth Freedom-ETCP to collaborate with BBF in putting up a regular **Students’ Hub**.



Figure 10. BBF Youth Core approves of the Hub



Figure 11. BBF Church Board approves of the Hub

Students’ Hub is a twice a month fellowship for invited high school students in ETCP, who are also encouraged to invite young people from other schools they know. In the Hub are laid different table games while waiting for people’s arrival, fun energizers and get-to-know-you activities, facilitators who are tasked to share the gospel to first timers, dynamic preaching of the Word, and FG sessions every after the big group discussion of the lesson.

With BBF being partners with YF-ETCP, the benefits are high. Students’ Hub utilizes BBF’s facilities and equipment free of charge, and the church shoulders necessary expenses (e.g. snacks, materials). More people are standing as prayer warriors for the Students’ Hub. The young people in BBF are helping in facilitating FGs and inviting more students from their own schools to join the regular sessions.



Figure 12. Launching Invitation



Figure 13. Regular attendees of the Students’ Hub





Figure 14. Students from other High Schools join the Students’ Hub

Table 4. Coaching through “MAWLing” journey with YF-ETCP Core

Month	Nature of Activity	Coaching Level	Researcher’s Role
<i>December</i>	Prayer & Planning	MODEL & ASSIST	<i>Researcher instructs the Prayer activities. She presides in the 1<sup>st</sup> planning, and serves as an adviser during the 2<sup>nd</sup> and 3<sup>rd</sup>.</i>
	Core Huddles	MODEL	<i>Researcher presides the planning and provides hands-on guidance</i>
	Mentoring Sessions	MODEL	<i>Researcher plays the mentor’s role of a teacher</i>
<i>January</i>	Youth Freedom Launching	MODEL & ASSIST	<i>Researcher takes charge with major tasks (like resource speaking) while the rest performs minor tasks</i>

	Witnessing	MODEL & ASSIST	<i>Researcher first demonstrates and asks for the team’s observations. Then, the teams will share the gospel and the Researcher provides peer feedback.</i>
<i>February - April</i>	Core Huddles	ASSIST	<i>Based on the agreed upon Org. structure, the Core Overseer now presides the meeting. Researcher plays the role of a consultant.</i>
	Mentoring Sessions	MODEL	<i>Researcher plays the mentor’s role of a teacher</i>
	Students’ Hub	ASSIST	<i>Core members now take the lead; Researcher attends to the tasks assigned to her by the team.</i>
<i>May</i>	Core Huddles	WATCH	<i>Researcher serves as an Observer.</i>
	Mentoring Sessions	MODEL	<i>Researcher plays the mentor’s role of a teacher</i>
	Students’ Hub	ASSIST	<i>Researcher takes on menial tasks while the Core is empowered to take full charge.</i>

**4. Conclusion and Final Reflections**

There are evident advantages in trained leaders being mentored as they aspire to kick off a campus movement. Their gaining of knowledge and mentorship experience boost their confidence in returning such favor (of mentorship) to others. Even when they stand at the novice level, being certain of having a hands-on coach around them tightens their sense of security and boosts their morale. There would also be a big room for growth as they regularly receive constructive feedback after every performed task. Moreover, one’s fire continues to be stoked in the presence of a mentor who oversees and is actually involved in the movement.

The movement initiated by the trained leaders can be gradual due to the lack in discipleship and evangelism experience. This makes intentional mentoring for them even more significant. There lies willing hearts within, but great boosting has to be unleashed for these willing volunteers to soar and thrive.

The world today is showered with Gen Z’s, who have a new set of peculiar jargons, are tech natives, are very career and academics driven, are up-to-date with trends, and who tend to imbibe outspoken relativism. The need to understand this generation’s distinct characteristics must be of priority, such that churches’ efforts of reaching them may be effective. In this regard, mentoring student leaders to reach co-students is even more advisable, as they are able to related better to teenagers of the same generation.



It must also be noted that schools continue to have differing calendars and learning set-up for the time being. The Hybrid set-up causes inevitable, constant changes in students' availability or vacant hours. Class schedules are becoming more hectic and the youth of today are becoming more academic-driven, seemingly prioritizing their student life above all else. These observations are to be considered in designing campus ministry efforts. Flexibility, with a good balance of consistency, must be worn when serving as a campus missionary.

It is also observed that 90% of the trained leaders in CNU and ETCP opt for face-to-face mentoring rather than the online set-up. Face-to-face gatherings win their focus, get them to think deliberately when circumstances call forth such, help develop their social and communicative skills, and carry them on to a greater level of encouragement just by being "physically" surrounded by and learning together with co-leaders of the same faith.

Finally, the Researcher recommends that campus ministry volunteers tie up with local churches in the yearning to put up a campus ministry. Not only will needs for human and material resource be more possibly addressed, but growing disciples of Jesus can also be eventually assimilated to churches that maintain an emotionally healthy discipleship culture.

## 5. References

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**6. Appendices**

Appendix A.  
Core Members' Assessment Form

Questionnaire:

1.) How have you benefited from the mentorship relationship while starting up a Campus Ministry movement?

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2.) How essential is mentoring after training in starting and sustaining a Campus Ministry?

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3.) Do you consider your campus ministry to have had a successful run this semester? What factors have contributed to its success?

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4.) What circumstances have challenged your team's consistency in pulling off your planned Campus Ministry movements/efforts?

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5.) How can you and your team initiate a more solid Campus Ministry movement next semester?

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Appendix B.  
In-Campus Ministry Requirements

I. For Legal Recognition

A. In Colleges

1. Letter of Intent/Application - sent to the Office of Student Affairs, may be copy-furnished to the office of the President, Deans, and Guidance Counselor
2. Organizational Structure - with a complete set of officers who are current students in the campus, and with an adviser from the school Faculty
3. Organization's By-Laws
4. A membership of at least 20 students upon application
5. Others, as determined by the OSA

B. In Public High Schools

1. Courtesy Call at the Office of the Principal
2. Letter of Intent/Application - addressed to the Division Superintendent

II. For Partnerships

1. Tie up with NSTP/CWTS and/or the Guidance Counseling Office for Seminars on Values Formation, Emotional/Mental Health, Career Orientation and the likes.
2. Tie up with classroom advisers for a possible teaching slot during the Values Education Class time.
3. Find and collaborate with existing Christian organizations inside the campus.
4. Train your young people to lead Bible Studies among their classmates/schoolmates in the campus during their vacant time.
5. Connect with the SSC or the School Publication for promotions.

Appendix C.  
Off-Campus Ministry Recommendations

1. Scout for spacious and inexpensive coffee shops near the campus for meet-ups.
2. Consider partnership possibilities with the local church/es near the campus.
3. Maximize and utilize the Digital World.
4. Consider transportation provisions, if meet-up locations require a ride from and to the campus.
5. Look for a park or an open space near the campus that is conducive for learning and fellowship.

Appendix D.  
Online Tools

1. Youth Freedom Campus Ministry Training Lessons

[https://drive.google.com/drive/folders/1YQfIk2OwcrTqbivwazxSVZNnA\\_peEPSb?usp=share\\_link](https://drive.google.com/drive/folders/1YQfIk2OwcrTqbivwazxSVZNnA_peEPSb?usp=share_link)

2. Gospel Sharing App

<https://play.google.com/store/apps/details?id=org.keynote.godtools.android&hl=en&gl=US&pli=1>

3. Modified Witnessing Tool: “THE FOUR”

[https://drive.google.com/drive/folders/1XVm\\_jzgCI2axeQLyO8LWAzbB1x4Y2j4R?usp=share\\_link](https://drive.google.com/drive/folders/1XVm_jzgCI2axeQLyO8LWAzbB1x4Y2j4R?usp=share_link)

4. Youth Freedom Follow-Up Materials

[https://drive.google.com/drive/folders/1xlQ942Mu5FXCJMICH63eEfmPMhZvbl76?usp=share\\_link](https://drive.google.com/drive/folders/1xlQ942Mu5FXCJMICH63eEfmPMhZvbl76?usp=share_link)

5. Youth Freedom Discipleship Series

[https://drive.google.com/drive/folders/1k6bNFo8Oj-BE4bFnOfO-O5VteT\\_U9JS?usp=share\\_link](https://drive.google.com/drive/folders/1k6bNFo8Oj-BE4bFnOfO-O5VteT_U9JS?usp=share_link)