Philippine Youth Leadership Program - Environmental Leadership in the Philippines
Developing Youth as Agents of Change and Ecological Activism

Training Manual

International Training Office
Northern Illinois University
April 13-May 11, 2013
Philippine Youth Leadership Program:
Environmental Leadership in the Philippines
Developing Youth as Agents of Change and Ecological Activism

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Northern Illinois University
DeKalb, Illinois, U.S.A.

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A Training Manual on Philippine Youth Leadership Program:
Environmental Leadership in the Philippines
Developing Youth as Agents of Change and Ecological Activism

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Dr. Kristen Borre’s anthropological training is in bio-cultural anthropology with specializations in nutritional anthropology, medical anthropology and public health, and human ecology and evolution. While working as a public health nutritionist and Nutrition Program Director before her doctoral training, she realized she was utilizing anthropological thinking to build and manage nutrition programs in the community. This experience led to her return to graduate school to study nutritional anthropology. She has conducted fieldwork among Native Canadians in both the sub-arctic and arctic, working primarily on North Baffin Island with Inuit seal hunters. She also has post-doctoral experience working in applied anthropology and public health both as a researcher and director of applied public health programs.

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Dr. Deborah Pierce is Associate Provost for International Programs and Adjunct Assistant Professor of French at Northern Illinois University, where she is also a faculty associate of the Title VI funded Center for Southeast Asian Studies. Previously she served as Assistant Professor of Linguistics and Director of International Affairs at Loyola University Chicago. She earned the Ph.D. in Linguistics from the University of Michigan and has worked in international education for over twenty years. Her primary professional interests are curriculum internationalization, conflict transformation, leadership training, and Southeast Asian studies. She chaired the 2010 Annual Conference Committee of NAFSA: Association of International Educators and has also served on the national boards of the Association of International Education Administrators and Phi Beta Delta Honor Society.

Dr. Susan Russell is a Professor of Anthropology and the former Director of the Center for Southeast Asian Studies at Northern Illinois University. She has over eight years of experience doing research and teaching in the Philippines, focusing on the ritual and economic anthropology in the Luzon highlands; the maritime labor organization of small purse seine fishers in Batangas; and the problems facing slum dwellers in Manila. Her publications include Changing Lives, Changing Rites: Ritual and Social Dynamics in Philippine and Indonesian Uplands (with Clark Cunningham), 1989; Ritual, Power and Economy: Upland-Lowland Contrasts in Mainland Southeast Asia, 1989; and Structuralism’s Transformations: Order and Revision in Indonesian and Malaysian Societies (with Clark Cunningham), 1999, along with over 25 articles. She has been project director of the ACCESS Philippines project since 2003, and was project director of the recent grant, The Autonomous Region of Muslim Mindanao: Majority-Minority Relations in the Philippines: Religion, Education, Community and Political Process.

D-Nick The Microphone Misfit (Dominique Stockman) is a youth activist, theater director & Hip-Hop vocalist (rapper/MC) that does Hip-Hop lectures workshops and concerts throughout mid-west & abroad. He is an original member of FEW Collective along with Asad Jafri and Super Inlight. D-Nick has also toured Algeria with the U.S. Department of State doing what is called HIP-HOP diplomacy. D-Nick has released 2 independent solo albums Brace Yourself for the Impact & and highly acclaimed Graphic Novel which features the healthy eating anthem Abnormality. In April 2012 his group The Microphone Misfitz released the long awaited Escape from Babylon album that will come inside a comic book of the same titled Illustrated by John Park and written by D-Nick himself. D-Nick is also works with organizations like Columbia College Community Arts Partnership, Inner City Muslim Action Network (IMAN), Free Street Theater, Chicago Community Trust, Hip-Hop and Congress.

Dr. Kendall Thu is a cultural anthropologist with specific interests in applied anthropology, food systems, public and environmental health, the anthropology of sports, North America, and Northern Europe. His research focuses on the relationships between industrialized food systems, the environment, public health, rural social dynamics, and state power and policy. He is currently Editor of the journal Culture & Agriculture, serves on the Board of the National Association for the Practice of Anthropology, and is a Fellow in the Society for Applied Anthropology. He has chaired the American Anthropological Association’s Committee on Public Policy, served on the Board and President of the Culture and Agriculture section, and served on the Executive Board of the Central States Anthropological Society. Professor Thu teaches courses in applied anthropology, medical anthropology, environmental anthropology, the anthropology of food, American culture, introductory cultural anthropology, and anthropology and human diversity.
Dr. Rey Ty received his doctorate degree from Northern Illinois University. The title of his dissertation was “Human rights, conflict transformation, and peace building: The state, NGOs, social movements, and civil society—the struggle for power, social justice and social change.” His first M.A. was from the University of California at Berkeley; his second M.A. from Northern Illinois University. Dr. Ty taught Political Science at the University of the Philippines from 1986 to 1996 where he also served as Assistant Chair of the Department of Political Science. He was actively struggling against the Marcos dictatorship and was involved in human rights and peace work, both with governmental organizations (GOs) and non-governmental organizations (NGOs). He was the Special Projects Coordinator, Technical Consultant, and later the first Director of the Public Information and Education Services of the Presidential Committee of Human Rights under President Corazon Aquino. During this time, he was a member of a core group that developed the strategic plan of the Commission on Human Rights and engaged in the organizational development of Amnesty International (AI) Philippines. Dr. Ty served as Vice-Chair of Amnesty International Philippines, Citizens Alliance for Consumer Protection (CACP), Defense for Children International Philippines (DCI), Ecumenical Movement for Justice and Peace, and Philippine Alliance of Human Rights Advocates (PAHRA). He also served as Director of the Human Rights Institute of the Task Force Detainees of the Philippines (TFDP). The United Nations invited him to be a “non-governmental individual” (NGI) in several international conferences held in Montreal, Canada (UNESCO), Bangkok, Thailand (U.N. Economic and Social Commission for Asia and the Pacific), Vienna, Austria (U.N. World Conference on Human Rights), and Kathmandu, Nepal (Human Rights Training for Public Offices and NGOs, organized by the International Institute for Human Rights, Environment and Development). Dr Ty was also a member of an international teaching team for the Centre international de formation pour l'enseignement des droits de l'homme et de la paix (International Training Centre for Human Rights and Peace Teaching) in Geneva, Switzerland, where he used English, French, and Spanish as the medium of instruction, to teach international human rights, international humanitarian law, and peace to teachers from all over the world. His education also includes certificate courses at the University of Paris, Sorbonne and International Institute of Human Rights, Strasbourg, France.

Mrs. Ellen White is a teacher at Rochelle High School. She is the Social Science Chair. She teaches World History. She is the faculty adviser of the International Club of Rochelle Township High School. Mrs. White mobilizes the school, faculty, and staff of Rochelle High School to be more exposed to diversity and internationalism. She has been very active in organizing interactions among high school schools across religions, cultures, and countries. As a testament to her untiring commitment to international education, Mrs. White was inducted as an Honorary Member of the Zeta Gamma Chapter of Phi Beta Delta Honor Society for International Scholars.

Dr. Katharine L. Wiegele is a socio-cultural anthropologist whose current research interests include new religious movements and religious change, mass media and religion, global urban and popular culture, and colonialism. Prof. Wiegele obtained her Ph.D. from the University of Illinois at Urbana-Champaign. Wiegele's book on El Shaddai, a contemporary mass religious movement in the Philippines, won a 2007 National Book Award in the Philippines (given by the Manila Critics Circle and the National Book Development Board). She lived, worked and carried out research in the Philippines for many years beginning in 1988 as a Peace Corps Volunteer, and has also conducted research among Korean Americans in Illinois. She has worked on various U.S. State Department leadership training programs for Filipino and Southeast Asian youth and adults. Currently, Wiegele is part of a working group organized by Boston University's Institute on Culture, Religion, and World Affairs (CURA) entitled "Markets, Democracy and Miracles: Evangelicalism and Charismatic Christians in the Second and Third Generation." She is also contributing to Regent University's symposium, "2011 Pentecostalism & Prosperity: The Socio-Economics of Global Renewal." Before coming to NIU, she taught at Stephens College in Columbia, Missouri. Her previous courses include "Ethnographic Field Methods," "Southeast Asia - Crossroads to the World," and "American Culture."
**CHAPTER 1: INTERCULTURAL COMMUNICATION**

**Cultural Orientation: Living in the United States**
Dr. Katharine L. Wiegele

*Practical information for everyday living in the United States*

While in the United States, you will have many opportunities to discover more about the country through daily contact with Americans and by exploring all that your area has to offer.

**Using U.S. Currency.** It is important to be familiar with U.S. currency so as to avoid making costly mistakes. Values assigned to U.S. currency are as follows:

**Bills:** Because all American bills (paper money) are the same size and color, one can easily be mistaken for another. Remember to check the denomination on each bill before giving it out in payment. Bills are printed in denominations of $1, $5, $10, $20, $50, $100, $500, and $1,000.

**Coins:** The size of the coin does not indicate the value. For example, a **dime** (a ten-cent coin) is smaller than a **nickel** (a five-cent coin), yet is worth more. Each coin denomination has its own name. For example, a 10-cent coin is called a **dime** and a 5-cent coin is called a **nickel**. Please refer to the chart below for coin names and value equivalences.

<table>
<thead>
<tr>
<th>Coin Denomination</th>
<th>Equivalences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ¢ (penny or cent)</td>
<td>100 pennies = 1 dollar</td>
</tr>
<tr>
<td>5 ¢ (nickel)</td>
<td>20 nickels = 1 dollar</td>
</tr>
<tr>
<td>10 ¢ (dime)</td>
<td>10 dimes = 1 dollar</td>
</tr>
<tr>
<td>25 ¢ (quarter)</td>
<td>4 quarters = 1 dollar</td>
</tr>
</tbody>
</table>

**All about Food**

Most grocery stores have either a gourmet food section or an **ethnic/international section**, which may carry a number of items familiar to you. If you have **religious or dietary restrictions**, please note that manufacturers of all prepared packaged food products are required by law to list all ingredients in preparing the products. Consult the food label on the packaged food. **Vegetarians** can order **vegetable pizza** from Pizza Hut, or **fish fillet** from McDonald's. There are Mexican, Chinese, American, Mediterranean, Thai, and other restaurants in DeKalb.

**Tipping**

From "T.I.P." (To Insure Promptness), the term refers to extra money given for services provided. In the U.S., tipping is expected in the following areas:

- **Baggage handling** - $1 per bag
- **Taxis** - 15% of the fare; not less than 25 cents
- **Hotel Services** - $1 per bag to porters; $1 for any service to the room; 15% of the cost of a meal served in the room.
- **Restaurants** - 15 to 20% of the bill when served at the table by a waiter or waitress; 10% in a coffee shop or lunch counter. **No tipping in a cafeteria (self-service), fast food or carryout shops is necessary.**

Hair care establishments - 15 % of the bill to the hairdresser or barber.

Local Transportation
The NIU Bus system has a number of buses running regularly during the spring semester. Please refer to schedule for bus number and time schedules. Bus #7 will take you to the shopping areas in DeKalb.

General Shopping Guidelines
A number of major shopping malls are within an hour's drive of DeKalb such as Fox Valley Mall, Spring Hill Mall, and Premium Factory Outlet. In DeKalb, we have shopping centers on Sycamore Road where you will find large chain stories like Wal-Mart, JC Penney, TJ Maxx, Famous Footwear, Target, Barnes & Noble Bookstore, Bath and Body Shop, Pier 1 Imports, Dollar Tree, and many more. Downtown DeKalb, which is closer to campus, has some unique stores and restaurants worth exploring.
Merchandise marked "On Sale" or "Clearance" has been reduced in price from 10 to 60 % or more by the store management. Merchants hold sales on holidays and at the end of each season, as well as other times.
Prices marked on merchandise do not include sales tax. The amount of sales tax (%) varies by state and is added to the price at the time of purchase. Prices are fixed.
Goods can only be returned if the customer presents a receipt as proof of purchase. It's wise to keep your receipts and the original packaging.

Going to the Movies: There are a number of movie theaters near campus where you can go and watch the latest American films: Market Square Cinemas (on Sycamore Rd.: 748-7887), and the Egyptian Theater (N. 2nd St.: 758-1215). Prices for movies range from $4.00 to $8.50 per movie.

Maintaining Personal Safety

Keep within easy reach of the telephone the following emergency numbers:
For emergency cases, call Police/Fire Department/Ambulance: 911
For non-emergency cases, call:
   DeKalb Police: 748-8400
   Fire department/Ambulance: 748-8400
   NIU Police: 753-1212
   Center for Southeast Asian Studies: 753-1771
   International Training Office: 753-9546, 753-9547, 753-9548, 753-1098

Fire Prevention
Some Fire Safety Tips to keep in mind:
➤ Know the location of the nearest exit.
➤ If you use a flat iron, hair dryer or curling iron regularly, remember to unplug it before you leave your room.
➤ If there is a fire, call 911 immediately and then get out of the building as quickly as possible.
➤ Notify either Dr. Sue Russell or Dr. Lina Ong of the situation as soon as possible.
Please be aware that smoking is prohibited inside the Holmes Student Center, including the hotel rooms and lobby. If you need to smoke, please do so outside.

Smoking is not permitted in public buildings, including restaurants, and in most private institutions, offices, and stores. Many Americans prefer that guests do not smoke in their homes.

* NOTE: Please ask first if you wish to smoke indoors, especially when visiting an American home. Again, smoking is NOT ALLOWED anywhere in Holmes Student Center.

ADJUSTING TO A NEW ENVIRONMENT

Even though living in a foreign country can sometimes be challenging, it can also be very rewarding. The information below may help ease your transition.

Jet Lag

“Jet lag” is the physical shock of your body adjusting to a new time zone. Its intensity will depend upon how many time zones you have crossed during your travel to the United States. While your body is adjusting to a new daily rhythm, you may experience headaches, disorientation, sleeplessness or sleepiness. You may experience ‘jet lag’ for a few days after your arrival.

There are a number of things you can do to help yourself through the transition. As much as possible, try to follow the normal eating and sleeping patterns of your new time zone. Resist taking naps in the middle of the day since it will make it more difficult to sleep at night and which will only prolong your jet lag. Instead, take a walk, exercise, or plan activities with friends during the day when you find you are tired. Exposure to sunlight or other light during the day can also help your body's clock to reset.

Language Barriers

Speaking a foreign language in a classroom is one thing; living in a society where you have to use this language on a daily basis is completely different. Being in a new language environment can be mentally and physically exhausting at first. Here are some language problems you may encounter while in the United States:

- You might not understand the local American accent right away. Give yourself time to get used to the local accent. In time you will probably find yourself speaking in the same way.
- Americans might have difficulty understanding your Filipino accent, and you might use a different vocabulary. Try to speak slowly at first to make sure you are understood. Do not be shy to ask others to speak slowly if you have trouble understanding them.

Understanding American Culture

You also probably have preconceived ideas from having met Americans before, or from films and television programs. However, American society is enormously diverse and complex and should not be reduced to a few stories or stereotypes. Important differences exist between geographical regions, between rural and urban areas, and between social classes. The presence of millions of immigrants who have come to the United States from all corners of the world add even more variety and flavor to American life.

The characteristics described below represent that image of U.S. society that is thought of as being "typically American."

**Individuality.** Americans value their individuality. Americans have strong family ties and loyalties to groups, but individuality and individual rights are important. If this seems like a selfish attitude, it also leads to an honest respect for other individuals and an insistence on human equality.

**Independence** and **self-reliance** are two more traits that are highly valued in American culture. From an early age, children are taught to "stand on their own two feet," an idiom that means, “to be independent.”

**Honesty** and **frankness** are two more aspects of American individuality. These two traits are more important to Americans than personal honor or "saving face." Americans may seem blunt at times, and in polite conversations they may bring up topics or issues you may find embarrassing, controversial, or even offensive. Americans are very direct and tend to not spend much time on social niceties.

**Informality.** In general, Americans like to dress, entertain and treat each other informally, even when there is a great difference in age or social standing.

**Punctuality.** Most Americans keep some kind of appointment calendar and live according to schedules. They always strive to be **on time** for appointments. To international students, American students seem to **always be in a hurry**, and this often makes them appear rude. However, this attitude makes Americans efficient, and they usually are able to get many things done.

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**Social Customs**

Some students might find it initially difficult to understand the way Americans behave and what they really mean to say when they use certain phrases. It is difficult to generalize about U.S. social customs, but the following practices are fairly common.

**Greetings:** "How do you do," "Good morning," "Good afternoon," and "Good evening" are formal greetings; usually people will usually simply say "Hi" or "Hello" or “How’s it going?” or “What’s up?”

Upon meeting each other for the first time, men shake hands, firmly. Women shake hands with people they meet as well, but it is not universal. Upon leaving, Americans will usually say "Good-bye" or simply "Bye." Other greetings include "Have a nice day," "Nice to see you," “Take care,” or "See you later."

**Use of Names:** First names are more readily used in the United States than in other countries. It is almost always acceptable to use the first name of someone of approximately your same age or younger as soon as you meet the person. You should say "Mr." (for men) or "Ms." (for women) and the person's last name when talking to people in positions of authority, your professors, or your elders, unless they ask you to call them by their first name.
Social Invitations

It is common for an American to end a conversation by saying: "Let's get together sometime," "Come by for a visit when you have a chance," or "Let's meet for coffee." However, these invitations are usually not intended to be taken literally. An invitation is not firm unless a time and place is set.

**Punctuality.** If you have accepted an invitation or if a meeting has been set, Americans usually expect you to arrive at the agreed location at the **right time.** It is considered impolite or offensive to accept an invitation and not show up, or arrive more than **10 to 15 minutes** late. If you have to cancel an appointment or know that you will not be able to be on time, you should call your friend or host to inform them.

**Who pays the bill?** In general, the wording of an invitation to dine with someone in a restaurant will give a clue as to **who will pay the bill.** If someone says, "Would you please have dinner with me?" or "I would like to invite you to dinner," it usually means that you are to be a guest and that person will pay the bill. If someone says, "Would you like to have dinner together?" or "Do you want to grab a bite to eat?" it probably means that you will each pay for what you order individually and will contribute towards the tip for the waiter or waitress. If you are not sure how the bill will be paid, assume that you will pay your share.

**Casual? Semi-formal?** If you are invited to a person's home for a party or dinner, it would be a good idea to ask if this will be a formal, semiformal, or casual occasion, since the way you dress can be considered important for certain events.

**What to give to the host/hostess?** When formally invited to someone's home, it is considerate to bring a small gift to your host. Common gifts are a bottle of wine, a box of chocolates, or flowers. No gifts are expected when friends visit each other casually.

Thank your host or hostess when you leave. It is also a good idea to send a thank you note or to telephone or email your thanks the following day.

**Customs Regarding Hospitality**

Unless the host indicates otherwise, an invitation offered to a guest is **only for that person.** Americans usually prepare enough food for the number of guests they have invited. If you are invited for dinner, it is appropriate to bring the host a bottle of wine, a gift basket of fruit, a box of candy, or a small potted plant or small bouquet of flowers. Do not bring roses, as they have a more intimate connotation.

**NOTE:** If you have **dietary/religious restrictions,** do not hesitate to mention them, as your host/hostess will appreciate knowing this when planning food for the occasion.

**Punctuality** is one of the most highly valued personal traits. To be late for an invitation/engagement is considered **insulting** to the person who is kept waiting. For example, guests invited for a dinner at 6:00 p.m. are expected to arrive at 6:00 p.m., perhaps 6:05, but **no later than** 6:15 p.m. Dinner is usually served 30 to 45 minutes after the guests have been asked to arrive. If you know you will be **unable to arrive on time,** it is customary to telephone **the hosts to let them know when you will arrive.**

In many American homes, the host **refrains** from offering the food a second time for fear of offending the guest. It is okay to accept an offer the first time it is offered. **Keep this in mind if you are accustomed to refusing the second helping a number of times.** However, do not feel obligated to take a
second helping if you do not care to do so. But your host will be pleased that you are enjoying what they have offered you.

**Topics of discussion**: Although many Americans enjoy lively discussions and are open about a wide variety of subjects, most are **uncomfortable** discussing what are considered to be, by U.S. standards, private/personal matters, such as: the amount of money they earn, how old they are, why they have few or no children, and the cost of their personal possessions (house, car, etc.)

In the U.S., it is the **guest**, rather than the host, who chooses when to end the evening and return home. **Dress**: Dress for most evenings is **casual**. Picnics or barbecues (where food is grilled outdoors) may be even more informal. **Telephone** your hosts if you have any questions regarding what to wear. Americans tend to dress up for cultural events (the opera, theater and ballet) and to dress down for athletic events. Formal wear is required at events with religious overtones, such as weddings. If you would like to wear your **national dress** for a formal occasion, your hosts would undoubtedly be delighted to have you do so.

**Interpersonal Relationships**

There are behaviors and actions which will **almost always** get a **negative reaction from most Americans**, such as being late, not keeping appointments and then **not calling** to explain why, pushing ahead of someone else in line, or treating women as **less important** than men. These behaviors are considered **negative in the U.S.**, but may be **not** regarded negatively by many peoples of the world!

The following are **not** regarded as being positive or negative in the U.S.; **no insult or disrespect is intended or assumed**. (However, in some countries, these are considered to be rude or offensive):

- Looking **directly in the eyes** of an elder or a woman (other than a relative)
- Using the **left hand** to give something to someone
- Calling someone using the **right index finger**
- Putting one's **foot/feet** on top of the office desk/chair
- **Asking questions** or asking for clarification to teachers or others in positions of authority

**Personal Space**: Interestingly, the average personal distance varies from culture to culture. Americans tend to **require more personal space** than people from others cultures. So if you get too close to an American during a conversation, he or she may feel uncomfortable and may step back.

**Restroom**

An important phrase to remember is "Where can I find a restroom?" If you need to use the restroom, these are some other terms that mean the same thing as ‘restroom’: **men's room, women's room, lavatory, toilet, and bathroom**. “Bathroom” is the term used in the home. In the Philippines we say: “Where’s your CR (comfort room)”? Note, however, that “CR” is **NOT** a familiar term in America.

In many airports, toilets and urinals do not have a flush handle. Instead, they flush **automatically** when an infrared sensor determines that you have left. American bathrooms are designed to keep the water in the sink and shower/bath, but **not on the floor**. If water gets on the floor, it should be wiped up so as to not cause damage. Also, hot water is available in American homes, but usually the “hot” water will feel cold at first. Open the faucet or shower to the “hot” position for a while, wait, and in a minute or two the water will become hot. It is traveling through the plumbing from a water heater usually located in another area of the house such as the basement.

**More Facts**

**Electronic Equipment**: Most electrical outlets in the United States operate with a voltage of 110-120 volts, 60 cycles.
Temperature: Temperature is most often reported in Fahrenheit in the United States. Occasionally it is in Celsius. Climate varies considerably across the United States. Depending on the part of the country, temperatures during the spring range between 40s and 60s, and the temperatures in the summer range between the 70s & 90s. (50F = 10C, 68F = 20C, and 86F = 30C).

Time: The United States has four main time zones. Illinois is in the Central Standard Time Zone.
- Pacific Standard Time (PST)
- Mountain Standard Time (MST)
- Central Standard Time (CST)
- Eastern Standard Time (EST)

More Cultural Tips

Umbrellas are used only for rain protection. When it's sunny and hot, it is more culturally acceptable to wear a hat. Illinois weather can be unpredictable. Try to watch TV weather forecasts daily so you know what to wear. To prevent the spread of colds and other contagious illnesses, it is advisable to wash your hands frequently.

"For here or to go?" You hear this when you order food from fast food restaurants, such as the McDonald's, Pizza Hut, Starbucks. It means: “Is your order to be eaten here or not (to go with you OUT)?”

As you try to become familiar with the new culture, keep the following in mind:

- Be flexible. Be ready to adapt to the new culture.
- Keep an open mind. Be sensitive to the new cultural cues you will be experiencing.
- Try not to be judgmental. There is no right or wrong culture; no superior or inferior culture. Look for similarities rather than differences.
- Make the most of your time here in the United States. Explore DeKalb! Take the NIU bus! Sample the American food! Learn as much as you can about the United States of America.
CHAPTER 2: CURRICULUM, LEARNING MISSION, CONTRACT & STRATEGIES

What Do You See?
Rey Ty

Critical Reflection
Share Pair & Plenary Discussion
1. Why did we have this exercise of identifying the images?
2. Why did you have different answers?
3. What is the implication?

Critical Reflection
Share Pair & Plenary Discussion
• What is the lesson you have learned by identifying the messages in these images?

Best Learning Experience

1. **Think & Share Pair:** Work with another person from a different province, age, gender, ethnicity & religion.

2. Describe your **best learning experience.** Explain. Take turns.

3. What can you do to ensure that you have the **best** learning experience here.

4. Back to plenum.
Worst Learning Experience

1. Think & Share Pair: Work with yet another person from a difference province, age, gender, ethnicity & religion.
3. What can you do to avoid having a bad learning experience here.
4. Back to plenum.
Uncomfortable Experience

1. Think & Share Pair: Work with yet another third person from a difference province, age, gender, ethnicity & religion.

2. Identify & describe an event during which you felt very bad, out of place & very uncomfortable, because you where “different” (color, gender, religion, etc.). Take turns.

3. If you were to organize such an event in the future, how would you organize it differently so that no one would feel as bad as they way you did?

4. Back to plenum.
Pre-Test, Learning Contract, Learning Mission, Strategies and Curriculum

Rey Ty

Northern Illinois University
International Training Office
Department of International Programs

Learning

- Attitudes
- Skills
- Knowledge

Learning Intervention

1. Pre-
- Pre-Test: Prior Learning
- Misconceptions

2. During
- New Learning
- Here at NIU
- Post-Test

3. Post-
- Personal Behavior
- Organizational Results
- Social Results

Story Line

Past
Present
Future

Ground Rules: Pledge of Mutual Respect

1. We create a Safe Zone. Don’t harm anyone verbally, emotionally, or physically.
2. Not bonding, but bridging. Work with people from another province, religion, ethnicity, class, gender & other differences.
4. Don’t judge. Ask.
5. Don’t discriminate, belittle, tease, humiliate, insult, talk down, bully, name-call, put down, verbal abuse, & physical attacks. Don’t laugh at others, just because they are different (action, height, age, social status, income, religion, ethnicity, color, height, gender, weight, size, nationality). Don’t be petty & laugh at others’ posture, wrong pronunciation, grammar or spelling.
6. When talking, no grandstanding, ‘ping pong’ or ‘pop corn.’
7. Mutual respect & tolerance. Do not cross ethical boundaries; do not convert someone from one religion to another.

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Learning Mission
Rey Ty

Group Work Sheet

Name: ____________

Learning Mission: I am here to learn...

Name: ____________

Name: ____________

Name: ____________

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### Personal Learning Mission
Rey Ty

I am here to learn…

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amban</td>
<td>Jun Mark</td>
</tr>
<tr>
<td>2</td>
<td>Diang</td>
<td>Sarah Jane</td>
</tr>
<tr>
<td>3</td>
<td>Gregorio</td>
<td>Marti</td>
</tr>
<tr>
<td>4</td>
<td>Puig</td>
<td>Charmine</td>
</tr>
<tr>
<td>5</td>
<td>Abedin</td>
<td>Sittie Ayra</td>
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<tr>
<td>6</td>
<td>Abiera</td>
<td>Dun Oliver</td>
</tr>
<tr>
<td>7</td>
<td>Acot</td>
<td>Karla Jean</td>
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<td>8</td>
<td>Alcala</td>
<td>Sheena Mae</td>
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<td>9</td>
<td>Ali</td>
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<td>Barandino</td>
<td>Faye</td>
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<td>11</td>
<td>Cabug-Os</td>
<td>Jeson Paul</td>
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<td>12</td>
<td>Canencia</td>
<td>Maphile Mae</td>
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<td>13</td>
<td>Divino</td>
<td>May Fiel</td>
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<td>Esguerra</td>
<td>Noryn Jane</td>
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<td>Frial</td>
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<td>18</td>
<td>Gerali</td>
<td>Mary Kristine</td>
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<td>19</td>
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<td>Jul</td>
<td>Abdulhakim</td>
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<td>21</td>
<td>Malong</td>
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<td>Maranda</td>
<td>Ayana Jamnia</td>
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<td>23</td>
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<td>Nafieza</td>
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<td>24</td>
<td>Mustari</td>
<td>Jalalodin</td>
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<td>25</td>
<td>Nalzaro</td>
<td>Rikk Nicholson</td>
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<td>26</td>
<td>Parmanand</td>
<td>Sanjeev</td>
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<td>27</td>
<td>Piloton</td>
<td>Deanjann</td>
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<tr>
<td>28</td>
<td>Rodriguez</td>
<td>Arthur Joshua</td>
</tr>
</tbody>
</table>

Think Pair & Share Pair
Work Sheet

What Do You Expect Will be Taught Here?

Name ____________________   Name ____________________

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Philippine Youth Leadership Program
Environmental Leadership in the Philippines: Developing Youth as Agents of Change and Ecological Activism

Program Objectives
The proposed Philippine Youth Leadership Program (PYLP) is envisioned to (1) develop a new generation of young leaders with a strong sense of civic responsibility and commitment to community development; (2) unleash and harness the limitless leadership potential of youth as advocates for the preservation and protection of the environment; (3) provide participants with tools for working collaboratively across ethnic and religious lines, leading to the cooperative implementation of their community service projects in their local communities; (4) develop in the participants an appreciation and understanding of the cultural diversity of America; (5) provide them ample opportunities for interaction with their American peers to experience a U.S. school environment, as well as opportunities for engagement (volunteerism) in local community service programs in DeKalb, Chicago suburbs, and in Washington, DC that will enable them to gain first-hand experience in civic participation.

Program Outputs
Program outputs include (1) development of individual community service action plans that the participants are expected to carry out upon their return home; (2) an interactive website where success stories, lessons learned, and best practices are posted regularly; (3) a training manual containing hardcopies of workshop handouts distributed to participants during their training at NIU; (4) an e-book – a downloadable version of the training manual so that all PYLP alumni will have access to it; (5) an e-book collection of workshop outputs such as their learning mission, action plans, and art work; (6) an e-journal that records the highlights of their daily learning experiences; (7) a printed booklet that includes a summary of all the activities of the NIU Program, summary of program evaluation, and photo-essays on their community service projects; and (8) e-video clips of the workshop activities, cultural interaction with their American peers, and field visits.

Outcomes
The following outcomes are envisioned: (1) the foundation will be laid for a new generation of youth leaders and citizen advocates for sustainable environmental and ecological development in the ARMM and surrounding provinces; (2) increased knowledge and skills in leadership, civic responsibility, community activism, and respect for diversity; (3) an appreciation of the value of community service as evidenced by increased levels of participation in volunteer and advocacy work; (4) deeper understanding of environmental issues and the youth’s role in protecting and preserving the environment; (5) increased participation of the youth in environmental protection and conservation projects; (6) mutual understanding and appreciation of American and Filipino cultures; (7) new knowledge and skills in action plan development; (8) established collaboration and networking among PYLP alumni in developing and implementing community service projects and the modeling of positive cooperation among ethnic, religious, and socio-economic groups; and (9) enhanced understanding and appreciation of Filipino culture among NIU faculty, staff, students, as well as the people in the various communities and organizations with whom the PYLP participants interact.
<table>
<thead>
<tr>
<th>Themes</th>
<th>Persons Responsible</th>
<th>Titles</th>
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<tbody>
<tr>
<td>1. Philippine</td>
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<td>2. Youth</td>
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<td>3. Leadership</td>
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<td>4. Civic responsibility</td>
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<td>5. Community development</td>
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<td></td>
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<td>6. Environment</td>
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<tr>
<td>7. Collaborative inter-ethnic &amp; interfaith work</td>
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<td></td>
</tr>
<tr>
<td>8. U.S. diversity</td>
<td></td>
<td></td>
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<tr>
<td>9. Interaction with U.S. students</td>
<td></td>
<td></td>
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<tr>
<td>10. First-hand experience in civic participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Development individual community service action plans</td>
<td></td>
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<tr>
<td>12. Daily Electronic Journals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Critical Writing Exercises: Good Writing vs. Bad Writing
Rey Ty

I. Participation in Activities
A. Engage in Active Listening
B. Identify problem, focus, themes, objectives
C. Participate in activities
D. Take notes
E. Interact
F. Resource person as coach, not just a lecturer
G. Writing is a process, not a product
H. Remember to have the title, your name, and date on top of the first page of each written work you submit

II. Functions of Writing
A. Conceptual: Remember important concepts
B. Meta-Cognitive: reflect on your thinking process
C. Procedural: record how things are done

III. Bad Writing: Simply Informative
A. Chronological writing: “And then, and then, and then…”
B. Detailed summary: “The author said…, and said…, and said…”
C. Data Dump writing: “Azeri identified five elements of… Bandura examined twelve factors… Xander analyzed all variables… Zanzibar enumerated six criteria…”

IV. Good Writing: Critical
A. Cognitive Dissonance: reflect on paradox; “Mindanao has abundant natural resources. But why do the minorities have no access to economic wealth?”
B. Dialogic: explore different points of view regarding a topic
C. Active Problem Solving: not just talk or theorize, but seek concrete solutions and take small steps to confront challenges and change the situation for the better

V. Assignments
A. Each Participant
   1. Submit your In-Class 5-Minute Writing Exercise AM and PM that you finish after each session, whether on campus or out of town, and other written work, such as reflection on volunteer community work, etc.
   2. Submit to your online folders right after class when on campus
   3. When out of town, submit all piled up assignments before the following day’s session begins
B. Leaders of the Day
   1. Submit online your summary of and reflection on previous day’s session
   2. Submit online your Energizer or Ice Breaker: (1) title, (2) objectives and (3) procedures
   3. Submit online lyrics, titles, composers, etc. of the unity or harmony songs you use
   4. AM and PM Preview
      a. Introduce Resource Person and Topic
      b. Announce Break Time and Resumption of Session
      c. 5-Minute Summary and Reflection Paper after the session ends AM & PM
      d. One-hour computer lab time after PM class to submit written work online
      e. Announce trips, programs, meeting time, etc.

VI. Traditional But Critical Writing
A. Types
   1. Pre-Test, Midterm Reflection, and Final Reflection
   2. Daily Reflections and Journal
   4. Induction: Thesis-Seeking Essay
   5. Debate
B. Tips
   1. Provide the following

a. Identifying Data on top of the first page: Your Name, Your Title, Resource Person, Topic, Date  
b. Themes  
c. Summary  
d. Your Opinions  
2. If You Disagree, then offer an alternative view  
3. Link discussions to and share your experience  
4. Suggest small steps and concrete actions for social change

VII. Creative Writing  
A. Slogans  
B. Poem  
C. Drawing  
D. Group Mural  
E. Short stories  
F. Theatrical skit

VIII. Reflection Paper  
A. Identifying Data: Title, Resource Persons  
B. Themes  
C. Summary  
D. Give your Opinions  
E. If You Disagree, then offer an alternative view  
F. Share your experience

IX. Saving Your Files for Easy Reference

<table>
<thead>
<tr>
<th>Type of Submission</th>
<th>Example (Date refers to the Calendar of Activities, not when you submitted your work)</th>
<th>I. Individual Participants</th>
<th>I. Individual Online Folder</th>
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</thead>
<tbody>
<tr>
<td>AM &amp; PM Journal</td>
<td>2013-04-09-AMPM-Ty-Rey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AM &amp; PM Journal</td>
<td>2013-04-10-AMPM1-Ty-Rey</td>
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<tr>
<td>AM, PM &amp; Night Journal</td>
<td>2013-04-11-AMPM2Night-Ty-Rey</td>
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<tr>
<td>Poem</td>
<td>2013-04-11-AMPoem-Ty-Rey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poem</td>
<td>2013-04-11-PM-Slogan-Ty-Rey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Leaders of the Day</td>
<td>II. One Leaders of the Day Online Folder for All Days!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary &amp; Reflection</td>
<td>2013-04-13-AM-Summary-Abubacar-Santos-Xanadu-Yusuf</td>
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<td>Summary &amp; Reflection</td>
<td>2013-04-14-AMPM--Summary-Dalisay-Jerez-Manobo-Said</td>
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</tbody>
</table>
Critical Reflections on Learning and Transformation  
Rey Ty

| Name of Resource Person or Activity  
(One Work Sheet per resource person or activity) |  |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the Session</td>
<td></td>
</tr>
<tr>
<td>Your Name</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

1. **Satisfaction**: Am I satisfied with the session?

2. **Participation**: To what extent did I actively participate & collaborate in learning?

3a. **Knowledge**: What new knowledge did I learn?

b. **Skills**: What new skills did I learn?

c. **Forming, Reforming & Transforming Values**: What new values did I learn? Did I form new values? Did I have to reform my old values? Did I have to transform my values completely?

4. **Individual Change**: To what extent did I experience personal transformation?

5. **Social Capital**:
   a. To what extent was I able to have access to actual or potential human & material **resources & commons** from the program?
   b. To what extent was I able to be a part of a formal or informal **social group** & develop ties or a social network with others from the program?
   a. To what extent was I able to build **trust** & shared values with others from the program?
   b. To what extent was I able to engage in **communication** & information exchange with others from the program?
   c. To what extent was I able to have **interaction**, mutual help, and connection with other people so that I can tap them in future activities involving collection action?

6. **Social Change**: How will I apply what I have learned back in my community so that I can bring about social transformation?

7. **Empowerment**: To what extent am I empowered?
   a. **Cognitive Empowerment**: I am now powerful, after gaining new knowledge.
   b. **Psychological Empowerment**: I feel powerful after attending the program.
   c. **Economic Empowerment**: I am able to gather resources to implement an action plan (such as conduct a leadership workshop addressing the topic we have discussed).
   d. **Political Empowerment**: I am able to take decision and do things differently in order to bring about change and just peace through sustainable development.
## Sample Daily Journal in Chart Format:
### Three Things I Learned Today
**Rey Ty**

Date: ______________________________________

### SOCIAL DISEQUILIBRIUM

<table>
<thead>
<tr>
<th>Knowledge before Attending the Program</th>
<th>New Knowledge I Learned Today at NIU</th>
<th>Apply in My Home Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I did not know anything about diversity</td>
<td>1. After listening to Phinette Maszka, I have learned about differences in gender, religion, ethnicity, class, and abilities. She told us that we must learn to respect each other and each other’s differences.</td>
<td>1. In my school, I now come to realize that I have classmates who are very different from me because of their cultural, religious, gender, and economic backgrounds. I learn that differences is not a barrier to mutual respect.</td>
</tr>
<tr>
<td>2. I have heard about environmentalism in the past. But that’s about it: nothing more than that.</td>
<td>2. Although I have heard about environmentalism before, I did not know much about it. Now, after attending the lecture of Dr. Susan Russell, I learned the elements required for a successful environmentalism.</td>
<td>2. I will share my knowledge about environmentalism with the student organization to which I belong in my community back home so that we can avoid committing mistakes unwittingly.</td>
</tr>
</tbody>
</table>

3. 33333

### PERSONAL TRANSFORMATION

<table>
<thead>
<tr>
<th>New Skills I Learned Today at NIU</th>
<th>Apply in My Home Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I did not know how to deal with people of different ethnicity.</td>
<td>1. After being actively involved in the workshop session of Kuya Rey, I learned how to speak respectfully with people of other ethnicities.</td>
</tr>
<tr>
<td>2. I had no clue as to what is an action plan.</td>
<td>2. After taking part in the workshop of Dr. Wei Zheng, I now know how to prepare an action plan systematically.</td>
</tr>
<tr>
<td>3. 3333</td>
<td>3. 33333</td>
</tr>
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</table>

### SOCIAL TRANSFORMATION & NEW SOCIAL DYNAMICS

<table>
<thead>
<tr>
<th>Social Capital I Have Accumulated by Attending the NIU Program</th>
<th>Apply in My Home Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At home, we only talked with people whose religion is like ours.</td>
<td>1. At NIU, I have ample opportunities to speak with people who are not only indigenous, Muslims, and Christians, but also native Americans, Hindus, and atheists.</td>
</tr>
<tr>
<td>2. xxx</td>
<td>2. xxx</td>
</tr>
<tr>
<td>3. xxx</td>
<td>3. xxx</td>
</tr>
</tbody>
</table>

Edited by Rey Ty

### Attitudes before Attending the Program

<table>
<thead>
<tr>
<th>New Attitudes I Have Adopted Today at NIU</th>
<th>Apply in My Home Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am a product of my family, community, &amp; school. I came to discriminate against xxx and consider them as yyy.</td>
<td>1. After visiting the DeKalb mosque today, I now have a better appreciation of people of other religions and ethnicity. All the Muslims I met there came from different parts of the world and they were all very</td>
</tr>
</tbody>
</table>

1. When I return home, I pledge I will never have prejudices against aaa because I now realize that my bigotry was purely based on stereotypes and do not reflect reality.
nice. I now adopt a non-discriminatory attitude towards zzz because I am deeply touched by what happened in DeKalb when ...

Please Write Other Comments Inside the Box Below:

The Best Way to Learn
Learning Perspectives and Objectives: Levels, Types and Depth of Learning
Rey Ty

A. Assumptions
A. Knowledge Retention
B. Application outside the learning program
C. Creation and implementation of a project in your own community and context

B. Learning Perspectives
A. Cognition
1. Explains causally related mental constructs such as motivations, traits, memories, beliefs, and emotions;
2. Explains how information is perceived, processed, stored, retrieved, and forgotten
3. Students learn to solve problems by assigning and mapping them to a schema retrieved from long-term memory

B. Behavioralism: Tangible reward for learning with praise, stars, etc.
C. Self-Determination: Criticizes rewards as undermining intrinsic motivation

D. Social Cognition (Bandura)
1. Merger of behavioral, cognitive and social factors
2. Observational learning: change one’s behavior based on observing others’ behavior and its consequences

E. Constructivism
1. Focus on agency and prior knowledge on the social and cultural determinants of the learning process
2. Individual constructivism
3. Social constructivism
   a. Behavior, skills, attitudes, and beliefs are situated and bound to a specific sociocultural setting
   b. Learner is enculturated through social interactions within a community of practice

C. Cognitive Objectives
A. Types or Knowledge Dimension
1. Factual Knowledge
2. Conceptual Knowledge
3. Procedural Knowledge
4. Meta-Cognitive Knowledge (knowing about knowing or not knowing). For example:
   a. I don’t remember.
   b. I understand that pretty well.
   c. I can’t solve that problem right now.
   d. I need to have some music on so that I don’t fall asleep.
   e. I can’t remember who you are.
   f. Have we really met before?

B. Levels of Cognitive Domain, Learning Skills & Intellectual Abilities
1. Knowledge
   a. “What is…?”
   b. “What is nature?” “What is environmentalism?” “What is social ecology?” “What is youth leadership?”
   c. “Define…”
   d. “What happened on…?”
   e. “Justify the use of …?”

2. Comprehension
   a. “Compare and contrast…”
   b. “Compare globalization and localization.” “How different is leadership in general from youth leadership in particular?” “Compare and contrast advocacy work and development work.”
   c. “Develop a pie chart about the concept…”
   d. “Produce a graph showing the concepts…”

3. Application
   a. “Use theory on … and apply it to the … situation”
b. “How does globalization apply to the Philippines?” “Apply the different theories of youth leadership to the Mindanao situation.”

c. “Develop a pie chart about the current…”

d. “Produce a graph showing the actual demand for and supply of…”

e. “Organize… to show…”

f. “How does the … Policy on… apply to…?”

4. Analysis

a. “What are the minimum elements of…?”

b. “What are the indicators of globalization?” “What are the factors involved in youth leadership?”

c. “What are the elements of…?”

d. “Identify and explain the economic structure of…”

e. “What cause…?”

f. “What are the five functions of …?”

g. “Develop a concept map of…”

h. “Produce a flowchart of…”

i. “Classify…”

5. Synthesis

a. “Summarize the causes of…”

b. “Explain the impact of globalization on Philippine economy.”

c. “In a few words, explain the effects of…”

d. “How would you put together all the…?”

6. Evaluation

a. “Do you agree with…?”

b. “Do you think globalization has a positive impact on the Philippine economy? Why?” “Do you think Dr. Katnip’s session gives you insights on how to deal with people of other ethnic groups in your school? How?” “Do you think your participation in the youth leadership program at NIU will help your work to improve the environmental situation in your community in Mindanao?”

c. “Critique the book…”

d. “Why do you disagree with…?”

e. “In your opinion, why does…?”

7. Creation

a. “Make a crossword puzzle using key words related to inter-ethnic dialogue”

b. “Formulate a new environmental plan reflecting your values.”

c. “If you were to establish an inter-ethnic organization, how would your strategic plan look like?” “After going through and understanding the workshop on community development, develop a community project that specifically caters to and meet the needs of the conflict-ridden village in Barangay Sulaiman for food security.” “If you were the President of the World Bank, what would you propose to promote environmental protection, economic development and economic equality in the world?”

d. “Develop a project…”

e. “Visualize…”

f. “What do see yourself doing five years from now?”

C. Depth

1. Low
2. Intermediate
3. Deep

D. Learning Pyramid

1. Traditional Lecture
2. Reading
3. Audio-Visual
4. Demonstration
5. Discussion Group
6. Practice by Doing
7. Teach Others
D. Psycho-Motor Objectives
   A. Imitation
   B. Manipulation
   C. Precision
   D. Articulation
   E. Naturalization

E. Affective Objectives
   A. Receive
   B. Respond
   C. Value
   D. Organize
   E. Internalize

Reference:
Learning Circle: Asking Questions to Review New Knowledge, Values & Skills Gained  
Rey Ty

**Objective:** To review critically what you have learned from the training program.

**Procedures:** Write down legibly one question on each sheet of paper. Raise only the most important questions or points that you think you must remember or apply when you go home. Do not formulate questions that require extensive memorization. Please write at least one question each for each category. You will have a total of at least six questions. Please fold each sheet of paper separately. The Leaders of the Day will collect your questions. All questions will be put in a “learning bowl” from which questions will be raised in succession.

<table>
<thead>
<tr>
<th>Bloom’s Taxonomy: Six Levels of Learning</th>
<th>Write Down Your Questions Below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Knowledge: (Lowest Level)</strong></td>
<td><strong>Remember:</strong></td>
</tr>
<tr>
<td>Remembering previously learned material, such as concepts, definitions, principles, &amp; recalling information</td>
<td>What new knowledge did you receive?</td>
</tr>
<tr>
<td>1. Describe, Identify, Name, True or False</td>
<td>Factual, Conceptual, Procedural, &amp; Meta-Cognitive Knowledge</td>
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<tr>
<td>2. Define, State, Label, Recite</td>
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<tr>
<td>3. Enumerate, List</td>
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<tr>
<td><strong>II. Comprehension:</strong></td>
<td><strong>Understand:</strong></td>
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<tr>
<td>Understanding the Meaning of remembered material, demonstrated by explaining in one’s own words or citing examples, translating, interpreting, and extrapolating</td>
<td>How do you respond to the new knowledge?</td>
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<tr>
<td>1. State, Match, In Your Own Words…</td>
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<tr>
<td>2. Summarize, Illustrate, Paraphrase</td>
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<td>3. Outline, Express, Restate</td>
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<td>4. Demonstrate</td>
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<td>5. Explain, Interpret</td>
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<td><strong>III. Application:</strong></td>
<td><strong>Apply:</strong></td>
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<tr>
<td>Selecting and using known information to solve a problem, to answer a question, or to perform another task. The information may be rules, principles, formulas, theories, concepts, or procedures</td>
<td>If you value some new knowledge, how would you use it in your own context?</td>
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<tr>
<td>1. Classify, Apply, Change, Employ, Use</td>
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<td>2. Prove, Justify, Manipulate, Solve</td>
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<td>3. Illustrate, Show</td>
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<td>4. Comment, Modify</td>
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<tr>
<td><strong>IV. Analysis:</strong></td>
<td><strong>Analyze:</strong></td>
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<tr>
<td>Breaking down a piece into its parts and explaining the relationship between the parts</td>
<td>How do you organize the new idea into different parts?</td>
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<tr>
<td>1. Analyze, Examine, What are the elements of…</td>
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<td>2. Compare and contrast, Differentiate, Chart, Categorize</td>
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<td>3. Argue, Discuss, Subdivide, Break down, Diagram</td>
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<tr>
<td><strong>V. Synthesis:</strong></td>
<td><strong>Create:</strong></td>
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<tr>
<td>Producing something original after having broken the material down into its components</td>
<td>How do you show that you have internalized the new knowledge?</td>
</tr>
<tr>
<td>1. Synthesize, Design, Formulate, Invent, Device, Create, Formulate, Perform a Skit…</td>
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<td>2. Develop, Construct, Produce, Predict, Compose</td>
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<td><strong>VI. Evaluation: (Highest Level)</strong></td>
<td><strong>Evaluate:</strong></td>
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<tr>
<td>Using a set of criteria to arrive at a reasoned judgment</td>
<td>Why do you accept the new knowledge?</td>
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<tr>
<td>1. Review, Assess, Weigh, Recommend</td>
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<tr>
<td>2. Evaluate, Respond, Appraise, Critique, Judge</td>
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CHAPTER 3: MINDANAO ENVIRONMENTAL SITUATION

Environmental Issues in the Philippines: The Role of Youth in Sustainability
Professor Susan Russell, Anthropology and Center for Southeast Asian Studies
Northern Illinois University

Philippine Biodiversity:
Environment and Consumption.¹

I. Threats to our environments in both the U.S. and the Philippines are not really very different, other than perhaps in scale.

II. Environmental threats are partly determined by population pressure on resources and partly by the kind of technology in use.

III. The greatest threat is human consumption and our economic system that promotes a high consumption, high economic growth model of development. That model worked well in the growth of many economies, but it is very apparent now that it is not sustainable and should not be promoted as a model for the future of our planet. For example, the U.S. uses 20% of the world’s energy and accounts for over 20% of the world’s carbon emissions that are responsible for global warming. This is not sustainable, much less exportable.

Ecological Footprint. This concept calculates the amount of land available to supply necessary resources and absorb waste, given the consumption patterns of an individual country.

For example, around 15 acres (6.7 hectares) of land are required to maintain consumption levels for an average person from a high consumption country. The problem is that in 2006, there is only 4.5 acres (1.8 ha) worldwide of ecologically productive land for each person.

To leave no footprint means that a person replaces to the environment exactly what he or she takes.

Discussion:
Sustainability – is this desirable? What does ‘sustainability’ mean?

Is it a good idea to stop taking finite resources from the earth without replacing them? How can we maintain or improve our standard of living if we do not do so? More importantly, can we or are we willing to change our behavior for the well-being of all? Or should we just assume that scientific or technological progress will solve all of our problems?

Since the mid-1980s, humans have been in ‘ecological overshoot’, meaning we are taking more than we give back from the planet’s resources.

For example, the U.S. does not have enough land to support our high consumption level. We rely on trade to acquire our energy, which comes mostly from fossil fuels that are not replaceable.

In the Philippines, in 2005, according to one source, the total Philippine Ecological Footprint was 72.2 million global hectares (gha).²

¹ Part of this presentation is taken from a textbook I use in my class on the Anthropology of Contemporary World Problems, which is written by another anthropologist named Richard Robbins. His book is Global Problems and the Culture of Capitalism, 5th edition, especially Ch. 7, ‘Environment and Consumption’.

With a population at 83.1 million people, the average Filipino’s Footprint was 0.8688 global hectares. But there were only 45.2 million gha of biocapacity available that year, or 0.5439 gha per person. This overshoot of almost 60 percent, greater than the world’s overshoot at 30 percent, means that in 2005 Filipinos used the equivalent of 1.6 Earths to support its consumption. It took the Earth approximately a year and seven months to regenerate the resources used by Filipinos in that year compared to a year and four months for the whole of humanity.

**Meat Consumption**: expected to increase at all levels globally, as it has been doing for a long time. Yet it is a very wasteful type of food raising in terms of the environmental impact.

Why don’t humans reduce consumption of unhealthy levels of meat that have deleterious effects on the environment in which they are produced?

Sometimes our cultural lifestyle practices are so ingrained it is hard to change them. Most social relationships are embedded in a culture of consumption. Also, many people are not knowledgeable about the harmful effects on the planet’s welfare by our energy consumption of non-renewable resources.

**CASE STUDIES OF UNHEALTHY CONSUMPTION**: Sugar and Beef.

Sugar consumption in the U.S. is 66 lbs per year per person.

Sugar consumption in the Philippines is not measured the same way:

Domestic sugar consumption has been traditionally measured by monitoring sugar withdrawals from the mills. According to SRA data, total domestic sugar withdrawals which mirrors consumption is estimated at 1.9 MMT for CY 2008/09. Domestic sugar consumption for CY 2009/10 will likely increase slightly to 2.0 MMT due to a predicted increase in consumption brought about by an improvement in the Philippine economy as well as election spending.

Modern livestock production is the most environmentally damaging and wasteful form of food production the world has ever known.
- In 1961, the world produced 71 million tons of meat
- In 2007 the world produced 284 million tons of meat
- This rate is expected to double by 2050.

---


RAIN FORESTS OF MEXICO:
- Beginning in the 20th C., Mexico had 13 million hectares of rain forest
- Today, only 2.4 million hectares remain
- Of the destroyed forests, 5.5 million were converted to pasture lands for grazing of animals
- 60% of Mexico’s productive lands are devoted to pasture for animals today
- More than 50% of Mexico’s population never consume animal products; they live on corn, beans, tomatoes, etc.
- Meanwhile, as Mexico’s biggest market for beef, Americans consume 64 pounds of beef annually per person
- Filipinos consume an average of 33.6 kg of meat annually per person, compared to Americans’ 120.2 kg per person annually
- Americans produce only 9% of beef globally but consume 28% of world’s beef production

Sugar Production:
- Responsible for converting millions of hectares of tropical forest into sugar plantations
- Originally, sugar became a trade item but was used as a spice, a medicine; only available to the very wealthy in England and Europe; it was also used as a preservative for ham and bread
- Later, it became used in sweets and alcohol
- Previous diet was mostly homemade products in Europe: porridge, milk, homemade bread, vegetable broth
- Later, the increase in the production of sugar lowered its price and it became available to most people, hence diet changed to tea, store-bought bread and jam
-- Today, after the spread of highways across the U.S. (and the Philippines), sugar became a mainstay of the fast-food diet as it is a perfect complement to the taste of fat. (Hence the rise of McDonald’s Jollibee, Burger King, etc.)
-- Sugar consumption is intimately tied to kinship and religion or even secular holidays in both the Philippines and the U.S. (chocolate at Valentine’s Day and at Easter; pumpkin pie at Thanksgiving in the U.S.; cakes at weddings and birthdays; candy at Halloween in the U.S., and at other holidays…)

Livestock: greater damage to the environment than sugar production.
- 80% of grain production in the U.S. is fed to livestock, not people
- 2/3 of U.S. grain exports go to feed livestock in other countries
- Half the water consumed in the U.S. is used to grow cattle
- The amount of water that is used to produce 10 pounds of steak is equivalent to the household consumption of a family for one year
- 15 times (x) more water is needed to produce a pound of beef protein than an equivalent amount of plant protein
- Much of the rangeland in the U.S. has become desert due to cattle over-grazing on public lands
- More plant species are threatened by cattle grazing than any other single factor
- Pronghorn antelope and elk have disappeared from U.S. rangelands.

The DILEMMA: How to Protect the Environment Vs. How to Grow the Economy? Are these really two different goals, or can they become compatible through policy and civic action?

Community-supported Agriculture and the Local Food Movement.

What is a CSA?


Local Youth Public Education and Awareness Campaigns.

Environmental Issues in the Philippines:

1. Overfishing and destructive fishing. – Caused by weak fisheries management, ineffective policies and poor enforcement of fishery laws.

4 http://chartsbin.com/view/12730

5 World Wildlife Foundation: Environmental Problems in the Philippines.

2. Coastal infrastructure development. – Damage to coral reefs, mangroves, and seagrasses. As population increases, so has the need for construction materials and living space. Corals and mangroves have especially suffered destruction to accommodate aquaculture and coastal reclamation.

3. Deforestation. – About 3% of the forest cover in 1900 is left in the Philippines, and these forests are under threat from agriculture, urbanization, illegal logging. This results in increased soil erosion and threatens severely the country’s rich biodiversity. For example, of 180 native terrestrial mammal species in the country, 61% are unique to the Philippines.

4. Pollution: only about 10% of sewage in the country is treated or disposed of in an environmentally sound manner. Most of the rest is channeled into the sea. Water pollution is a growing problem for groundwater, rivers, lakes, and coastal areas. Polluting industrial material is also found in abandoned mining areas.

What other threats are out there?


Ten Commitments:
1. Natural resource utilization: Display wisdom and creativity in preserving resources for future generations.
2. Biodiversity: protect the web of life – its diversity and habitats and support the preservation of all on Earth.
3. Atmosphere: Protect it. It is the skin of our planet!
4. Water: the nurturer of all terrestrial and aquatic life. Clean it, protect it and ensure free and fair access for all.
5. Energy: End wastage of it, conserve it better, and seek alternative sources of energy.
6. Waste: is a poison in the heart of the global ecosystem. Reduce, re-use and recycle our waste.
7. Sustainable living: live in harmony with our ecosystem.
8. Cooperation and education: Build a global community based on fair trade and free transfer of technology.
9. Human rights: Be not intimidated by our apparent lack of power. It is our human right.
10. ACTION! Above all, commit yourselves to action. For the fate of the Earth lies not in government hands but in yours.

Relevant websites to explore with other youth:
http://philippineyouthenvironmentnetwork.weebly.com/
http://beta.pemsea.org/topics/youth
http://www.colorado.edu/journals/cye/

“There is no cause more vital and notable than the survival of the earth, and as its stewards, each and every one of us is responsible for its sustainable use. We have much to do to return our air, our water and our land to the bloom of health, as untrammeled economic development and population growth have exerted tremendous and often destructive pressure on the environment. We must act now to ensure that future generations of Filipinos will have enough to live on and bequeath to their own descendants.” — Hon. Heherson T. Alvarez, CEO, Philippines Climate Change Commission.
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Problems and Concrete Solutions to Bring about Environmental Improvements: Plenary Discussion
Rey Ty

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<tr>
<th>Last Name</th>
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<th>Problems</th>
<th>Concrete Solutions</th>
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## CHAPTER 4: ENVIRONMENTALISM

**Understanding the Causes of Water Contamination**

Dr. Melissa Lenczewski

<table>
<thead>
<tr>
<th>Water reservoirs on Earth</th>
<th>Hydrologic cycle</th>
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<tbody>
<tr>
<td>• Oceans (about 96%)</td>
<td>On a global scale, water is transferred from the oceans, to the atmosphere, to the continents, and back to the oceans.</td>
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<tr>
<td>• Polar ice and glaciers</td>
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<td>(about 3%)</td>
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<td>• Underground water</td>
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<td>(groundwater) (about 1%)</td>
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<td>• Lakes and rivers (0.0099%)</td>
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<td>• Atmosphere (0.001%)</td>
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<td>• Biosphere (0.0001%)</td>
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<tr>
<th>The Regional Hydrologic Cycle</th>
<th>Budget for water</th>
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<tr>
<td>• Almost all groundwater comes from precipitation.</td>
<td>• <strong>Precipitation</strong> (rain, sleet, snow) =&gt; vapor to liquid: Atmosphere =&gt; Oceans and Land</td>
</tr>
<tr>
<td>• Precipitation infiltrates, reaches the water table, and becomes groundwater.</td>
<td>• <strong>Evapotranspiration</strong> =&gt; liquid to vapor (evaporation, sublimation &amp; transpiration): Oceans and Land =&gt; Atmosphere</td>
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<tr>
<td></td>
<td>• <strong>Runoff, Infiltration &amp; Underground flow</strong>: Land =&gt; Oceans</td>
</tr>
</tbody>
</table>

### Groundwater

- Water in the zone of saturation below the water table
- Geology influences location and if it can be used as a resource

### Groundwater

- **Vadose Zone**: unsaturated zone, pores are filled with air or air/water
- **Zone of Saturation**: where all the pores are filled up with water
Water Table
- Top of the saturated zone
- Can intersect ground surface as at a river, lake, wetland
- Not flat-follows topography, geology, plants, pavement
- Goes up and down throughout the year
- Moves from high to low

Aquifer vs. Aquitard
- Aquifer - useful for a source of water
- Aquitard - water moves very slowly

Unconfined Aquifer
- Not overlain directly by an aquitard
- Recharge can be directly from overlain materials
- Drilling a well in this will raise the water to the water table
- Easy to contaminate from ground activity

Confined aquifer
- Bounded above and below by low permeable
- Potentiometric surface-height of water will raise in a well in a confined aquifer well

Porosity and permeability
- Porosity - voids space in a material unfilled by solids filled with air or water
- Permeability - measure of how readily fluids pass through a material

Hydraulic Conductivity
- A function of the properties of the porous medium and the fluid passing through it
- Important for an understanding how water flows through geological materials
How water gets into the ground

- **Recharge**
  - infiltration through overlying sediments
  - discharges into lakes and streams

Groundwater Recharge

- Recharge to shallow aquifers is fast.
  - hours to years
- Recharge to deep aquifers is slow.
  - 100s to 100,000s of years
- Isolated aquifers:
  - surrounded by low permeability clay
  - recharge rates very slow

Groundwater-Surface Water Interactions

- Under natural conditions, groundwater usually discharges into streams.
- Wells pumping near streams may reverse the natural flow direction, drawing water out of streams.

Well

- a tube into the ground that intersects groundwater
- can be pumped to get water to the surface

Potential Problems with Rural Water Quantity

Rural Water Quality

- Water quality in isolated glacial aquifers is often poor due to natural chemical reactions.
- Chemically "reducing" conditions produce:
  - high dissolved iron
  - iron minerals are dissolved
  - hydrogen sulfide (rotten egg) odor
  - $\text{SO}_4^{2-}$ ion $\rightarrow \text{H}_2\text{S}$
  - methane
  - $\text{CO}_2$, organic matter $\rightarrow \text{CH}_4$
### Artesian well
- Drilling in confined aquifer
- Pressure is high enough to push the water out the well without pumping
- Has nothing to do with good quality water

### Illinois Aquifers
- Three main types of aquifers:
  - Bedrock – sandstone and dolomite
  - Glacial sediments – sand and gravel
  - Alluvium – sand and gravel next to major rivers (Mississippi, Illinois, Wabash, Vermillion...)

### Illinois Aquifers
- Bedrock Aquifers:
  - Usually deeper (100s to 1000s feet)
  - Mostly in Northern Illinois
  - Usually good quality, can be salty, or have natural radium contamination

### Illinois Aquifers
- Glacial aquifers:
  - Large "buried valley" aquifers, good water quality
  - Smaller, isolated aquifers, good to poor water quality

### Illinois Aquifers
- Alluvial aquifers:
  - Present along major river valleys
  - Known locations and large supply
  - Usually good water quality, but susceptible to contamination
Consequences of Groundwater withdrawal

- Water pumped out faster than rate moving in aquifer
- Have to drill deeper until reach a lower limit dependent on water quality, rocks, cost

Compaction and surface subsidence

- Sediment without water in the pores to hold open with compact with pressure
- Decrease perm
- Structural problems as building foundations are disrupted
  - Mexico City
  - Venice, Italy
  - Houston/Galveston Bay
  - San Joaquin Valley

Saltwater Intrusion

- In coastal areas, freshwater is pulled out and denser salt water moves in below

Impacts of Urbanization

- Low of recharge
- Impermeable cover-pavement, buildings, etc
- Filling in wetlands

Cave
<table>
<thead>
<tr>
<th>Sinkholes</th>
<th>Karst</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Some rocks dissolve easily like limestone</td>
<td>• Sinkholes plus more</td>
</tr>
<tr>
<td>• Circular depression in the ground surface commonly</td>
<td>• Areas in which rocks like limestone, gypsum, halite are dissolved away</td>
</tr>
<tr>
<td>• Collapse into an underground cavern</td>
<td>• Mammoth Cave</td>
</tr>
<tr>
<td>• KY, TN, MO, FL</td>
<td>• Florida</td>
</tr>
</tbody>
</table>

**Water Use and supply**

- US water budget ample
- In some areas too much taken away

**Main Groundwater use**

- Lower pop'n areas with most water
- Human biologically require 1 gallon of water/day
- We withdrawal 400 billion gallon/day or 1800 gallon/person
  - used for agriculture, livestock, showers, cooking, etc
Main Sources of GW pollution

Water Quality Issues

Radium

DeKalb

- Shallow aquifer has iron
  - Sand filtration to remove
- Deep aquifer has radium
  - Ion exchange or water softening to remove
  - Same problem found in deep aquifers throughout Chicagoland
- Fluoridate and chlorinate water
- Bottle water can be worse than tap
LNAPL
- Light Non-aqueous phase liquid
  - Lighter than water
  - Example
    - Gasoline
    - Oil

Leaking Underground Storage Tank (LUST)

How do we clean it up
- Pump and Treat:
  - common method
  - Pumps are used to bring polluted groundwater to the surface where it can be cleaned up (treated) more easily.
- Hillcrest and First Street

Another Way:
- Air Spraying
- Reactive Barrier

DNAPL
- Dense non-aqueous phase liquid
  - Heavier than water
  - Example
    - Trichloroethylene or TCE
      - Solvent
      - Dry cleaners
      - Electronics
      - A Civil Action

Trichloroethylene
Cleanup

- Flushing the groundwater with surfactant (Soap)
- Other methods mentioned before

Rural Water Quality

- Shallow wells (less than 50 feet deep) may be susceptible to contamination by:
  - agricultural chemicals (fertilizers and pesticides)
  - septic system effluent

Road Salt

- 55% of this salt flows into groundwater
- May increase salt content in ground and surface drinking waters sources beyond established health standards.
- 10% of aquatic species will be adversely affected by prolonged exposure to chloride concentrations greater than 220 mg/L.
- High concentrations damage the foliage and roots of sensitive plants thus reduce growth and flowering.
- Damage to vegetation also affects the wildlife
  - Food and shelter
  - Behavioral and toxicological impacts on mammals and birds have also been associated with exposure to road salts.

A mountain of salt unloaded from a ship at Calumet Harbor.
Trees killed by airbome salt alongside I-88 at the Morton Arboretum.
Troubled Waters: Community Driven Research & Engagement in Illinois
Dr. Kendall Thu

Table 1-1
Five Leading Sources of Water Quality Impairment in the U.S.
(Percent impairment attributed to each source is shown in parentheses. For example, agriculture is listed as a source of impairment in 70% of impaired river miles.)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Rivers</th>
<th>Lakes</th>
<th>Estuaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agriculture (70%)</td>
<td>Agriculture (49%)</td>
<td>Industrial Point Sources (56%)</td>
</tr>
<tr>
<td>2</td>
<td>Municipal Point Sources (14%)</td>
<td>Other/Unspecified Nonpoint Sources (24%)</td>
<td>Urban Runoff/ Storm Sewers (46%)</td>
</tr>
<tr>
<td>3</td>
<td>Hydroelectric Dams (14%)</td>
<td>Atmospheric Deposition (21%)</td>
<td>Municipal Point Sources (44%)</td>
</tr>
<tr>
<td>4</td>
<td>Habitat Modification (11%)</td>
<td>Urban Runoff/ Storm Sewers (21%)</td>
<td>Upstream Sources (30%)</td>
</tr>
<tr>
<td>5</td>
<td>Resource Extraction (13%)</td>
<td>Municipal Point Sources (18%)</td>
<td>Agriculture (27%)</td>
</tr>
</tbody>
</table>

Reference: National Water Quality Inventory: 1998 Report to Congress (EPA, 1997a). Agriculture, including animal feeding operations, is among the leading causes of water quality impairment in U.S. waters. Figure totals exceed 100 percent because water bodies may be impaired by more than one source. The portion of "agricultural" impairment attributable to animal waste (as compared to commercial fertilizers, pesticides, and other pollutant sources) is unknown nationwide.

Illinois Crap Shoot!

Nearly 85% of the total public lake acreage in the state is impaired.

Livestock production is known to be one of the leading causes (IEPA 2004).

The “Battleground” in Illinois

Find out the facts. Research:
- Know your poop
- Interviews in impacted communities
- Laws, policies, and regulatory agencies
- Stop the trend of industry interest & influence
- What are environmental NGOs doing?
- Virtually nothing in Illinois
- Other stuff
- Take Action (application)

Clean Water Act

- Passed in 1972
- Created the National Pollutant Discharge Elimination System
- Regulates discharges from
  - Industrial dischargers
  - Municipal dischargers
  - Concentrated Animal Feeding Operations (CAFO)

Research

- IEPA Livestock Investigation Annual Report (Illinois)
- IEPA Livestock Investigation Report (Illinois)
- MLCB Guidance (Illinois)
- ENVIRONMENT
- DEVELOPMENT

What to Do?

- Meet with Illinois Environmental Protection Agency (IEPA), present the facts, offer to collaborate in enforcing Clean Water Act permits for CAFOs.
- They’ll do the sensible thing, right?
- WRONG.
- WHY?

Enforcing the Clean Water Act?

- U.S. EPA National Headquarters
- Unprecedented political interference
- Direct orders from Cheney

“...So between shutting down actions against CAFOs and the stopping of the rules and funding, many people within the EPA have lost the political will or have become ambivalent because of their powerlessness.”

“...That’s something that is very difficult to talk about because this issue is a ‘political hot potato’ and I don’t want to pose a risk to my job.”

Making Change Happen: Where do you start?

- Policy (in traditional Western sense)
- Private sector
- News media
- Grassroots mobilization
- Public education
- Legal/court pressure
- Leveraging points in the state system
- AND research.

Start from the Bottom

- Connecting impacted communities.
- See Website: www.icaw.org
- Citizens have powers under the Federal Clean Water Act that they’re not aware of!!

Legal Maneuvers and the State

Our Leverage

- Our petition affects all Clean Water permits for all industries (municipal wastewater treatment, coal) not just CAFOs.
- Other industries don’t want the Feds taking over the program—they’ll provide additional pressure to get the CAFO program in order.

Community Partner Water Monitoring Sentinels

CAFO Water Monitoring Project

- Monitoring procedures:
  - Preferably once/or twice a month & when weather conditions and/or activities at CAFO justify.
  - Website master data-log & reporting procedures:
    - All preliminary test strip results
    - Photos w/ base-line & discharges
    - PDC CDC form or Field Sampling Data log submission when sampling
- Interpreting preliminary test strip results:
  - pH (>6 or >9) = discharge
  - Nitrate/Nitrite (10 or >) = either ↑ pH or ↑ Ammonia = discharge
- TMDL complaints:
  - If discharge, call & on line complaints w/ IRPA (with documentation)
  - ICCAW coordinates contact to complaints w/ Region 5

Clean Water Act Petition: Chronology of Events

March 2006
- First Project “Taskforce to Make Sure the CAFO” petition in the IDEAS program for CRP.
- IDAAS: “This does raise some important issues and the program will begin to look again at these issues with the CRP.”
- He said “it should be taken care of quickly.”

June 2006
- “I will be at IDEAS in person to discuss this issue.”
- July 2006
- Rrt. Undersecretary General Counsel: “Still working on both sides.”

August 2009
- Written communication to IDEAS/Secretary for National CAFO’s program.

December 2006
- Rrt. Undersecretary General Counsel: “We have a program that we are going to propose to IDEA’s.”

January 2009
- Rrt. Undersecretary General Counsel: “We have a program that we are going to propose to IDEA’s.”

February 2009
- “The program will be submitted to the EPA.”

February 2009
- “This program will be submitted to the EPA.”

Research: CAFO Water Monitoring Project

Monitoring Sites

- 12 Monitoring Sites Originally Selected for Project
  - Rock Island, Henderson, McLean, Schuyler, Ogle, Rock Island/McLean, Jo Daviess, Sangamon, Brown, McHenry, Woodford, Peoria, Knox
  - 1 on deck (Sangamon)

New Developments

- Additions to Henderson County
- Additions to Jo Daviess County (now Jo Daviess/Stephenson County)
- Selecting new facility for Woodford County (soon to be Tazwell County)

Where We Are

- Aerial reconnaissance: www.lighthawk.org
- Next Tuesday: anyone have a high resolution digital camera with mega-zoom?
- Waiting for final meeting with EPA Region 5 in response to our petition.
- Final report in response to our petition later this year.
- Lots of work ahead.
- Always looking for volunteers!!

Making a Difference

- “What ICCAW is doing in Illinois can be a model monitoring program for the rest of the region.”
  - Eric Schaeffer
  - President, Environmental Integrity Project
  - Former Head of Enforcement for Federal EPA

- “You guys got your shit together, it’s amazing what we’ve accomplished in one year.”
  - Carl
  - ICCAW Community Member from Henderson County

The Environment

- “If you drive a Prius and eat meat you’re leaving a bigger carbon footprint than a vegetarian who drives a Hummer.”
  - Sol Fox, Chair AAA Task Force on World Hunger
  - 2009 Society for Applied Anthropology Conference
Justice & Democracy

“...without addressing the inequities and imbalances in our food systems, any hope of real social and political equity, as well as environmental stewardship, are likely impossible for any society.”

Troubled Waters: Community Driven Research and Engagement in Illinois

Kendall Thii
Dept of Anthropology
Northern Illinois University
Conservation and Diversity
Dr. Holly P. Jones

Outline
1. What is biodiversity?
2. How is biodiversity threatened?
3. How can we stem biodiversity loss?
   - Conservation
   - Restoration
   - Conservation and restoration

Biodiversity is:
the variety of life on Earth at all its levels,
from genes to ecosystems, and the ecological
and evolutionary processes that sustain it.

Part 1: What is Biodiversity?

Dimensions of biodiversity

<table>
<thead>
<tr>
<th>Genetic component</th>
<th>Spatial component</th>
<th>Functional component</th>
<th>Temporal component</th>
</tr>
</thead>
<tbody>
<tr>
<td>within individuals</td>
<td>within communities</td>
<td>e.g. reproductive behavior, predation, parasitism</td>
<td>daily, seasonal, annual, geological, evolutionary</td>
</tr>
<tr>
<td>within populations</td>
<td>within landscapes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>between populations</td>
<td>between ecoregions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>between species</td>
<td>between biogeographic regions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Genetic Diversity

The variation in the nucleotides, genes, chromosomes, or whole genomes of organisms
**Phenotypic Diversity**

*Phenotype* - the physical constitution of an organism that results from its genetic constitution (genotype) and the action of the environment on the expression of the genes.

Thus, **phenotypic diversity** refers to variation in the physical traits of the organism.

**Morphological Diversity within and Between Natural Populations**

**How do you define a species?**

**Species concepts**

- Morphological
- Biological
- Phylogenetic

- Each definition of species produces a different count of species.
- Therefore, each definition has a different effect on how we plan conservation.

**Cryptic Species**

- taxonomically cryptic species look very similar to other species
- may be misidentified (and hence overlooked as being a different species).
An Extraordinary Number

- So far, about 1.5-1.75 million species have been identified.
- Scientists estimate that there may be between 3 and 117 million species.
- Most estimates range between 13-20 million

Setting management priorities to “preserve biodiversity” depends on which diversity you’re discussing

- An ecosystem with representative species from many different higher taxa present (e.g. from different families or orders) has more taxonomic or phylogenetic diversity than another with fewer higher taxa but many more species.
- Marine ecosystems frequently have more different phyla but fewer species than terrestrial ecosystems; i.e. higher taxonomic diversity but lower species diversity.

Ecosystem Diversity

An ecosystem is a community plus the physical environment that it occupies at a given time.

Some examples of ecosystems

coral reefs
tallgrass prairie
coastal wetlands
tropical rainforest
Examples of distinct communities and ecosystems
Species associated with:
- ripening figs in a tropical forest,
- species clustered around a hydrothermal vent on the ocean floor,
- species in the spray zone of a waterfall,
- species under warm stones in the alpine zone on a mountaintop.

Global Biodiversity Gradient
Biodiversity is not distributed evenly across the planet:
Species diversity for most taxa is lowest near the poles, and increases toward the tropics, reaching a peak in tropical rain forests (may contain more than half the species on Earth).

Biodiversity crisis
Ancient: 1 extinction / 100 years
Current: 1 extinction / year
Predicted: 10 extinctions / year
We are (almost) in the midst of the 6th mass extinction

Biggest threats to biodiversity

Direct
1. Fragmentation
2. Invasive Species
3. Overexploitation
4. Pollution
5. Global Climate Change

Underlying
- Overpopulation
- Over-consumption
- Reduced or negative incentives to conserve
- Lack of enforcement

1. Ecosystem Loss and Fragmentation

- Causes
  - Agriculture
  - Human Settlement
  - Resource Extraction
  - Industrial Development

- Result
  - Small isolated patches
  - Many too small to support a diverse mix of species

Tropical Forests famously fragmented

- Agriculture
- Resource Extraction
- Human Settlement
- Industrial Development

Grasslands converted to ag or grazing

Marine Systems dredged, fished, converted
Wetlands drained, filled, and developed

Riverine Systems fragmented by dams
- Between 1950 & 1986 more than 45,000 large dams constructed
- 60% of 227 Large River Basins studied show strong or moderate fragmentation and altered flows

Species Area Curve

Suppose we had a piece of land with a variety of species on that land base

We could sample that land base by counting the total number of species in areas of different sizes.
If we plot the count of the number of new species against the size of the sampling area we can generate a “Species-Area curve”
The Species-Area curve is so general in Nature that ecologists suggest that it may be one of the "Laws of Nature". Basically, it implies that as the size of an area increases, one will eventually see a maximum number of species associated with that area.
Why?
# 2. Invasive Species

- Invasive spp outcompete, displace or extirpate local species
- Exotic species
  - Live outside their native range, not always invasive
- 3 Phases
  - Dispersal
  - Establishment
  - Integration

## Invasive species dispersal

<table>
<thead>
<tr>
<th>Accidental Introduction</th>
<th>Deliberate Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rats</td>
<td>Wind Break - Casuarinas</td>
</tr>
<tr>
<td>Tree snakes</td>
<td>Pest Management - Cane toad</td>
</tr>
<tr>
<td>Diseases - small pox, measles, rabies, distemper</td>
<td>Pets - Cats</td>
</tr>
<tr>
<td></td>
<td>Food - pigs</td>
</tr>
</tbody>
</table>

## Invasive species establishment

- Most colonizations fail
- Factors for success: number of invaders, range size, empty niches, predators
- Biotic and abiotic factors impact success rate
- Every region of the world impacted

## Consequences of Invasion

- Hybridization with native species
- Disruption of an ecosystems structure and function
- Displacement of native species as invasives outcompete them for resources
- Local or even global extinctions
### Controlling an Invasion
- Prevention is the best solution
  - Quarantine process
  - Strict controls on what allowed in an area
- Control programs
  - Wide variety of methods
  - Need to start early, if an exotic meets success, by the time it is a big problem it is often too late

### 3. Overexploitation
- Unsustainable levels of consumption, harvest or loss
- Direct
  - Commercial pressures
- Indirect
  - Unintentional exploitation, e.g., bycatch of sea turtles in fishery operations

### Direct Commercial Overexploitation
*Tragedy of the Commons – Hardin 1968*
*When resources are treated as a public property that are available equally for all they will be overused*

### Marine Fisheries
- 9-10% depleted
- 15-18% are overexploited
- 47-50% are fully exploited
- Total catch and average size declining
- Increases in demand and improvements in technology increase the speed of the decline
- Result is “fishing down the web” (Pauly et al 1998)

**Cod fishery collapse - an example of why sizes decrease over time**
Regulations & Control Can Help

- Quotas and governance zones (200 mile limit)
- Restrictions on types of gear and number of boats
- Marine Protected Areas (MPA)
<table>
<thead>
<tr>
<th>Wildlife Trade</th>
<th>Indirect Overexploitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• International Consumption</td>
<td>Fisheries By-Catch</td>
</tr>
<tr>
<td>Legal</td>
<td>~16-40 million tons annually (Mace et al 1994)</td>
</tr>
<tr>
<td>• CITES (Convention on the International Trade in Endangered Species)</td>
<td>5lbs by-catch for every 1lb shrimp harvested</td>
</tr>
<tr>
<td>• 30,000 species of plants and animals</td>
<td>Wildlife Trade</td>
</tr>
<tr>
<td>Illegal</td>
<td>Deaths in transit for legal transport</td>
</tr>
<tr>
<td>• ~$12 Billion annually</td>
<td>Birds 60 - 70% mortality</td>
</tr>
<tr>
<td>• Second only to drugs in global value</td>
<td>Aquarium Trade reef fish 80-90% mortality</td>
</tr>
<tr>
<td>• Domestic Consumption</td>
<td></td>
</tr>
<tr>
<td>– Much (maybe most) domestically consumed</td>
<td></td>
</tr>
<tr>
<td>– Magnitude is unknown</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Pollution</th>
<th>Pollution classifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Many classifications possible</td>
<td>• Toxic/Non-toxic</td>
</tr>
<tr>
<td>• Wide variety of types and impacts</td>
<td>– Toxic</td>
</tr>
<tr>
<td>• Result is a disruptive, persistent and cumulative impact</td>
<td>– Non-toxic</td>
</tr>
<tr>
<td></td>
<td>• Point/Non-Point source</td>
</tr>
<tr>
<td></td>
<td>– Where does it come from?</td>
</tr>
<tr>
<td></td>
<td>• Affected environment</td>
</tr>
<tr>
<td></td>
<td>– Air, Water, Soil</td>
</tr>
<tr>
<td></td>
<td>• Other</td>
</tr>
<tr>
<td></td>
<td>– Noise, Light</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Toxic</th>
<th>Organic Pollutants or Biostimulants</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Include trace metals, biocides/pesticides and by products of industrial processes and combustion</td>
<td>• Primarily from agricultural fertilizers and sewage waste</td>
</tr>
<tr>
<td>• Last a long time and spread fairly easily</td>
<td>• Stimulates plant growth that cannot be consumed</td>
</tr>
<tr>
<td>• Can accumulate in an organism over time - Bioaccumulation</td>
<td>• Results in increased decomposition which causes hypoxic or anoxic environments</td>
</tr>
<tr>
<td>• Result can be felt far from the source - Acid Rain</td>
<td>• Reduced water clarity impacting other plants &amp; shellfish</td>
</tr>
</tbody>
</table>
Pollution in marine environments

Solid Wastes
- Harmful when ingested
- Act as rafts to spread alien species (Barnes 2002)

Aquaculture pollution

Salmon farming
- Carnivores
- 5 lbs of fishmeal to produce 1 lb of salmon
- Antibiotics, coloring agents, excess nutrients & escapees

Shrimp farms
- Holding lagoons often created from wetlands
- Lagoons become contaminated with salts, wastes and are abandoned

Noise Pollution

• Principal Sources
  - Transportation (cars, trains, airplanes, shipping) and industry (construction or factory)
• Impacts many species by disrupting normal behaviors
  - Breeding, migration, feeding

5. Climate Change

• Global impact
• Increased rate of change
  - Appears that the Northern Hemisphere increase in last 100 years fastest in the last 1,000 years
• Not all areas affected equally
  - Alpine and coastal areas most impacted

Part 3: How can we stem biodiversity loss?
1. Conservation
2. Restoration
3. Conservation and restoration work together

What is Conservation Biology?
Soule 1985 - The application of biological science to address the problems of species, communities, and ecosystems perturbed by humans.

Kareiva and Marvier 2012 – “we believe that nature can prosper so long as people see conservation as something that sustains and enriches their own lives. In summary, we are advocating conservation for people rather than from people.”

What is an endangered species?
• Different entities have different definitions
• IUCN Redlist most respected and comprehensive list
• In the U.S., we rely on the Endangered Species Act, which gives threatened and endangered species special protection

IUCN Redlist Classifications

Factors that increase species vulnerabilities

Percent of species threatened with extinction (IUCN 2009)
- Plants: 70%
- Fishes: 34% (37% of threatened freshwater species)
- Amphibians: 30%
- Reptiles: 28%
- Mammal: 23%
- Birds: 12%
United States Endangered Species Act definitions

- **Endangered**: Any species in danger of extinction throughout all or a significant portion of its range.
- **Threatened**: Any species likely to become endangered in the foreseeable future.
- **Critical Habitat**: Specific geographic areas with physical and biological features essential to the conservation of a listed species.

Candidate Species

Species that warrant listing but are precluded by higher workload priorities are placed on a candidate species list.

Fish and Wildlife Service has developed programs to conserve and recover candidate species awaiting ESA protection.

The northern sea otter is a candidate for listing. Corel Corp. photo

Factors considered to determine whether a species will be listed for the U.S. ESA

1. Present or threatened destruction, modification, or curtailment of the species range or habitat.
2. Over-use for commercial, recreational, scientific, or educational purposes.
3. Disease or predation.
4. Inadequacy of existing regulatory mechanisms.
5. Other natural or man-made factors affecting the continued existence of the species.

Some ESA facts

- 2,044 species listed
- ~20,440 actually threatened → 18,396 species threatened but not listed (Wilson and Hunter 2008)
- Illinois - 19 endangered/8 threatened species that reside here; 13 endangered/2 threatened that don’t but used to

Gray wolf

- 1914: Gray wolves in Yellowstone National Park are viewed as a nuisance and killed off by government-paid bounty hunters sent to help farmers and ranchers exterminate them.
- 1996: The Wolf Recovery is started and 35 gray wolves from Canada are reintroduced to Yellowstone.

Source populations

# Successful reintroduction
- By 2012, 1700 wolves lived in the greater Yellowstone area in 75 packs (Idaho, Montana, Wyoming, and Yellowstone)
- They still face fierce opposition by ranchers
- Strong evidence that their restoration has helped park vegetation recover from overbrowsing by elk and moose.

# Successful delisting?
- They were delisted from the ESA in 2011 (Rockies population)
- Over 1700 wolves were in the Greater Yellowstone Area before hunting permits were given in 2012.
- Over 500 have been killed in the 2012/2013 hunting season (375 in Idaho, 135 in Montana, 74 in Wyoming).
- In Yellowstone, every pack has lost at least one wolf and 12% of Yellowstone wolves have been killed.

## Protecting Endangered Sea Turtles
- Six of the world’s seven sea turtle species are critically endangered or endangered.
- Major threats – loss/degradation of beach habitat; egg harvesting; fishery bycatch
- Placed on ESA in 1978

## Protecting Whales: A Success Story . . . So Far
- Whalers killed an estimated 1.5 million whales between 1925 and 1975
- > 28,000 whales were hunted and killed between 1986 and 2010, - Japan, Norway, and Iceland defy whaling ban

## DDT
“The most discussed of the new insecticides is dichloro-diphenyl-trichloroethane, shortened to DDT but also called Guesarol. This compound has remarkable power to kill insects, particularly body lice-the 'cooties' of World War I. The prevalence of typhus, carried by body lice, in the Mediterranean theater of this war has emphasized its value. DDT's effectiveness in war may well be overshadowed by its value in peace. Painstaking investigations have shown it to be signally effective against many of the most destructive insects that feed upon crops.”

## DDT applied liberally on crops

---

Pests built up DDT resistance

- DDT was concentrated in the bald eagle
- Affected the eagle’s ability to reproduce

Pesticide resistance

- In the beginning, most pests were sensitive to DDT but a few were resistant
- The resistant forms survived and reproduced
- In the end, most pests were resistant to DDT

Bald Eagle

- Once was widely distributed over U.S.
- As a top carnivore it feeds on fish
- Swoops down and captures fish off the surface of the water

Eagle eggs had thin egg shells and broke easily
Nests contained broken, rotten eggs
The number of young produced per breeding pair was reduced
Population of adult eagles declined from 500,000 in the 18th century to 412 nesting pairs (in lower 48) and the eagle was listed as Endangered in 1967.

The Environmental Protection Agency (EPA) banned DDT in 1972.

Bald Eagle numbers respond to DDT ban.

Recovered!

Other bird species affected by DDT also delisted.
1. Conservation
2. Restoration
3. Conservation and restoration work together

How to stem biodiversity loss?

Preservation → Restoration

What is restoration?

Islands make up 5% land mass but harbor perhaps 15-20% of terrestrial biodiversity.

64% of recorded extinctions

45% critically endangered species

Most extinctions are on islands

95% bird extinctions
80% reptile extinctions
60% plant extinctions
58% mammal extinctions

Why are island species more at risk of extinction?

How do invasive species impact native island species?
Overgrazing

1948

2001

Disease transmission

Rodents are some of the worst

Invasive rodent predation is serious

Seabirds and ecosystem functioning

Terrestrial community dynamics

Breeding seabirds at the colony

- Seed Dispersal
- Propagule Dispersal
- Burrowing
- Soil Engineering
- Nutrient Subsidy

Seabirds are ecosystem engineers

- Seabirds
- No seabirds

NZ study: Prognosis for recovery in an island archipelago

Is rodent removal sufficient to promote island recovery?

Study system

Ecosystem Response Variables

- Biota
  - Arthropod diversity (richness and abundance)
- Nutrients
  - \( \text{NH}_4^+, \text{NO}_3^- \) (soil)
  - Seabird input into the food web (\( ^{15} \text{N} \) in soil, plants, arthropods)
Tracing seabird inputs to island food webs

High $\delta^{15}N$ = High seabird-derived nitrogen

NZ Research Questions

1. Is rodent removal sufficient to promote island recovery?

2. How long does recovery take?

3. Can seabird restoration speed recovery?

Rodent removal is not sufficient to restore island arthropod diversity

[Graph showing log arthropod abundance per trap night]

Rodent removal is not sufficient to restore island nutrient dynamics

[Graph showing nitrate and ammonium concentrations (mg/l)]

Rodent removal was not sufficient to restore seabird densities

<table>
<thead>
<tr>
<th>Restoration Treatment</th>
<th>Island</th>
<th>Seabird density (pers. obs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never invaded</td>
<td>Stephens</td>
<td>6.33 burrows/m²</td>
</tr>
<tr>
<td>Never invaded</td>
<td>Middle Trio</td>
<td>5.72 burrows/m²</td>
</tr>
<tr>
<td>Has rodents</td>
<td>Victory</td>
<td>Undetectable</td>
</tr>
<tr>
<td>Has rodents</td>
<td>Tawhitinui</td>
<td>Undetectable</td>
</tr>
<tr>
<td>Eradicated (1999)</td>
<td>Wakaterepapanui</td>
<td>Undetectable</td>
</tr>
<tr>
<td>Eradicated (1994)</td>
<td>Nukuaia</td>
<td>0.01 burrows/m²</td>
</tr>
</tbody>
</table>

Have islands had enough time to recover?

[Graph showing resilience (mean % improvement per year per study)]

Wakaterepapanui – 9 years
Nukuaia – 13 years

NZ Research Questions

1. Is rodent removal sufficient to promote island recovery?
2. How long does recovery take?
3. Can seabird restoration speed recovery?

Sometimes seabirds recover too slowly or not at all
- Philopatry
- Coloniality
- Low and slow reproduction

Seabird restoration
- Chick translocations, decoys/mirrors, vocalization playbacks
- 128 projects restoring 47 seabird species on 100 islands in 14 countries

Can seabird restoration speed recovery?
- Two islands with seabird restoration (chick translocations and vocalization playbacks)
- Measured seabird-derived nitrogen inside and outside colonies
- Compared to never invaded control islands

Passive recovery on islands
- Is rodent removal sufficient to promote recovery? Not on my study islands after 9-13 years.
- How long does recovery take? 23-39 years, depending on the variable.

Active restoration on islands
- Can seabird restoration speed recovery? It hasn’t yet, but there are promising signs.

Next steps
- Closer look at seabird densities to identify thresholds
- Keep tracking recovery in more response variables over long time periods
- Investigate effects of translocations on ecosystem properties

### Time to see what you would do

1. Conservation
2. Restoration
3. Conservation and restoration work together

### Identifying where ecosystems can help people adapt to climate change

*Where are coastal communities most vulnerable to climate change? Where are the ecosystems that can help them adapt?*

- Mangroves can absorb up to 90% of wave energy
- Saved 1.5 lives per 100 hectares following 1999 cyclone
- Salt marshes absorb wave energy, withstand and migrate inward with sea-level rise, and reduce erosion
- Bigger marsh = more wave energy absorbed

### Ecosystem-based adaptation

*Using ecosystems to protect people from climate change*

- Ecosystems can effectively buffer climate change impacts
- Can be more cost-effective than hard-engineered solutions
- Can protect biodiversity and ecosystem services

### Calculating coastal vulnerability to climate change

- **Exposure** – to sea level rise and/or tropical storms
- **Sensitivity** – dense populations close to the coast
- **Adaptive capacity** – based on a country’s governance, infrastructure, income, and access to markets, health services, and education

\[
VU = f(\text{Exposure, sensitivity, adaptive capacity})
\]
Research Questions

1. Where are coastal communities most vulnerable to climate change?
2. Where are the ecosystems that can help them adapt?

Many coastal communities are vulnerable to climate change

Ecosystems have significant potential to help people adapt

>10 million hectares of mangroves protect vulnerable people

Implications

- Ecosystems have potential for recovery even from severe damage
- Sometimes removal of stressor is enough
- Active restoration can speed recovery
- Identify where restoration works – for biodiversity and people
  - Make smart restoration investments
  - Identify high conservation priorities

Ecosystem-based adaptation summary

- High proportion of coastal populations are vulnerable to sea level rise and storms
- Large potential for coastal ecosystems to confer adaptation benefits
- Useful information for adaptation planners
## CHAPTER 5: LEADERSHIP

List of Leaders of the Day

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Name and Other Details</th>
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<tbody>
<tr>
<td>1</td>
<td>April 15</td>
<td>Amban Diang Gregorio</td>
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<tr>
<td>2</td>
<td>April 16</td>
<td>Puig Abedin Abiera</td>
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<td>3</td>
<td>April 17</td>
<td>Acot Alcala Ali</td>
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<td>4</td>
<td>April 18</td>
<td>Barandino Cabug-Os Canencia</td>
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<td>April 19</td>
<td>Divino Ellaga Esguerra</td>
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<td>April 20</td>
<td>Fernandez Frial Gerali</td>
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<td>April 21</td>
<td>Janiola Jul Malong</td>
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<td>8</td>
<td>April 22</td>
<td>Maranda Mohammad Mustari</td>
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<td>9</td>
<td>April 23</td>
<td>Nalzaro Parmanand Piloton Rodriguez</td>
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<td>Janiola Jul Malong</td>
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<td>17</td>
<td>May 1</td>
<td>Maranda Mohammad Mustari</td>
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<tr>
<td>18</td>
<td>May 2</td>
<td>Nalzaro Parmanand</td>
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</tbody>
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Universal Declaration of Human Rights
Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948

Preamble
Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,
Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,
Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,
Whereas it is essential to promote the development of friendly relations between nations,
Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,
Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,
Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,
The General Assembly,
Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3
Everyone has the right to life, liberty and security of person.

Article 4
No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6
Everyone has the right to recognition everywhere as a person before the law.

Article 7
All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8
Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9
No one shall be subjected to arbitrary arrest, detention or exile.

Article 10
Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11
1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12
No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13
1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14
1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15
1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16
1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17
1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19
Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20
1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21
1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22
Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23
1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24
Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25
1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26**

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27**

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29**

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.
The human rights approach to development is one that is simultaneously:

- **a tool for analysis** which focuses attention on the underlying inequalities and discrimination faced by people living in poverty and social isolation, which impede their development and deny them the opportunity to raise themselves out of poverty
- **a foundation** for a people-centred approach to development, based on a coherent framework of binding legal norms and accountability
- **a process** which is holistic, participatory, inclusive, and multi-sectoral, and
- **an outcome** - the empowerment of individuals to achieve their full potential, and the freedom to take up opportunities.

In summary, a human rights approach to development is one which:

- puts **people first** and promotes human-centred development
- stresses liberty, equality and empowerment
- recognises the inherent dignity of every human being without distinction
- recognises and promotes equality between women and men, between minority and majority
- promotes equal opportunities and choices for all so that everyone can develop their unique potential and have a chance to contribute to development and society
- promotes national and international systems based on economic equity, equitable access to public resources, and social justice
- promotes mutual respect between peoples as a basis for justice and conflict prevention and resolution.

Many grassroots organisations have long been using human rights to challenge the economic and social injustice they face, particularly indigenous peoples, women’s groups, children’s advocates, and the disability movement. It is an approach that is increasingly being adopted by UN agencies, bi-lateral donors, and development NGOs. It is an approach that is likely to be welcomed by Southern partners, many of whom have long been advocating for greater attention to be paid to economic, social and cultural rights, and to the implementation of the **right to development**.

Adopting a human rights approach to water and sanitation would force us to ask specific questions about access, such as which individuals within communities have disadvantaged or no access to those services which are provided? And, why do certain communities not have access to any services? Such an approach would identify the plight of people with disabilities unable to collect their own water or access public sanitation facilities. It would highlight the problems facing the elderly, particularly widowers and widows. It will also point to the fact that **poor people** who have lost their families, whether through conflict or natural disaster, are particularly vulnerable in urban areas where they may be unable to rely on the kind of community support more usual in rural areas.

We believe that water and sanitation make a vital contribution to poverty elimination. Although human rights and development theories have had different roots, over the last decade there has been a gradual convergence of analysis. The human rights community speaks of all rights as being indivisible. They are inter-related. A lack of water and sanitation clearly has an impact on the enjoyment of other human rights, such as the rights to education, health and work, which form such an essential basis for poverty elimination and human development.

There is an emerging international consensus on the issues of **water management** including agreement that:

- **Water** is key to development
- **Water** is a key social and economic resource for any nation
- The right to **water** must be protected for equity as well as sustainable development
- **Water** is key to improved health, improved nutrition and quality of live
- The private – public partnership is essential for development of the water resources
- Community based management is essential to conserve, properly utilise and develop water resources
- **Sustainable water resource development** is possible only through an integrated approach to soil, water, forest and livestock. (Source: Integrated Water Resource Management: A Rights-based Community Approach Towards Sustainable Development by Gourisanka Ghosh and Sadig Rasheed, 1998.)

This final point of sustainability is also important in the context of protecting the rights of future generations to sustainability of the world’s water resources and to inherit a clean and healthy environment.

Finally, it is increasingly being recognised that water and sanitation management requires effective government at the national and local levels. Issues of good governance - which are traditionally perceived as part of the human rights agenda - are therefore particularly pertinent to the water sector. These include the necessity for transparency, the elimination of corruption, and a strengthening of democratic participation at all levels of national and municipal government.
Value Added of Using the Right to Water and Sanitation as a Basis for Advocacy

Some of the arguments for utilising the right to water as a basis for advocacy work include:

- “To pave the way for translating this right into specific national and international legal obligations and responsibilities
- To make the state of water management all over the world a focus of attention
- To cause the identification of minimum water requirements and allocations for all individuals, communities and nations, which will in turn help to focus attention on resolutions of international watershed disputes and conflicts over the use of shared water
- To help set priorities for water policy so that to satisfy the right to water, meeting the basic water requirement for all humans, would take precedence over other water management and investment decisions (Gleick 1999)
- To catalyse international agreement on the issue
- To emphasise governments’ obligations to ensure access as well as their obligations to provide international and national support towards efforts to give and protect access to clean water (Jolly 1998, quoted in Gleick, op.cit)."

It is essential that far attention is given to ensuring enjoyment of the right of everyone to access to water and sanitation, and that a far higher proportion of national and international resources are put to this effect. In our common attempts to create the political will to make this a reality, a partnership between the human rights community and the water sector would provide a firm foundation for renewed commitment and action.

The adoption of the human rights approach to development with its emphasis on social sector investment and a pro-poor priority is likely in the longer term to lead to more sustainable development - both human and economic and to contribute to the prevention of conflict. A human rights approach to water and sanitation provides the legal framework and ethical and moral imperative of ensuring universal access and equity. Ensuring enjoyment of human rights is not optional; governments are under a legal obligation to take action to ensure that every man, woman and child has access to the requirements of life in accordance with their human rights and dignity. This obligation can be used in advocacy to strengthen the political will and resource allocation necessary.

A Human Rights Approach to Development Programming:
Basic Needs Approaches vs. a Human Rights Approach
by Urban Jonsson (UNICEF)

Most UN development agencies have been pursuing a “basic needs” approach; that is, an approach based on identifying the basic requirements of human development and advocating within societies in favour of their fulfilment. Although human rights are need-based claims, a human rights approach to programming differs sharply from the basic needs approach. Most importantly, the basic needs approach does not imply the existence of a duty-bearer. When demands for meeting needs have no “object,” nobody has a clear-cut duty to meet needs, and rights are vulnerable to ongoing violation.

In the rights approach, subjects of rights claim their rights from duty-bearers, and thus must be capable of claiming the right. However, if a subject is unable to claim the right this does not mean that he or she loses the right, because human rights are universal, inviolable, and inalienable. Solidarity and empowerment mean helping people to claim their rights. If no one protests the denial of a right, or if an individual fails to make use of his or her right, the fulfilment of this right will be compromised, but not lost.

The basic needs approach often aims to obtain additional resources to help a marginalised group obtain access to services. A human rights approach, in contrast, calls for existing community resources to be shared more equally, so that everyone has access to the same services. Assisting people to assert their rights, therefore, often means involvement in political debate. While a basic needs approach does not necessarily recognise willful or historical marginalisation, a human rights approach aims directly at overcoming such marginalisation.

The second important difference between the two approaches pertains to motivation. Basic needs can, in principle, be met through benevolent or charitable actions. Actions based on a human rights approach are based on legal and moral obligations to carry out a duty that will permit a subject to enjoy her or his right. As noted earlier, accountability for such a duty depends partly on the duty-bearer’s acceptance of responsibility. Charity negates such acceptance, as it does not take rights and responsibilities into consideration. In a rights approach, compassion and solidarity replace charity. A requirement of the human rights approach, then, is that insofar as possible, everybody must have a human rights “heart,” reflected through decisions and actions. Decisions and actions must be taken in recognition that every human being is a subject of human rights, not an object of charity or benevolence. While charity often disempowers the poor and other vulnerable people, creating dependence, solidarity empowers people and enhances their capacity to improve the quality of their lives.
Presentation Skills
Professor Chris Birks

What do these people have in common?

Mother Teresa  Dr. Martin Luther King, Jr.  H.H. the Dalai Lama

Answer - You've probably heard of them

Great ideas need to be shared to truly bring about change

Effective Communication for Community Organizing
or
Public speaking to bring about change

Chris Birks
Benedictine University
cbirks@benedictine.edu

Presentation Skills
Professor Chris Birks

Public speaking anxiety
Public speaking #2 on the list of things we are afraid of

Guess what #1 is: Snakes!!!

Attributes of an effective speaker:

1. Confidence / Passion
   Talk about things you care about

2. Skill / Organization
   Learn the rules to break the rules

Public speaking pointers:

1. Be prepared and to the point
2. Have an effective delivery

Don't just read a speech
Deliver it!!

Preparing the presentation

1. Intro
2. Body
3. Conclusion

The Introduction

1. Get attention and interest
2. Reveal the topic
3. Establish credibility
4. Preview the body of the presentation

Tip: In a 10-minute presentation, this should take 2-3 minutes.

The Body
This is the bulk of what you are talking about.
It's the most important part
Organize the body around main points
Example:
"Today I'm here to talk about the Philippine Youth Leadership program. First I'll talk about the activities, then I'll talk about the participants and I'll conclude by discussing what we learned."

<table>
<thead>
<tr>
<th>Main points:</th>
<th>1. Activities</th>
<th>2. Participants</th>
<th>3. What was learned</th>
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</thead>
</table>

Two popular ways of structuring main points in the body:

1. Chronological
   The main points follow a time pattern.
   Example: My trip to Haiti
   1. Preparing for the journey
   2. Arriving in Haiti
   3. Exploring Haiti
   4. Leaving to come home

2. Topical
   The main points are divided in a logical and consistent way.
   Example: Different baseball teams
   1. Chicago Cubs
   2. Detroit Tigers
   3. Los Angeles Dodgers

The Conclusion
1. Signal the end
2. Reinforce the central idea
3. Finish with a good ending

Tip: In a 10-minute presentation, this should take 1-2 minutes.

Simple outline for speech:

**Introduction** (transition)

**Main Point 1** (transition)

**Main Point 2** (transition)

**Main Point 3** (signal)

**Conclusion**

Let's build a speech

**Topic:**
Tell us about your community project
*Remember the time limit*

**Basic speech structure:**

- **Introduction** (transition)
- **Main Point 1** (transition)
- **Main Point 2** (transition)
- **Main Point 3** (signal)
- **Conclusion**

**Write an outline for a 2-3 minute speech:**
(in which you will deliver to small groups to your fellow program participants)

**Remember:** Keep speeches fun
**Intro:**
1. After 20 years, I needed a change
2. Left my job to get M.A.

**Transitions:** I knew I wanted to be a teacher

**Body:**
1. Life as a journalist
   1. What I did
   2. Why I decided to leave
2. Life as a teacher
   1. First time teaching
   2. Future plans

**Signal:** In conclusion, I’m happy to be a teacher

**Conclusion:**
1. Restate two reasons - main points
2. Teaching story

---

**Let’s take some time to write a speech outline**

**Basic Outline**
(add detail to flesh out speech)

**Delivery**

**Extemporaneous Speech**

A carefully prepared and rehearsed speech that is presented from a brief set of notes.

The speech is presented in a lively way; not rigid.

**Visual aids**

Visual aids (like this PowerPoint presentation) help a lot

Always

Have a backup plan in case visuals don’t work

Always

Always

Always
**Pointers**

1. Think of yourself as a teacher when presenting.
   Self confidence is the number one way to improve your public speaking.

2. Keep your speech short and to the point.
   Be mindful of rambling on.

**Tips for good delivery**

1. Use eye contact.
2. Use gestures that you are comfortable with.
3. Remember it’s a speech, not a “chat.” Err on the side of formality.
4. Talk from speaking outline, don’t read word for word.
5. The biggest helper – rehearse your presentation.

**Conclusion**

1. Deliver your speech, don’t read it.
2. Organize the presentation with a introduction, body (with main points) and conclusion.
3. Rehearse speech before presenting.

**Workshop**

1. Rehearsal time
   Find somewhere to rehearse speech - 10 minutes.

2. Speech delivery
   Break into 5 groups (4 people in each group) and deliver your speech.
Hip Hop and Social Change
Dominick Stockman (D-Nick the Microphone Misfit)

What is “Hip Hop”?
- Music, Dance, Visual Art, Storytelling

What is “Hip Hop”?
- Music, Dance, Visual Art, Storytelling
- Transformative Culture

What is “Hip Hop”?
- Music, Dance, Visual Art, Storytelling
- Transformative Culture
- “Healthy Independent People Helping Other People”

Elements of Hip Hop:
Elements of Hip Hop:

- DJing
- MCing
- Breakin'
- Graffiti Art

**Elements of Hip Hop:**

- DJing = Music
- MCing = Oral Tradition
- Breakin’ = Dance
- Graffiti = Visual Art
- Knowledge, Culture, Understanding

**History of Hip Hop:**

---

Art in Action, Hip Hop & Social Change

- Hip Hop’s nature is to transform the condition of the people in a community. Hip Hop doesn’t exist without community.

- Hip Hop allows those with little resources or alternatives to transform what little they have into something much greater.

- Hip Hop principles and values, Hip Hop connecting the globe

- Hip Hop beyond a genre, can be a universal language. Can fuse together any other forms into it.

HIP-HOP all over the world

CHAPTER 6: ENVIRONMENTAL COMMUNITY SERVICE

Working with Nature: Contending Approaches to Environmental Activism
Rey Ty

1. Deep Ecology
- Totally ecocentric
- Respect “all” things & sentient beings
- They all have “intrinsic” purpose
- They don’t need to serve human needs

1. We believe in deep ecology.

2. Hoax!
- Climate change is a myth!
2. Climate change is a hoax.

3. We are involved in conservation.

4. Updated Traditional Waste Management
   - Blame the consumer
   - Reduce, reuse, recycle (3 Rs)

Conservation: Protect wildlife so that there will be enough for me to hunt during hunting season.

No to Environmentalism! Synthetics & chemicals are good for you. Global warming is a hoax!
4. We practice 3Rs or updated traditional waste management.

5. We believe in & practice Eco-Feminism.

6. We are engaged in agro-forestry.

6. Agro-Forestry
   - Plant trees to be cut down on a massive commercial scale later

7. Sustainable Development
   - Think about the future generations;
   - Use alternative energy

7. We are engaged in sustainable development.

8. Slow Food Movement
- Anti-Fast Food
- Buy produce from local farmers
- Organic Food

9. Agro-Ecology
- Link ecology with society, economics & culture
- Long-term impact
- Use traditional knowledge, alternative agriculture & local food system

Sustainable Development: Make sure the succeeding generations will have & enjoy all the things we have on Earth.

8. We only eat the slow food way.

Organic & natural: No to GMOs & chemicals. Tap natural energy. Compost & throw scraps & seeds in your backyard fruit & veggie garden.
9. We believe in agro-ecology.

No to corporate greed! Don’t blame the consumers. Stop multinational corporations’ exploitation of the Earth!

10. We believe in radical ecology.

11. Animal Liberation

- Peter Singer
- Utilitarian
- Happiness not just for human animals
- Stop animal suffering
- Anti-human specieism

11. Animal Liberation

-Irony of Speciesism:


-"Americans have treated wild species poorly, but... domestic pet have...been given the royal treatment... In 2007, they spent 41 billion dollars on pets."

No to Cruelty to Animals

11. Animal Liberation

“Singer has claimed that the privileging of human life & well-being over that of animals is speciesism, which...is no different from racism & sexism.”


Do not hurt animals.

Human animals must respect co-animal.
Humane treatment
Don’t eat co-animals.
Vegans
11. We are part of the animal liberation movement.

12. Grow Food Not Lawns
- Foodscaping
- Plant veggies & fruit trees
- Raise chicken
- Honey
- Organic composting

12. We are part of the Grow Food Not Lawns Movement.
Environmental Racisms

"...international scholars have criticized Western environmentalists for assuming that development in poor countries for the improvement of human life is less important than the preservation of nature.”


13. We fight against Environmental Racism!


No to Waste!

14. We practice the Eco-Virtue of Stewardship.
Both Alain Badiou & Zizek say that dominant Western views of ecology is deeply conservative, naïve & almost spiritual.

We reject the sentimental view that humans must restore the balance of nature that we have disturbed.

Zizek

Evolution is composed of a series of natural catastrophes—which is how we got our oil on which we are dependent for our energy.

14. We reject the new religion of ecology!

14. “Ecology is the new opium of the masses, replacing religion.”

Slavoj Zizek
14. We are environmental anarchists.

Environmentalism

Biocentric
- Deep Ecology

Anti-Speciesistic Utilitarianism

Anthropocentric
- Human
- Conservative
- Updated Traditional Waste Management
- Agro-Forestry
- Slow Food Movement
- Agro-Ecology
- Radical Ecology

Materialistic World

Buy, buy, buy... Extract, throw, throw, throw...

Consume

Dispose

Produce

Distribute Wholesale & Retail

Advertise & Market

History, World, National & Local Society, Economy, Politics, Culture

Power, justice, inequality, conflict, social change, peace

Women
Men
Indigenous Peasants
Blue Collar & White Collar
Workers Landlords
Capitalists

Land, Water, Plants, Human & Non-Human Animals, Minerals...

Contending Approaches to Environmental Activism: Working with Nature

Workshop:
What kind of an “environmentalist” are you? Explain.

Nature, Appropriate Technology & Planning Environmental Projects for Developing Countries
Rey Ty

Many things are cool for upper middle class & rich families: reduce cost of energy, solar panels, etc.

But some technologies are not appropriate for the poor.

Why?

3Rs
1. Reduce
2. Reuse
3. Recycle

For people in rich countries, 3Rs are awesome & fashionable.

Nothing New!

But 3Rs are part of daily life for middle class & poor families in developing countries.

3Rs are a daily fact of life among the poor in poorer countries.
Even way before 3Rs became fashionable in the rich countries, people in developing countries collect, sell & buy bottles & old newspapers.

Of course on the other side of the coin, there are garbage & plastic flying around all over the place as well. These are all poverty-related matters.

Mass transit system is most appropriate for the majority of the people.

If there is a backyard, people in poorer countries, in general, plant root crops, vegetables & fruit trees for family consumption.

The rich talk about alternative energy for their cars.

Not appropriate for the majority poor.

Problems of appropriateness & transferability of technology.
There are sustainable development & environmentally-friendly projects that use appropriate technology which are best suited for the majority of the poor in the poor countries.
Solar Water Bulbs

A cardboard box, aluminum foil & a sheet of glass on top.

Solar Ovens

Organic Multi-cropping

Organic coconut, banana, coffee, pepper & pineapple

Waste management is a problem in poor communities.

Poverty needs to be addressed in order to solve the waste problem sustainably. We can’t tell the poor where to dump their garbage if there are no waste disposal units or waste collection. They have nowhere else to throw their garbage.

We must always actively consider cost first and foremost (if we are catering to the majority poor).
We must consider
1. local acceptance
2. transferability
3. & adaptability

Your Comments & Critique

Workshop:
Brainstorm technologically appropriate environmental project ideas.

Planning Projects:
Nature & Appropriate Technology
Dr. Rey Ty
Environmental Community Service Learning
Rey Ty

Outline
I. Goal Setting
II. Preparation
III. Placement
IV. Conduct
V. Post-Service
VI. Project Ideas

Community Service Learning
Real-life experiences in the community are linked to academic content through processes of critical reflection such as journal writing, small group discussion, and the writing of analytical papers.

Community Service Learning
A model of experiential learning that combines voluntary community service with classroom learning.

Why Engage in Community Service Learning?

Philippine Proverb

Indigenous People
- We don’t own the land
- We belong to the Earth
- Give back to the Earth what belongs to the Earth


Christianity
- Matthew 25: 35-36: “For I was hungry and you gave me meat; I was thirsty and you gave me drink; I was a stranger, you took me in; I was naked and you clothed me; I was imprisoned and you set me free.”
- John 13:34: “A new commandment I give unto you. That you love one another, as I have loved you.”

Judaism
- Genesis 1: 28: “Be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth.”

Islam
- Zakat: A major pillar
- Almsgiving
- Qur’an 2: 177: “To spend from your own wealth... For your kin, for orphans, for the needy, for the wayfarer, for those who ask, & for the ransoms of slaves; to be steadfast in prayer & practice charity...such are the people of truth, those who fear Allah.”

Give back to society
C. 3 Views of citizenship
1. Personally responsible citizen
   - donate canned goods
2. Participatory citizen
   - help organize food drive
3. Justice–oriented citizen
   - work toward the elimination of hunger

II. Preparation
Understanding the Service Learning Process
Pre-Service Orientation
1. Philosophy of Service Learning:
   - Scholarship of Engagement
   - 1. Volunteer community work
   - 1.2 Connections: linking theory with practice
   - 1.3 Problem solving, critical reflection and critical social action
   - 1.4 Personal transformation
   - 1.5 Interpersonal development
   - 1.6 Skills in collaboration
   - 1.7 Social transformation

Citizenship Commitments

- 2. Socio-economic-cultural context
  - understanding the community and its needs
  - Filling the community needs
  - Social justice issues: inclusion and structures of inequality

- 2. “Thin” Commitment
  - charity-oriented; surface level;
  - patronizing; perpetuate inequality

- 2. “Thick” Commitment
  - deeper commitment; social justice & social change-oriented

C. Reflecting on the Experiences
Answer the following questions:
1. What did you learn?
2. How did you feel?
3. So what (critique and interpretation)
4. Now what? (What will you do to have social impact?)
D. Cultivating Reciprocity by understanding yourself: self-inventory

Answer the following questions:
1. What are your social identities?
2. Assets?
3. Motivation?
4. Expectations

E. Cultivating Reciprocity by Understanding the Community
1. The agency
2. People with whom you will work
3. The neighborhood
4. The community assets and challenges
5. Service tasks
6. How to be responsive to the community

III. Placement
1. Community inputs
2. Be active
3. Do different tasks
4. Make positive contributions
5. Take responsibilities

IV. Conduct of Service Learning
1. It’s about the community, not you. Practice mutual respect. Be sensitive. Don’t be rude. Don’t be disruptive. Don’t proselytize. Don’t make any derogatory remarks.
2. Don’t patronize.
3. Don’t self-segregate.
4. Don’t be an outside voyeur looking in. Rather, be a collaborator.

• Link with community members. Get email/contact details of people you have met with whom you feel comfortable to communicate.
Don't think you are superior.

Recognize differences but do not act or think that you are superior. Do not treat, look at, or talk to partners as “the others.” Do not stereotype “the others.”

Honor uniqueness.

Recognize similarities but do not assume too much sameness as to forget stark socio-economic-political-cultural differences. For instance, don’t think that “we are all basically similar, except that they don’t have homes.” Try to understand the underlying historical, economic, political, ethnic, gender, and cultural causes of homelessness.

Don’t judge the collaborating partners and the beneficiaries. Don’t impose your cultural biases.

Integrate social justice issues in your service learning.
Don’t call what you did as neutral and “good work.” Call oppression as oppression and work for social justice. If we cannot name oppression “oppression,” then we ourselves are involved in perpetuating it.

V. Post-Service Activities

1. Give tokens of appreciation
2. Critical reflection
3. Exchange ideas
4. Personal transformation?
5. Personal transformation?
6. Home-made thank you card.

B. Policy Reform or Social Reform (Rock the Boat)

1. Join a protest action about important social issues.
2. Write a letter to a congressional leader about certain policies.
3. Join a non-profit non-governmental organization that work for social change.
4. Walk, ride a bicycle or take public transportation to maintain good health, to save nonrenewable energy resources and to keep the environment clean.
5. Organize your friend to work for a cause
6. Vote
7. Run a public office
8. Develop a micro-lending project for low-income students to start businesses.

- Recognize that there is a power imbalance. The server are powerful & the served as disadvantaged.

Some ideas for your mainstream or alternative project plans for implementation
A. Charity (Don’t Rock the Boat)
1. Donate money
2. Provide seedlings
3. Provide free lunch for volunteers
4. Volunteer as a fund-raiser
5. Join volunteers to plant trees
6. Recruit volunteers
7. Give money to an organization with which you share a common cause.
Critical Reflections on Environment and Development Community Projects

1. Not in your own school
2. Not in your own community, esp. if rich

Which Community?
Who Are the Experts?
1. Foreign funders?
2. Implementers?
3. Local community?

Donor’s View: “Gotcha!”
1. Implementing partners are problematic
2. Put partners on notice: policing
3. Foreign country director or evaluator: interviews & quantitative data
4. Time to “bring down the hammer” & “whip the partners into shape”
5. Pre-conceived expectations & scathing & strongly worded criticism

Need An Honest Conversation about…
1. Aid
2. Corruption
3. Colonialism
4. Neo-colonialism

Service Providers -Driven?

Source: Jennifer Lentfer, how-matters.org. © 2013 Rey Ty

Who Benefits?

1. Does the project make you happy & proud?
2. Or does the project respond to community needs & problems?

Who Benefits?

1. Funder?
2. Implementer?
3. Community or Partners?

Community involvement in implementation?

Age
Minors must have parental or guardian’s consent & work with adult leaders.

Urban Bias?
What about rural areas?

Did you include indigenous people?

Ordinary folks?

Consult communities?

Vertical Relationships with
1. Donors?
2. NGOs?
3. Communities?
4. Social movements?

Agenda
1. Self-governance?
2. Dialogue with people in the community?
3. Justice?
What about the environment?

Charity: Enough? That’s all?

Community Empowerment

What Kind of An Environmentalist Are You?
1. Deep Ecology: Each has intrinsic value.
2. Global warming is a hoax!
3. Conservation: Protect wildlife so that there will be enough for foraging, hunting & fishing.
4. Traditional & Updated Waste Management: No littering; reduce, reuse & recycle.
5. Utilitarian Sustainable Development: Benefit humans throughout different generations.
6. Backyard Environmentalism: No GMOs. Throw your seeds & table scraps in your backyard, make your own compost, & have an organic veggie garden. Use air, wind, geothermal, & solar energy. Raise chicken.

Capacity Building? • Unleash it!

Source: Jennifer Lentfer, how-matters.org.

Humility

Build strong relationships w/ grassroots organizations

• 1. Listen actively & openly.
• 2. Put local ownership first.
• 3. Bring honesty, trustworthiness, integrity... and doubt!
• 4. Assume the best first.
• 5. Be curious.


Build strong relationships w/ grassroots organizations

• 6. Practice self-reflection first.
• 7. Make time your friend.
• 8. See organizations as living systems.
• 9. Expect and use language and culture differences.
• 10. Encourage, encourage, encourage!

Critical Reflections on Development, Conflict Transformation & Peacebuilding Community Projects

NON-GOVERNMENTAL ORGANIZATION (NGO)

What my friends think I do
What the half of society thinks I do
What the other half of society think I do
What funding institutions think I do
What I think I do
What I really do

The End
Environmental Activism
Rey Ty

Arne Naess
- “Earth does not belong to humans.” (1973)

1973
- Arne Naess: Current levels of industrialization & use of Earth’s resources lead to environmental disaster.

1970s
- Environmentalism became a political force.

1970s
- Rise of the green movement

Arne Naess (1973)
- Humanity forms 1 part of a fragile ecosystem.
- Human action causes irreparable damage to the ecosystem.

Shallow Ecology: current econ & social structures can be adapted to solve environmental problems.

Deep Ecology: profound social & political change is needed to avoid an environmental crisis.

**Dialectics of Nature and Society: Problems and Solutions**
Rey Ty

---

**Outline**

I. Problems
II. Solutions

---

**Given:**
Humans are part of nature.

---

**Problem:**
Exploitation of the natural world: taking land, natural materials, & energy sources, without paying the cost of producing waste & absorbing the waste.

---

**Problem:**
There are limits to non-renewable fossil fuel.

---

Problem:
Nuclear accident comes from nuclear plants for both peaceful & non-peaceful uses.

Problem:
One nuclear accident will destroy nature forever.

Problem:
Profit at the expense of nature.

Problem:
Profit at the expense of animals.

Problem:
Profit at the expense of people.

Problem:
Destruction of nature affects indigenous & minority communities.
Greed

Problem:
Corporate greed & profit vs. people & nature.

Problem:
Economic model is fundamentally flawed.

Problem:
Nature & the economy are directly related.

Problem:
Stock market is not productive but speculative gambling.

Solutions

Talk is not enough. We have to act.

Solution

Solution

Solution
In poor countries, working to protect nature & working for economic justice go together.

Solution
Eco-Femism
Solution
Unite with women to reject exploitative patriarchy & economic system which abuse nature & women.

Solution
Convert to alternative sustainable energy.
Geothermal, solar & wind

Solution
Work with nature lovers & small peasants to preserve forest & farm lands.

Solution
From nuclear to solar & wind.

Solution
Unite with consumer, alternative energy, anti-nuclear, anti-war & peace movements.

“Political struggles of women, peasants & tribals based on ecology in countries like India are far more acute & urgent since they are rooted in immediate threat to the options for survival for the vast majority of the people, posed by resource intensive & resource wasteful economic growth for the benefit of a minority.”
Solution
No to biological, chemical & nuclear weapons.

Solution
Create jobs that use sustainable energy.

Solution
Create & provide jobs that respect nature: clean air, clean water, small shops, recycle, mass transit, reclaim old industrial sites, integrated small communities.

Solution
Unite with consumers, workers & labor unions for clean air & no pollution.

Solution
Unite with peasants & consumers against toxic pesticides, herbicides & GMOs.

Solution
Unite with the poor & consumers to fight against toxic waste dump.
Solution

Unite with indigenous peoples against encroachments on ancestral lands.

© 2013 Rey Ty

Solution

Unite with health care professionals & consumers to oppose harmful effects of pollutants & hazardous chemicals in our air, food & drinks

© 2013 Rey Ty

Solution

The current economic model does not work. Rethink & create a society that promotes ecological & economic sustainability.

© 2013 Dr. Rey Ty

Northern Illinois University

Promote organic, anti-monoculture agriculture

Nature & people first before profit.

Work for both ecological & economic justice.

Dialectics of Nature & Society: Problems and Solutions

© 2013 Dr. Rey Ty

Northern Illinois University
International Environmental Law

Dr. Rey Ty
Northern Illinois University

International Environmental Law

The United Nations Environment Program (UNEP) administers many of the treaties. Others by treaty secretariats, UNESCO, etc.

Convention on Wetlands of International Importance Especially as Waterfowl Habitat (1971)

Promoted by UNESCO

Convention Concerning the Protection of the World Cultural & Natural Heritage (1972). Promoted by UNESCO.


Bonn Convention on the Conservation of Migratory Species of Wild Animals (1979)

International Convention to Combat Desertification in Those Countries Experiencing Serious Drought and/or Desertification, Particularly in Africa (1994)

Agreement on the Conservation in the Black Sea, Mediterranean Sea & Contiguous Atlantic Area (1996)


Stockholm Convention on Persistent Organic Pollutants (2001) aims to reduce & eliminate releases of highly toxic pesticides & industrial chemicals such as DDT, PCBs & dioxin, that are highly mobile & accumulate in the food chain.

Kyiv Protocol on Strategic Environmental Assessment (2003) requires states to evaluate the environmental consequences of their plans & programs.

Ukrainian Presidential Candidate Viktor Yushchenko poisoned with dioxin.
Kyiv Protocol on Strategic Environmental Assessment (2003) requires states to evaluate the environmental consequences of their plans & programs.

Industry

UNEP Regional Seas Programme helps more than 140 participating countries in 13 regions counteract the accelerating degradation of the world’s oceans & coastal areas through the sustainable management & use of marine & coastal environment. UN partners include UNDP, FAO, UNESCO’s International Oceanographic Commission IMO, & IAEA.
CHAPTER 7: ACTIVISM AND PLANNING FOR CONCRETE ACTION FOR SOCIAL CHANGE

Grassroots Organizing & Coalition Building: Roots & Shoots Model for Engaging Youth
Garth Katner

Personal Vision and Mission for Five Years

Procedure: Fill out this form. Upon completion, share with a partner. Time permitting, volunteers will share their vision and mission during the plenary session.

Name: ______________________________________________________________________

Vision: _____________________________________________________________________

Mission: _____________________________________________________________________

<table>
<thead>
<tr>
<th>Period</th>
<th>Personal</th>
<th>Academic</th>
<th>Professional</th>
<th>Volunteer Work</th>
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Integrative Workshop: Analysis and Synthesis
Nature and Society in the U.S.A. and Philippines Compared & Contrasted
Rey Ty

Objectives:
1. To reflect on the ecological problems in the U.S.
2. To reflect on the ecological problems in the Philippines
3. To compare and contrast the ecological situation in the U.S. and in the Philippines

Resources: Activity sheet, marker pens

Procedure:
1. Critical reflection.
2. Form into groups and brainstorm to arrive at your answers.
   a. What are the main ecological issues in the U.S.A.?
   b. What are the main ecological issues in the Philippines?
3. Write key words only. Feel free to draw on separate sheets of paper.
4. Post your answers on the wall.
5. Go back to the plenum to present.
6. Debrief.

<table>
<thead>
<tr>
<th>Analogy between the U.S. and the Philippines</th>
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<tbody>
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<td>Issues in the U.S.</td>
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Capacity-Building Workshop: Planning Your Environmental Projects—A Step-by-Step Approach

Rey Ty

**SWOT**

- **Internal Strength**
- **Internal Weakness**
- **External Opportunities**
- **External Threats**

**Vision**

- **Dream community**

**Mission**

- **Reason for the existence of your organization**

**Goals**

- **Long-term plans**

**Objectives**

- **How do you make your dream community come true**

**Outputs**

- **By the end of the project, what concrete materials will you have produced?**
Outcomes

• By the end of the project, what qualitative changes will have occurred?

Strategies

1. A plan of action or policy designed to achieve a major or overall aim.
2. Planning & directing overall operations.

Project Plan
The Meso-View

Material Resources

1. Purchase
2. Donations
3. Rent
4. Make Them!

Resources

Human Resources

1. Organizations: school, community, professional, commercial, government
2. Volunteers: like-minded people, friends, organizations

Financial

Material
Budget

Timetable

Gantt Chart

Action Plan

1. Preparatory Pre-Program Stage

<table>
<thead>
<tr>
<th>Actions (What to do?)</th>
<th>People Involved (With whom to work?)</th>
<th>Resources (What funding/materials?)</th>
<th>Timeline (When to finish?)</th>
<th>Evaluation (How to measure success?)</th>
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Action Plan

2. Actual Program Implementation Stage

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<th>Actions (What to do?)</th>
<th>People Involved (With whom to work?)</th>
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Organize your project plan into specific action plans.

Banner (Project Name)
• Co-Sponsors:
  – U.S. Department of State
  – Northern Illinois University International Training Office
  – AFS
  – Your Organization/s
  – Community Organization/s

• Place
• Date
## Actual Day of Project Implementation

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Persons in Charge</th>
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<tbody>
<tr>
<td>8:30 AM</td>
<td>Opening Remark &amp; Orientation</td>
<td>Mr. Abdulfatah</td>
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<td>9:15-11:00 AM</td>
<td>Start of Clean-Up</td>
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<tr>
<td>Noon</td>
<td>Lunch</td>
<td>Nur., Fatimah, Yahya, Yusuf</td>
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<td>1 – 2:00 PM</td>
<td>Back to the Clean-Up</td>
<td>Akimah</td>
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<td>2:00 – 2:30 PM</td>
<td>Tree Planting</td>
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<td>2:30 PM</td>
<td>Snacks</td>
<td>Christian, Farah, Abdel</td>
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<td>3 PM</td>
<td>Closing Remarks</td>
<td>Mrs. Benzhhir</td>
</tr>
</tbody>
</table>

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## Action Plan

### 3. Post-Program Stage

<table>
<thead>
<tr>
<th>Actions (What to do?)</th>
<th>People Involved (With whom to work?)</th>
<th>Resources (What funding/materials?)</th>
<th>Timeline (When to finish?)</th>
<th>Evaluation (How to measure success?)</th>
</tr>
</thead>
<tbody>
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</table>

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## Evaluation Plan

1. Satisfaction
2. Learning: Knowledge
3. Learning: Skills
4. Learning: Attitudes
5. Post-Program Performance or Behavior
6. Post-Program Results
7. Community Participation
8. Collaboration with Other Groups
9. Community Empowerment

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## References


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## Capacity-Building Workshop

Planning Your Projects

A Step-by-Step Approach

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---

Sample Formats for Project Plans
Rey Ty

What: One-Day Inter-Ethnic Workshop for Youth in Barangay Mecca
Why: To transform the attitudes of the youth in a community of 250 families that adopt inter-ethnic understanding and mutual respect
When: August 18, 2013
Where: Sta. Cruz Island
How: Active Listening, Dialogue, Active Problem Solving
Who: Dayang Nur Sulaiman’s Personal Action Plan

Timetable in Gantt chart
Preparation Starts in June 15, 2013

<table>
<thead>
<tr>
<th>Tasks</th>
<th>STAGES IN WEEKS</th>
<th>1</th>
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</table>

## Sample Action Plan

**Name**: Abdullah Khan  
**Date**: June 21, 2013

### Goals: To improve inter-ethnic relations by inviting participants and organizers of the “Majority-Minority Relations Program” to do community service in a Lumad Village in Bukidnon from December 20 to 22, 2013

<table>
<thead>
<tr>
<th>Actions (What to do?)</th>
<th>People Involved (Who to work with?)</th>
<th>Resources (What funding/materials?)</th>
<th>Timeline (When to finish?)</th>
<th>Evaluation (How to measure success?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To <strong>invite 25 volunteer community workers</strong> who will go to a Lumad village to plant abaca.</td>
<td>Invite a group of 5 interfaith &amp; intergenerational persons to compose the Core Group</td>
<td>Meeting time and place</td>
<td>June 28, 2013</td>
<td>Recruitment and participation of 50 volunteer community workers</td>
</tr>
<tr>
<td>2. To <strong>arrange for transportation</strong></td>
<td>1 volunteer</td>
<td>Pin down preferred time and schedule of departure &amp; return trips</td>
<td>July 2, 2013</td>
<td>Successful bus transfer</td>
</tr>
<tr>
<td>3. To <strong>secure funds for the travel and supplies needed for the community service</strong></td>
<td>Invite 2 seasoned fund raisers to secure additional donations in cash and in kind</td>
<td>Budget proposal</td>
<td>July 3, 2013</td>
<td>2 volunteer fund raisers; Meeting budgetary needs</td>
</tr>
<tr>
<td>4. To <strong>contact Council of Elders and Indigenous People’s Organizations prior to the trip</strong></td>
<td>Organize a Negotiating Panel composed of prominent community personalities to talk with representatives of the indigenous peoples regarding the trip</td>
<td>Contact list of prominent community personalities; Contact list of indigenous people's organizations and their officers; Contact list of Council of Elders</td>
<td>July 4, 2013</td>
<td>Contact and successful negotiation to do volunteer service in indigenous people's communities</td>
</tr>
<tr>
<td>5. To <strong>get permit from the authorities to travel.</strong></td>
<td>Organize a paralegal team to get permit to travel to troubled areas</td>
<td>Supporting letter from local authorities, Certification, file copies</td>
<td>July 5, 2013</td>
<td>Obtaining the permit to travel</td>
</tr>
<tr>
<td>6. To <strong>conduct the actual field service work (including paralegal &amp; medical mission)</strong></td>
<td>25 volunteers to plant mangroves (plus a paramedical team, a paralegal team, and a fact-finding team; invite medical doctors &amp; lawyers)</td>
<td>Mangrove planting; first aid and medical supplies, affidavits, human rights fact sheets, food an clothes</td>
<td>August 15, 2013</td>
<td>Number of people served in the medical mission, paralegal mission and human rights mission</td>
</tr>
<tr>
<td>7. To <strong>evaluate the conduct of the community service program</strong></td>
<td>Invite all participants to come for a personal and social impact evaluation</td>
<td>Meeting place, time, date</td>
<td>September 5, 2013</td>
<td>Attendance &amp; participation of all volunteers during the evaluation meeting</td>
</tr>
</tbody>
</table>
Sample Post-Implementation Photo Essay

3Rs Livelihood Project
Pancho, Cindy

<table>
<thead>
<tr>
<th>Batch</th>
<th>Philippine Youth Leadership Program 2012 batch 9</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Gender</td>
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<tr>
<td>Religion</td>
<td>Islam</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Maranao</td>
</tr>
<tr>
<td>City, Province, Region, Island</td>
<td>Marawi City, Lanao del Sur, ARMM, Mindanao</td>
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<tr>
<td>Project Title</td>
<td>3R’s Livelihood Project</td>
</tr>
<tr>
<td>Dates of Project Implementation</td>
<td>July 13, 2012</td>
</tr>
</tbody>
</table>

Marawi is a place inhabited by people from different races and religions. I have observed in the community that mostly men are working for the family’s livelihood, leaving the mothers inside the house for household chores and take good care of their children. Sometimes, the income is not enough to sustain the families’ needs. Therefore, I thought of a project that may improve their living condition in terms of financial and it is sustainable. They can also do it during their free time.

It is a livelihood program focusing on women at home. Aside from earning income, it is also environmental friendly since the materials used were recyclable. During the meeting of the volunteers, we have decided to include the youths in the program with the objective of sharing with them the value of cleanliness. The program started in the morning for the youths and the afternoon session for the parents. This wouldn’t be put into action if not with the help of the volunteers, officials, and supportive parents. The funds were raised with the use of solicitation given to the officials. It was a whole day program conducted on July 13, 2012. On the day of the program, we have gathered children with the permission of their parents to allow them to participate. A total of 30 youths were gathered. Some of the volunteers taught them about cleanliness in Islam, brotherhood as well as unity. Activities included playing games, gifts and snacks were also given to them. After the praying time, the women gathered for the livelihood program. We made baskets out of newspapers and bracelets with the used of magazine. There were 15 women who participated. We divided our group into two where the first one made the baskets and the other one is the bracelets.

“Adun dun a kapakay tanu pamambalan sa walay.” A woman commented saying they have now something to do at home. One of them even say that she was not able to go to school and she has difficulties to cope up with the others. But then, it helped her that throughout the program she managed to finished two bracelets.

Some of them even suggested that they can use these baskets to put on their vegetables at home and the bracelet as a gift. They found it enjoyable to interact with the youths like us. It was fulfilling in my part to extend my hand to my fellow people.

| Before the program, it started with a prayer led by Mr. Amelkhan Yusoph | Exercises and Dancing Lesson for the children aging 5-13 years old |

<table>
<thead>
<tr>
<th>Teaching about cleanliness of the body for health purpose</th>
<th>Gifts giving to the children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handicraft making, Bracelet in the afternoon</td>
<td>First group (Bracelet Making)</td>
</tr>
<tr>
<td></td>
<td>Second Group (Basket Making)</td>
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CHAPTER 8: PARTING WORDS AND CLOSING ACTIVITIES

Solemn Pledge
Rey Ty

**Session Objective:** At the end of the session, the participants will be able to confirm with a partner, selected on the basis of proximity to one’s residence, by signing a Commitment Form, which upon completion of the course, both of them will remind each other to continue their work that promotes or protects nature.

**Materials:**
Commitment Buddy Form

**Procedure:**
1. This is a terminal activity in which the facilitator asks participants to find a commitment buddy of their choice, based upon their place of residence.
2. Partners take turns in discussing what each one will do for oneself to promote or protect the environment.
3. Partners take turns in discussing what each one will do for a selected community to promote such values. The participants will jot down their thoughts on the commitment form.
4. Each participant signs the commitment form and writes down the name of their commitment buddy as well as their contact information.
Objective: To apply what you have learned to solve a real-world environmental problem in a selected community.

Procedures:
1. Work with a partner from another ethnic and religious background.
2. Reflect on the real-world environmental problems in your community.
3. Think of what you can do to make a difference. Remember: Think big but take small steps.
4. Write down your answers.
5. Exchange notes with your partner.
6. Regularly communicate with your partner to check on the problems encountered, the progress made, and what you can do to support each other.

<table>
<thead>
<tr>
<th>Person A: My Work Statement Follow-Up Form</th>
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</thead>
<tbody>
<tr>
<td>1. My Situation 1</td>
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<table>
<thead>
<tr>
<th>Person B: Your Work Statement Follow-Up Form</th>
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<tbody>
<tr>
<td>1. Your Situation 1</td>
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<tr>
<td>2. Your Situation 2</td>
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<tr>
<td>3. Your Situation 3</td>
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</tbody>
</table>

My Name _______________________________ Your Name _______________________________

My Phone ________________________________ Your Phone ________________________________

My Email ________________________________ Your Email ________________________________

Great Job!
Rey Ty

Thanks to
