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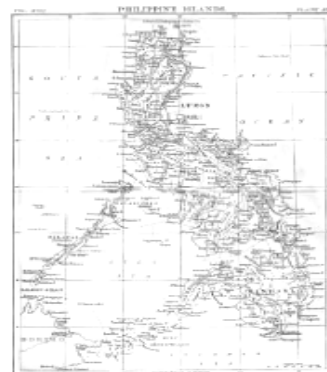
# The Philippine Environment, Environmental Education and CEC

Frances Maria Jessiaca Quimpo DONGETO

Center for Environmental Concerns - Philippines, Inc, Philippines



**The Philippines is a Southeast Asian country  
of rich, scenic but fragile beauty.**



## It has rich natural resources,

### Rich water resources:

- 7,100 islands are surrounded by big bodies of water including Pacific Ocean
- Mountains and plains teems with inland waters which include : 421 principal rivers, 69 natural lakes, more than 100,000 has. of freshwater swamps
- groundwater sources in every major island

**Rich in Minerals – 5th mineralized country in the world (in terms of minerals per unit of area of land)**

- 2nd to Indonesia in geological prospectivity in South East Asia
- top producer of gold and copper in the world
- 3rd in Gold, 4th in Copper, 5th in Nickel deposits, 6th in Chromite deposits

### One of the top three richest coral reef areas

- 488 species of corals in 78 genera
- 971 species of benthic algae
- 2,000 fish species
- 2<sup>nd</sup> richest seagrass in the world, with 16 species



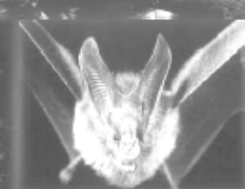
## It is also known for its Mega-diversity



52,000 species of flora and fauna  
13,500 of these are plants  
(5% of the world)



Endemism ranking in the world of local species:  
4th in bird, 5th in mammal,  
5th in plant, 8th in reptile



While the whole world discovers 1 species per taxa per year,  
the Philippines discovers 5 or 6 species per taxa per year

**These resources however have not been translated to improve the well being of our people**

- *In 2003, the poorest 80% of the population were surviving on incomes of some 1.30 Euro or less per day*



*Jan.-July 2005 (ave. rate)*

**11.0 million  
Filipinos or  
13%**

*of 85 million are  
underemployed and  
underemployed*



**... neither have these been translated for the development of the country**

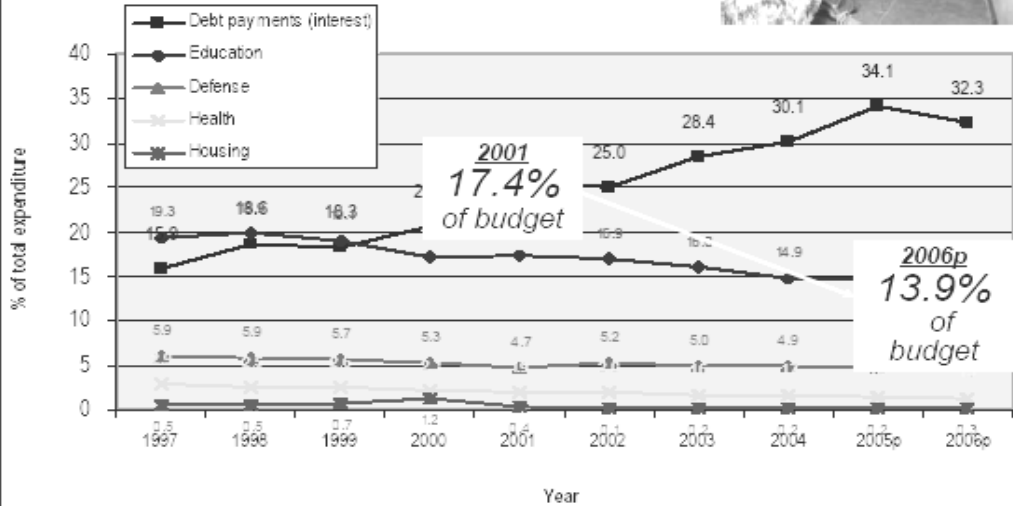
*Average annual agricultural growth rate has significantly dropped since the 90s, the country is now more dependent than ever on foreign sources of food.*

*Manufacturing sector's share in GDP and employment has steadily fallen*

## Distorted priorities: Education spending is falling



Selected NG expenditures,  
1997-2006p (% of total expenditure)



**Yet, these natural resources are fast  
being depleted, fast being destroyed,**

beauty is threatened to be lost  
... and so are people's  
means of survival and lives

**Policies which favor multinational corporations, big  
business, landlords and bureaucrats  
– liberalization, privatization,  
deregulation, debt servicing, corruption, and  
furthering a feudal and backward economy**

- **Philippine Mining Act of 1995**
- **Forest Code**
- **National Water Code**
- **Fisheries Code**
- **EPIRA**
- **Agriculture and Farm Mechanization Act**
- **General Appropriations Act**
- **Planned Charter Change of the Arroyo  
Government**

**WORLD TRADE  
ORGANIZATION**



**...raise high the Challenge to help  
people survive and fight off the  
onslaught of destruction,  
depletion, pollution and plunder**




**In this situation,  
the CEC was born in 1989.  
It has hoped to contribute to  
efforts to protect the  
environment, most especially the  
marginalized Filipino people,  
in their hope to survive and  
bring about a better world for  
them and their children.**





With a strong commitment to promote  
awareness and understanding of  
the environment -- i.e.,  
**people-oriented,  
anti-globalization, scientific and  
progressive**



**CEC, with its partner communities and  
organizations struggles to face the  
challenges of our times and of our  
environment**



## Regular Course Offerings

<b>A. Basic Environmental Awareness to Action Courses</b>	
1. Environmental Orientation Workshop	One day
2. Restoration Ecology Workshop (RENEW)	Three days
3. RENEW Training of Trainers Workshop	Three days
<b>B. Specialized Environmental Courses</b>	
4. Community-Based Environmental Assessment Monitoring	Three days
5. Issue-specific Scientific Courses	Variable
6. Community-Based Rehabilitation Technical Training	Variable
<b>C. Environmental Action and Organizational Development Courses</b>	
7. Leadership Training Course	Three days
8. Training on Environmental Research	Three days
9. Environmental Journalism Course	Two Days
10. Speakers Training Course	Two Days
11. Project Development and Management Course	Three Days
12. Environmental Campaign Planning and Admin Course	Three Days

**For the past three years  
(2003-2005) alone,  
CEC has conducted more than  
64 adult education  
environmental trainings and  
seminars**

graduating more than  
1,400 leaders of  
peasant, indigenous  
groups, fisher folk,  
workers, and urban  
poor communities



**In Southern  
Tagalog, Metro  
Manila, Cagayan  
Valley, Panay,,  
Bicol, and  
the Cotabato  
provinces**



**In the past three years, CEC has organized 22 fora, reaching to more than 1600 people, that brings environmental issues with its pro-people perspectives to where these are hardly heard and understood**

**CEC has come up with environmental studies, translated, simplified and published these in the vernacular. These have been effective references of community organizers and leaders in fighting off the deceit and force of profiteering companies and unscrupulous government officials to exploit our resources**

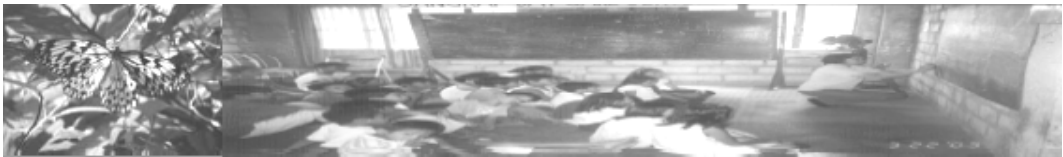
**... organized cross visits among  
communities affected by similar  
environmental situation**

**CEC has helped empower  
communities to  
understand their situation,  
the scientific reasons for  
their misery and  
underdevelopment which  
they seek to surmount.**

**CEC also helps them work out ways of  
overcoming this**



**CEC has also  
organized  
volunteers in the  
field of the  
sciences,  
education, law  
and development  
to complement its  
capacity**



**CEC continuous to evolve an education  
and advocacy that is ...evocative,  
...critical,...scientific and ... actively  
seeking solutions to problems of the  
community and the country,**



**...From simple huddles, to  
community meetings, to  
classroom situations, to fora,  
to the streets, to the  
parliament, and in the media**



**...because we know,  
we, the people,  
will overcome!  
One day, our resources  
will be wisely used  
to benefit our people  
and our next generation!**

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## Lessons and Recommendations in CEC's Research, Education and Advocacy Work from its 10 Year Summing Up

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### Strengths :

1. Continuing Relevance: linkage of environmental issues with political national/global situation/realities
2. RENEW was a contribution to grassroots education
3. CEC had the confidence of its regional partners
4. There were numerous growth points in terms of programs
  - Experiences were theorized and brought back to the community
  - Theories were brought out in publications and writings
  - Research and Education activities were used to enhance tools like EIM (graduated to an assessment tool for use in the community)
  - There was continued efforts to bring to level of theory what have been learned in practice
  - Theories were disseminated through publications
5. There were numerous education tools developed for the community
  - Modules developed were based on experiences
  - Collaborative efforts between CEC and its partners
  - Other educational materials were developed like, video, publications, etc.
6. Recognition of people's science or blending of modern science with people's experience
7. Devt of researches into modules to serve community
  - Research output used for publicity/campaign, assessment tool, modules

S&T perspective: how to use technical data to fortify social data to strengthen position/stand

8. Developed new goal of mobilizing environmental advocates

9. Adaptive/Flexible not only in the specific education

Adjusting modules and objectives through time

Evolving frameworks (documentation, etc)

Renewing the Web of Life Activity

Environmentalizing Group Games

Working with Grassroots sectors

- Urban poor (nature awareness)

- Integration Envi with sectoral courses

- IP (livingvs nonliving)

### **Weaknesses :**

1. Core theory of RENEW need to unequivocally weave environmental issues with economic, political and social context

2. Tendency to stress too much on the process

## 1

### **Revised Restoration Ecology Workshop (RENEW) Syllabus**

#### **DAY / TIME**

#### **ACTIVITY**

Day 1:

#### **Module 1: Acquaintance, Expectations Check, and Orientation**

(3 hours)      Tao, Bahay, Bagyo(People, House, Storm – icebreaker game)  
Sino ang gusto mong mag -alaga?



(Who do you wish would care for.... – icebreaker game)

The Envelope, Please (Vision - setting activity)

Expectations Check:

- a. What do I expect to learn from the workshop?
- b. What do I expect from the
  - facilitators/trainers?
  - the other participants?
- c. What can I contribute to the workshop?
- d. Are there any limitations that may hinder my full participation?

Processing of Expectations

Orientation/Briefing

- a. Workshop Process and Design
- b. House Rules
- c. Host Teams

Magagawa Natin (We can do it – action song)

## **Module 2: Local Environment Situation**

(1 1/2 hours) Noon at Ngayon (Yesterday and Today – art activity)

Group Reporting

Synthesis of Local Environmental Situation

Option to use PACERR

## **Module 3: Basic Ecological Science**

(30 mins) Pugad at Ibon(Nest and Bird – icebreaker game)

Recap of Day 1

(15 mins) Ecosystem Concept - Lecture/Discussion:

- (3 hours)      Chemical Cycles  
 Sundan Natin ang Tubig - (Let ' s Follow the Water)  
 Water Cycle, Chemical Cycling - Lecture/Discussion
- Habulan ng Pagkain (Food chase)  
 Food Chains and Energy Flow - Lecture/Discussion
- Discovering Food Webs  
Food Webs and Balance of Nature - Lecture/Discussion
- (15 mins)      Synthesis: Basic Ecology Concepts

## **Module 4 : Environmental Framework**

### Day 2

- (1 hour)      Listahan ng mga Bahagi ng Kapaligiran  
 (List the parts of the environment)  
 Web of Life  
 "Ang lahat ng bagay ay magkaugnay"  
 ("All things are interrelated to each other")
- (45 mins)      Basic Principles
- (15 mins)      Development of Human Societies and Environmental Impacts
- (30 mins)      Different Environmental Perspectives
- (10 mins)      Synthesis

## **Module 5 National Environmental Situation**

(3 hours) *Habulan ng Panyo* (Hanky chase – ice breaker game)

Guided Film Showing

*"Nasaid na Yaman"* (Audio - Visual Presentation with discussions)

(0.5 hour) Tao, Logger, Puno (People, Loggers, Trees – ice breaker game)

### **Module 5: Global Environmental Situation**

(3 hours) Guided Film Showing

*"Inconvenient Truth"* (Audio - Visual Presentation with discussions)

### **Module 6: Vision to Environmental Action**

Day 3

(2 hours) *Hinabing mga Pangarap* (Woven Dreams – arts activity)

My Action

Synthesis: Action Alternatives and  
the Philippine Environmental Movement

(2 hours) Group/Community Planning

### **Module 7: Evaluation and Celebration**

(1 hour) Creative Evaluation

OPEN Celebration

Frances Maria Jessiaca Quimpo DONGETO

Culture and Environment Preservation Association

필리핀은 풍요롭고 황홀한 경관을 가졌지만 파괴되기 쉬운 아름다움을 가진 동남아시아 국가입니다



필리핀은 풍요로운 자원을 갖고 있습니다

**풍부한 수자원:**

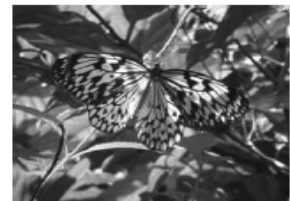
- 7,100개의 섬들이 태평양을 포함한 대양에 둘러싸여 있습니다.
- 산지와 평지가 다음을 포함하는 섬의 수자원으로 충만 되어 있습니다: 421개의 강, 69개의 호수 그리고 100,000개가 넘는 담수 습지.
- 주요 섬마다에 있는 지하수자원

**풍부한 광물자원 -- 세계 5대의 광물 자원국 (내륙 지역 단위당 광물기준)**

- 동남아시아에서 인도네시아 다음으로 지질학적 유망성
- 세계 최대의 금 및 동 생산자
- 금 매장량 3위, 동 4위 니켈 5위, 크롬광 6위

**세계 3대 산호초 지역 중 하나**

- 78속, 488종의 산호
- 971종의 녹조류
- 2,000종의 어류
- 세계 두 번째로 풍부한 16종의 바닷말



그 엄청난  
다양성으로 또한  
유명합니다.



52,000종의 식물구계 및  
동물구계, 이중 13,500종이  
식물임  
(전세계 5%)



국지종에 있어서 세계  
종토성 랭킹:  
조류 4위, 포유류 5위, 식물,  
5위, 파충류 8위



연간 전세계에서 하나의 분류군 당 1종을 발견하지만  
필리핀에서는 연간 5, 6종을 발견함.

하지만 이러한 자원들은 우리 민중의 삶을  
개선하는데 사용되지 않았습니다.

• 2003년 전체 인구의 80%가 하루  
1.3유로의 수입으로 연명하였습니  
다.



2005년 6-7월 (평균)  
일천백만명의  
필리핀인  
혹은 13%

(8천5백만 중)  
실업자이거나 불완전  
고용자였습니다.

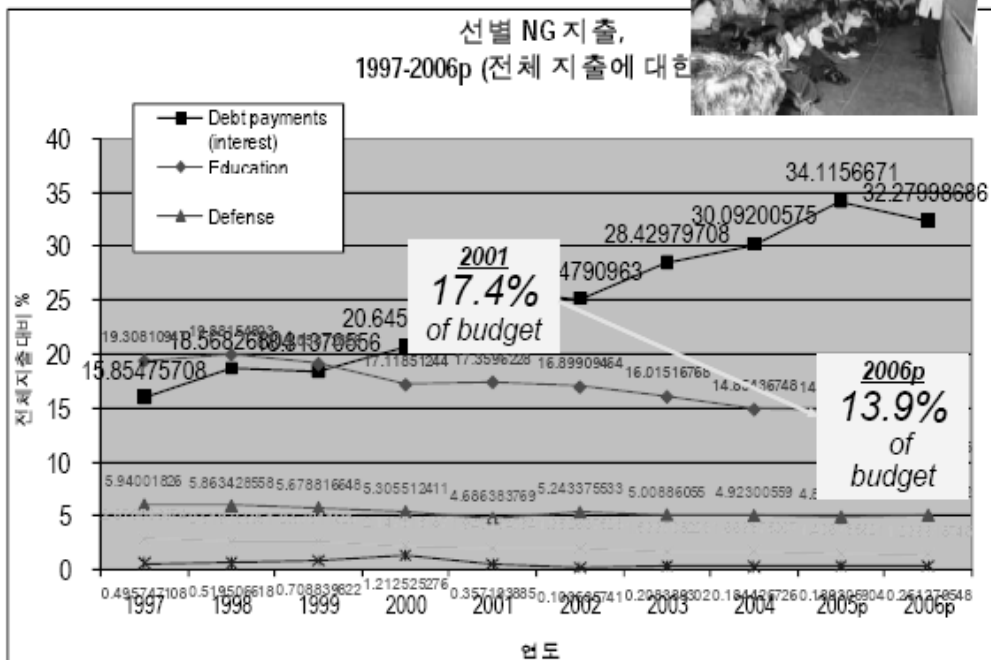


이들은 국가의 발전에서  
소외되었습니다.

평균 연간 농업성장율은 90년대 이후  
급락하였으며 국가는 현재 외국의  
식량 지원에 더욱 의존하게 되었습니다.

GDP와 고용분야에서 제조분야의  
비중은 지속적으로 하락하고 있습니다.

왜곡된 우선정책:  
교육비지출은 하락하고 있습니다





더구나 이러한 천연자원은 빠르게  
고갈되며 파괴되어 가고 있습니다.

아름다움은 그 종말을 위협  
받고 있으며 민중의 생존의  
수단 역시 어려움에 처해 있  
습니다.

다국적 기업, 대기업, 지주 및 관료들  
-- liberalization 자유화, 민영화, 규제완화, 부  
정부패 및 봉건적이고 퇴행적인 경제

- **1995년 필리핀 광업법**
- 산림법
- 국가 수자원법
- 어업법
- **EPIRA**
- 농업 및 농장 기계화 법
- 종합징수법
- 아로요 정부의 조직적



민중의 생존을 돕기 위한 노력을 드높이고 파괴, 고갈, 오염 및 약탈의 공격에 대항에 싸웁니다.



In this situation, 이러한 상황에서 CEC는 1989년에 생겨났습니다. 본 조직은 환경을 보호하기 위한 노력에 기여하기 위하여 탄생하였으며 특히 소외된 필리핀 민중의 생존과 그들과 그들의 자녀들에게 더 나은 세상을 전해주려 노력합니다.



환경에 대한 자각과 이해를 높이기 위한 강력한 의지로서... 민중에 기반한, 반 국제화, 과학적이고 진보적인....

CEC는 그 파트너 공동체 및 조직들과 연대하여 우리의 세대 및 환경에 닥친 위험에 맞서 싸웁니다.



## 정규 코스

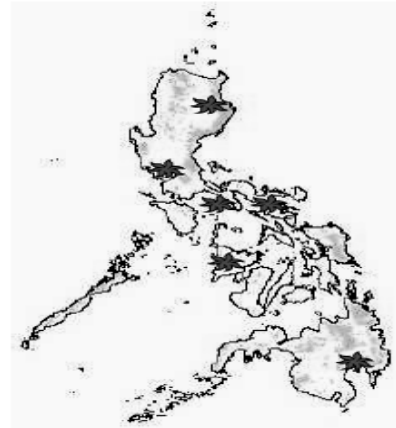
<b>A. 활동에 대한 기초 환경인식 코스</b>	
1. 환경 오리엔테이션 워크샵	1일
2. 생태계 복구 워크샵 (RENEW)	3일
3. RENEW 교육자 훈련 워크샵	3일
<b>B. 특성화된 환경 코스</b>	
4. 공동체 기반 환경평가 모니터링	3일
5. 특정 문제에 대한 과학 코스	가변
6. 공동체 기반 광생기법교육	가변
<b>C. 환경활동 및 조직 개발코스</b>	
7. 리더십 교육 코스	3일
8. 환경연구 교육	3일
9. 환경 저널리즘 코스	2일
10. 대변인 교육코스	2일
11. 프로젝트 개발 및 관리 코스	3일
12. 환경 캠페인 계획 및 관리코스	3일

지난 3년간  
(2003-2005),  
CEC는 64건의 성인 환경 교육  
및 세미나를 개최하였습니다.

영세농, 토착민 그  
룹, 어민, 노동자 및  
도시빈민 공동체 지  
도자 1400명 이상이  
수료



남부 타갈로그,  
메트로 마닐라,  
카가얀 밸리,  
파나이, 비콜, 및  
코타바토 주



지난 3년간 CEC는 22개의 포럼을  
조직하여 1600명 이상의 사람에게  
쉽게 알 수 없고 이해할 수 없던 환  
경문제를 선구자적 관점으로 제시하  
였습니다.

CEC는 환경연구를 제시하였으며 이들  
을 토착어로 번역, 요약 및 발행하  
였습니다. 이들은 우리의 자원을  
침탈하는 이윤만을 추구하는 회사  
들과 비 도덕적인 정부관료들의 무  
력과 기만에 맞서 싸우는데 있어  
공동체 조직자들과 지도자들에게  
효과적인 지침으로 사용되었습니  
다.

## 유사한 환경적 상황에 직면한 공동체들 간에 상호교환 방문을 조직

CEC는 공동체들이 극복하고자 하는 자신들의 상황과 그들이 처한 곤란 및 미개발에 대한 과학적인 분석을 이해하도록 돕습니다.

CEC는 또한 이를 극복하기 위한 방안을 간구하도록 돕습니다.



CEC는 또한 과학, 교육, 법조계 및 개발 분야에서 자원봉사자들을 조직하여 이러한 역량을 보충하고 있습니다.



CEC는 공동체와 국가의 문제들에 대해 우호적이며, 중요하고, 과학적이며 적극적으로 해법을 추구하는 교육을 지속적으로 발전시켜 나가고 있습니다.



작은 집단에서부터 공동체 회의와 강의실 상황 및 포럼에 이르기까지.. 거리거리마다 그리고 국회와 언론 매체에 이르기까지..





왜냐하면 우리는  
압니다.. 우리 민중이  
이겨낼 것이라는 것을!  
언젠가는 우리의  
자원들이 현명하게 우리  
민중의 이익을 위하여  
그리고 우리의 다음  
세대를 위하여 사용될  
것입니다.

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10

CEC ,

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1. : / /
2. RENEW ( ) .
3. CEC .
4. 가 .  
EIM  
( 가 ) .
5. .  
CEC  
, 가 .
- 6.
7. / , 가 ,  
S&T : /  
가.
8. .
9. .

( )  
(Web of Life Activity)

- ( )
- 
- IP (Living Vs Nonliving: )

- :
1. RENEW , 가
  2. .

### Revised Restoration Ecology Workshop (RENEW) Syllabus

:

1: ,

(3 ) *Tao, Bahay, Bagyo* ( , , - )  
*Sino ang gusto mong mag-alaga?*  
 ( 가 가. - )  
 ( - visual setting )

- :
- a. 가 가?
  - b. 가?  
 - / ?  
 - 가 ?
  - c. 가 가?
  - d. 가 가?

/

- a.
- b.
- c.

*Magagawa Natin* ( ! )

**2:**

(1 1/2 ) *Noon at Ngayon* ( - )

PACERR

**3:**

(30 ) *Pugad at Ibon* ( - )

가

(15 ) \_\_\_\_\_ - /

(3 ) \_\_\_\_\_

*Sundan Natin ang Tubig* - ( )

, - /

*Habulan ng Pagkain* ( )

- /

(web)

\_\_\_\_\_ - /

(15 ) :

**4 :**



:

(1 ) *Listahan ng mga Bahagi ng Kapaligiran*  
( )  
(Web of Life)  
"Ang lahat ng bagay ay magkaugnay"  
(" ")

(45 )

(15 )

(30 )

(10 )

5 : 가

(3 ) *Habulan ng Panyo* (Hanky chase - )

*"Nasaid na Yaman"* ( )

(0.5 ) Tao, Logger, Puno ( , , - )

5:

(3 )  
" *Inconvenient Truth*" ( )

6:

(2 ) *Hinabing mga Pangarap* ( - )

(2 ) :

7: 가

(1 ) 가 (creative evaluation)