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Transcription of Experiential programs for educators: a case study on coastal policy communication in Cebu, Philippines, 2/13/2013

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BEGIN TRANSCRIPTION

[00:02 - 00:02] Speaker 1: Yeah [unintelligible].

[00:03 - 01:56] David Knight: Thank you. Well, I'm really excited to be here. And I'm very excited to be able to talk with you guys about how more purposefully kind of involving teachers in in coastal management practices through experiential learning opportunities can be something that, can really be an effective way for, kind of realizing coastal policy communication goals. So, as you all are probably very much aware, you know, maybe some of you are saying to yourselves, you know, David is not, he's not Filipino [laughs]. Comes, comes, yeah. I'm sure it's not a surprise if that's the case. So I have to talk a little bit about how I actually came to be connected with the Philippines and with this project. And so, I guess, firstly, experiential learning in general. I'm sure that most of us in here, if we were to think back over the course of our lives, we could probably think of some very specific moments or examples in our life when we had a chance to learn in some kind of experiential fashion. You know, and if I were to just kind of throw the word phrase field trip right out to the crowd, most of, you know, yeah. So I guess that kind of could count as maybe some kind of experiential learning activity. So experiential learning has really kind of two components, at least the way I see it. So learning theorists, Piaget and Vygotsky, talk about this element that relates to kind of learning that occurs through social interaction. And that's a really important component of experiential learning, I think. And then, other kind of psychologists learning theorists, Kolb and Dewey and others have talked about this really kind of hands on, you know, learning by doing, interaction with material.

[01:56 - 03:42] David Knight: So this more experiential aspect of learning. And so both of those pieces, the social interaction, also just a hands on experience aspect, go into this experiential learning concept. So, how did I kind of get interested in this topic? Well, as Robyn [phonetic] mentioned, I taught for ten years, fifth and sixth grade. And as a teacher, I had several opportunities to really see how experiential learning opportunities impacted my own classroom instruction. So I had a really awesome class down at the Colorado School of Mines, where I got to travel across the state of Colorado and go, you know, 3000 ft down into a molybdenum mine and near Winter Park, you know, and see them mining molybdenum and the process of that, which was really, really cool. And another class that I had the chance to participate in was through the University of Colorado, Denver. We got to go with a group of teachers to South Central Wyoming and participate in this really incredible dinosaur excavation. And so dinosaur bone excavation project for a week. And so, we were able to, I was working on a, you know, unearthing a diplodocus scapula for a week and learning about Earth science and geology, kind of in the process. And so bringing those experiences into my classroom, it's something I've developed this passion for it. With respect to coastal governance, I grew up in Hyannis, Massachusetts, Hawaii and California. And for me, through those childhood experiences, being near the ocean, right, and then also through traveling in general, definitely developed a strong interest in just coastal issues, coastal environments. Eventually, volunteering at the Downtown Aquarium in Denver, coastal conservation and management.

[03:43 - 05:42] David Knight: Excuse me. So those are definitely things that I'm passionate about. It was about a year ago then that I met up with Irene, who's sitting right here in front of us today. And we begun to talk about some of our personal experiences and interests. And I started discussing what kind of project might I apply for, for this CCC fellowship, because I was interested in applying for the, the project, and I had, you know, some interests. And talking with Irene, she was sharing kind of her background as a, a member of the first CCC cohort several years ago. She was able to do her master's research in the Philippines and, was talking with me about how government representatives in the Philippines have actually been able to participate in experiential learning programs to help them learn about coastal management issues in general. And so she was discussing, you know, the, the government representatives are already kind of doing these what are called [unintelligible] or travel learning kind of field trips to learn about coastal issues. Why can't we bring educators and teachers into these experiential learning kinds of activities as well and try to build on current coastal management practices? So anyways, we had these conversations going, and I applied and ended up getting into the fellowship. And it was, it's been really amazing to see how things have progressed and kind of continued over the last year or so. My project, one thing that's really unique about it is that it's not about or it wasn't really about, it wasn't a dissertation project. This wasn't going to be supporting my dissertation, dissertation research, necessarily. It

wasn't about collecting data. It was really about this ideal of the CCC to support and enable collaborative action conservation on the ground. And it was all about, yeah, it was just more than data collection.

[05:42 - 07:19] David Knight: Even though there was some qualitative data that, that I was able to kind of collect along the way. So, so that's kind of the background on, on everything here. Let me see if this actually. Yes it does. It puts, all right. I'm so used to doing the old school, you know, in front of the classroom or [unintelligible], you know. Anyway, all right. So the Philippines, this is where I was able to spend ten weeks this last summer of 2012, so May to July. Just quick background on the Philippines. Geographically split up into three different regions. You have, I have a pointer here, don't I? This is great. All right. [laughs] So we have Luzon in the north here, the Visayas region centrally, Mindanao in the south. I was basically on the island of Cebu here in the Visayan region, where the primary dialect is Cebuano or Visayan. There are over 100 different dialects throughout the Philippines. The two kind of national languages really are, at least the ones that are required to be taught in schools are Filipino or Tagalog and, and then English as well, which made it nice for me because I didn't really, I didn't need a translator while I was there. Most people did speak English, few kind of struggled with it. So in terms of geography as well, just, you know, over 7000 islands, which fluctuates because only 6% of these actually have an area of more than one square mile. Which means, you know, with rising or shrinking tides, certain islands either are submerged or, you know, rise back up, right?

[07:20 - 09:29] David Knight: Which is interesting. Politically, the government is broken down into national, provincial, municipal and village or barangay levels. So there is Cebu, Municipality of Santander there. So this is where I was actually located. So the capital of the province of Cebu is Cebu City, where in 1521, anybody in here heard of Ferdinand Magellan? Okay, right. First circumnavigation of the globe, except Ferdinand Magellan himself never actually made it around the full way. He actually landed in Cebu City in 1521, and there he was killed. So he didn't make it, but [laughs] this is the famous spot where his, his, you know, legacy kind of came to it anyway. So I was three hours South in Santander here. And Santander is made up of ten different barangays or villages. And I was staying kind of in this area. And, look, these three green areas represent three marine protected areas that, yes, are at least zoned as protected areas, marine protected areas, or marine sanctuaries, as they're called in the Philippines, at least on paper. The only one that currently exists is this one here as a marine sanctuary off the coast of Pasco. This one here, the municipal government representatives told me was actually or has been in the process of kind of being established in recent years, but, they kept telling me, we're going to wait to establish this one until after the elections of 2013. Kind of alluding to the potential conflicts, right, that can arise between,

you know, policy makers and resource users. So, so this one, I think is kind of currently under, you know, discussions. I never heard anything about this one, so I have no idea what this is there for, you know, but anyway, maybe it's in the works. So in general, kind of the bigger issue here, uh, really relates to the declines in the health of, of coral reefs and related fisheries around the world, right?

[09:29 - 11:21] David Knight: And how these declines in health actually affect or impact, you know, biodiversity levels and food security and livelihoods for coastal communities. And so in the Philippines, this is especially relevant because the Philippines is situated in what is considered the world's most marine diverse area, the Indo-Malay Philippines archipelago. And it's been actually, there was a study in the late 90s that suggested that the 27,000km² of the Philippines coral reef system generate approximately \$1.35 billion in ecosystem services for, for the Philippines. And since then, of course, it's been suggested, quite often, that by improving coastal management practices that, that number could be increased. I'm not sure what the number is now, you know, more recently. But anyway, so they're talking about coastal management. And so along those lines in the Philippines, basically two coastal management approaches have been used. Coastal resource management is one and ecosystem based management. And what this looks like in the Philippines is kind of at the, there's a real emphasis on the municipal government kind of institutions, and try and focus, trying to focus on community based approaches to manage the coastal areas and resources through the municipal level governments. And so as you can probably imagine, a lot of these municipal government representatives have very little, kind of knowledge of how coastal areas should be managed, right? In terms of creating a marine protected area, or policies, or specific regulations, how to engage communities, things like that.

[11:21 - 13:21] David Knight: And so two NGOs have been pretty, you know involved throughout the Philippines. One is the World Wildlife Fund in the Philippines, which I did have a chance to connect with briefly. And then also the Coastal Conservation and Education Foundation, which is the NGO that I was kind of connected to while I was there. And the CCEF is based in, in Cebu. And so they had done quite a bit of work in, in Santander. Really more before I had actually arrived, and over the last ten years they've been kind of in that area. By the time or during my time there, they had actually kind of begun to focus on neighboring municipalities. So there actually was no kind of NGO, really NGO support there for me while I was there, which made things, you know, it was kind of interesting, but the kind of remote support, I guess you could say. So in terms of coastal management, basically the municipal governments are required to make these Integrated Coastal Resource Management Plans that kind of take not just the coastal areas into account, but agricultural lands and forests, terrestrial, you know, resources as well. And as a part of these plans, it's actually required by

national law in the Philippines for the municipal governments to try to conduct what are called Information, Education, Communication campaigns. And basically you kind of get the idea just from the name, right? What is that actually referring to? Well, it's kind of just outreach, right? It's kind of purposeful programming that the government should be providing as actually required by law to provide for resource users in communities to try to communicate with them about, well, whatever the policies are related to right? The coastal management that they're coming up with. But this is where kind of my project, it turned out it was really feeling an incredible need. And that, yes, Doug [phonetic]. Question?

[13:22 - 13:35] Doug: Is there a specific, [unintelligible] of these areas, so is there something that you're going to get into when [unintelligible]? You know it just like municipalities are there by the waterfront and [unintelligible] holds the water. How's that going?

[13:36 - 13:44] David Knight: They're basically like public lands, almost. I mean, it's kind of below, they're called municipal waters, and they go from the coast to, I think 15km out.

[13:45 - 13:54] Irene: Unless there's a neighboring island. But yeah, all the local governments have their own designated municipal water. So it was a property land. There's a very clear property land [unintelligible].

[13:56 - 13:59] Doug: It's not like one person homes, and it's like here we have this person in this corner [unintelligible].

[14:03 - 14:04] Irene: Well, what is the municipality [unintelligible]

[14:04 - 14:07] Doug: Okay.

[14:07 - 14:09] Irene: Yeah. In terms of the word [unintelligible].

[14:09 - 14:10] David Knight: Yeah.

[14:10 - 14:11] Irene: I'm sorry [unintelligible].

[14:11 - 14:24] David Knight: Yeah. I mean, you could call it national waters, right? Up to, what is it? 200 nautical miles off the coast. But in terms of each municipality's governance of those waters, it's 15km off the coast. Does that make sense?

[14:24 - 14:24] Doug: Yeah.

[14:25 - 17:04] David Knight: And so basically, what my project was proposing was bringing together educators and the resource managers, which were the fish wardens and then also the policy makers through the, into kind of these experiential learning, kind of field trip type activities, to help promote coastal management practices and policy communication. And so, the project stages and collaborators. Basically three stages of the project. Just kind of an entry planning stage, experiential learning trips and evaluation. The collaborators included, like, I was just kind of mentioning, just the fish warden team, local government, elementary educators and the CCEF. So I'm going to put these photos up here, and I just would like you to kind of, any observations that you guys want to make about these photos or anything you see that kind of pops out to you. I actually was just talking to, to these two. This guy via Facebook before I, before the presentation here. He said, don't mention our names, it's top secret, it's pretty funny [laughs]. It's on the CCF Facebook page, link to this presentation. He's like, okay. So yeah, yeah, that's good. What, do you guys notice anything there? Let me just, uh, point your attention to a special gift that Irene got for the head fish warden. It was a T-shirt. Anybody sees T-shirt over here? What does it say? [laughs] I wish I could claim that, that was such a great gift, Irene. So it turned out Irene was actually able to be in the Philippines for the first week of my, my kind of stay in Santander. She was visiting family there, and, and she was able to introduce me to a lot of people that she had worked with several years ago, which was absolutely incredible and tremendous, for me to kind of get me started on things. So that's when she gave, you know, Nonong [phonetic] here, the shirt. This was me just giving him and his fish awarding team of ten individuals a map. Because their old one was, you know, something you might see in, like, The Goonies, you know, some old school, you know, holes everywhere and just, like, can't even read anything on it, and, you know, anyway. So the fish warden team two, two outcomes from these initial meetings. One was I got to know who these guys are and, and just learn about what they do. And, and two, basically was able to kind of talk to them about whether or not they were interested in working with teachers and government representatives to do these experiential learning activities.

[17:04 - 18:21] David Knight: All of the fish wardens were, they were all on board, very, very excited. And Nonong more so, the head fish warden, who was just a tremendous person. In terms of what these guys do, they collect users fees from divers and snorkelers, international tourists that come in. They might lay, you know, I was able to do this activity or this kind of laying of new buoy for a neighboring marine sanctuary, which was quite an experience to see that. And then they actually every so often, several times a week, they do these nightly patrols of the coastal water, of the municipal waters to look for and try to apprehend the illegal fishing operations, right? So commercial fishers are not allowed to come into that 15km. They have to stay and fish beyond, you know, outside of municipal waters. And so what the fish warden team will do is kind of patrol the waters and try and hunt down these guys that are fishing illegally. And I actually had a chance with Irene

during that first week to, to go on one of those patrols with them. And I fell asleep after, like, you know, a couple hours and boat was rocking and, you know, it was all night right out of the sea and kind of looking for these boats. We didn't find one, because it's like, you know, I mean, it's 15 km, right?

[18:21 - 20:08] David Knight: And anyway, so quite an experience. One thing about the head fish warden, he is, I wasn't the first researcher to stay in his house, right? I stayed with him and his wife and his son. He's had numerous others stay with him. And so he's become quite well known internationally, at least in academic circles, right? And also even nationally as a real man of integrity, because he's, one thing you don't see in these pictures is him being bribed all the time by these commercial fishers, people trying to give him money to turn, you know, turn his head away. And what he said several times and retelling these stories, he, he talks about how he's offered these bribes, and he tells the people, he says, no way. [with Filipino accent] Says, I know I am poor, but I have my family and I have my home. No way. And he tells, you know, it's basically he's, it's incredible to see that in an area where there is so much corruption. So, meetings with the local government representatives Basically two outcomes from these meetings. Yeah, I know, and the [unintelligible] [♪] One of these things is not like the other [♪] [laughs]. I know, I've showed some of these photos to my friends, and that's the song that I always get, [sings] anyway. All right, so I'm sitting here with actually the Mayor of Santander. She asked me to sit at the head of her table. This was a special government kind of event. And, and then she offered me this drink with the, you know, the straw and everything. So, I just felt so warmly welcomed by, by everyone in this, this municipality. The two, the outcomes were from these meetings that I learned about the coastal management plan of Santander.

[20:08 - 21:43] David Knight: And I was able to at least get the the real commitment and support of two government representatives, which were these two individuals here. And they were both tremendous and very, very supportive. A third person kind of came on board partially, but not quite as much as these two throughout the project. I'm going to just put it up here. I really had to hesitate to put this photo up here, right? [laughs] Because, [unintelligible] you're supposed to be a researcher, you know, demure and kind of, you know, humble and kind of, oh, man. And, and that was kind of my initial approach. But as soon as you started meeting these guys, it's like, what can I do? I couldn't do anything else, like they just drew it out of me. [laughs] So basically what my initial plan was, in this project was to, I was, I was thinking it would be good to do kind of this grassroots focus on one elementary school or middle school in the Philippines. And you know, maybe science teachers, right, in this middle school and, you know, bring a group of, a core group of five teachers together, and we build up from there. And that was a great idea, you know, for a little while until I,

with Irene actually, we walked into this one elementary school that we felt would be a good place to try and gauge interest. And it's just so happened that this was the Friday before school was going to start in the Philippines. Which I was thinking before the project, hey, it's summer break. The teachers will be off, we'll have free time, to write all this stuff.

[21:44 - 23:27] David Knight: But no, this was the Friday before school was to begin, and the principal that we wanted to meet with, right here, she had invited the, all the principals from all the other elementary schools in the district to her school for a beginning of the year school, you know, meeting. So basically with, with Irene's help kind of described to them what this idea is. Hey, would you be interested in collaborating with fish wardens here in Santander and government representatives to learn more about coastal management? And they were all just really, really excited and it was really neat to see. So what they did was they invited me, I think a few days later basically. here was kind of a [unintelligible]. All 70 teachers in the municipality, all the elementary school teachers were brought together, and I was invited to kind of share and talk about, you know, this program, this idea. And we were able to actually, I had two teachers get, you know, kind of onto the computer, try to make it as collaborative as possible with 70 educators in the room. And, and we kind of planned out two field trips, and the activities that those field trips would entail. And, and basically what we decided was that the focus of those trips would be on coastal management in general, relationship building. And the biggest thing for these teachers was what they called [unintelligible], which means fun, fun [laughs]. So, like, she kept interrupting me and said, [unintelligible], you know, anyway. And so two Saturdays, two field trips, a lot of activities. So the field trips entailed some really neat things.

[23:27 - 25:29] David Knight: The first trip basically involved swimming and snorkeling lessons in a pool first, because a lot of these teachers actually, yeah, living near the ocean, some of them didn't know how to swim. Most of them had never snorkeled before. So just giving them a chance to use these snorkels and masks, which CCC funds, covered and paid for, which is really cool. And so, yes, snorkel lessons, presentation by fish wardens. This was kind of just an incredible opportunity having the patrol, the fish warden team's patrol boat where the teachers were able to get this, this patrol boat ride through the, through the marine sanctuary and kind of have this kind of on site experience learning about it. And then a workshop, right shop where the teachers and fish wardens were kind of talking about how could experiential learning activities support our education and helping students learn more about our coastal resources? And so that was kind of at the marine sanctuary there. The second trip basically started off with mangrove planting, and then we ended up taking two vans to a neighboring municipality to, to actually kind of interact with their fish wardens and a volunteer organization there. So, and learn about actually kind of how they're using their marine sanctuary for

livelihoods, kind of income and things like that. There was the, uh, glass bottom boat tour that some teachers decided to go on. And then other teachers actually had this opportunity to, to snorkel in the, the marine sanctuary of this neighboring municipality. There was one of these, the guy teachers. There were only three males who participated in the, in the elementary school. And one of the males right here, fourth grade teacher, he had actually been kind of quasi fisherman growing up, you know, and before teaching or, I don't know, even currently.

[25:29 - 27:10] David Knight: And he had actually been caught twice fishing in the, illegally in the marine sanctuary of Santander by the head fisherman, which was hilarious, right? [laughs] Because, you know, wasn't just once like, hey, you know, it was another time. He got caught twice doing it, which was really cool. And to see him be a part of this discussions and interacting with the fish warden team. And just what really surprised him was, was just, he hadn't really, he hadn't snorkeled or really dived in the, the, the marine sanctuaries before. He just kind of fished, right, and that kind of thing. So for him, but he had dived in other places where there was no kind of protected area, no take zone or anything. And so for him to actually be in the marine sanctuary and to see the difference in kind of the the quantity of life and the biodiversity there and the coral and. Hear that fish is not afraid of me, it's just coming right up to me and just kind of just saw things in an entirely different light, which was really, really interesting to talk to him about. Anyway, so it was a slightly smaller group, but in the end, over 30 elementary school teachers and principals participated. Ten fish wardens three government representatives, all the activities like I've mentioned. Lunch was also provided on, on both those trips. And then there were workshops and presentation. All of these things covered by CCC fund, which I thought was, was really neat. So workshop topics included just learning about our municipalities coastal management plan. And what's interesting is that most of the government representatives don't really even know about this thing, right? Maybe 1 or 2 people are working on it, they kind of put it together.

[27:10 - 28:57] David Knight: So the fact that the teachers and these, you know, they were kind of certainly more aware after talking about these things. National municipal laws related to coastal areas. They, they learned about the second marine protected area that was supposed to be created after the elections of 2013. Tourism revenues. It was a real surprise to basically everyone that, you know, 30 to 40,000 USD are brought in through scuba diving and snorkelers fees every year from the, you know, primarily Korean or Japanese tourists that are coming through. I saw a few Americans there, a few Europeans, but they were mainly looking for white Filipino wives [laughs]. I kept getting the question of single, are you single? It wasn't, hey, what are you doing? [unintelligible] research here in Filipino? No, they're asking me if I was single because every white guy that's there in the Philippines is looking for a wife [laughs]. Yeah, that was kind of interesting. Anyway, I digress

[laughs]. So fish were, fish warden roles, and just brief discussions about food security and livelihoods. So evaluation, just a few more slides, I know. I'll kind of wrap this up, but evaluation was really neat because I finally was able to convince about 14 government representatives to kind of meet in this final meeting at the municipal hall, including, well, the mayor didn't make that meeting, but the tourism development officer was there. I, I was able to make smores. It was awesome. And, I was able to, maybe that's why the 14 representatives actually made it, right? So it was, the government representatives, two of the educators and two fish wardens that came to these final meetings. We were just kind of discussing and talking about, well, what we were doing with this idea and this concept.

[28:58 - 30:44] David Knight: But in general, kind of the project and, I just want to briefly touch on some of the weaknesses, and some of the strengths, and some of the future implications. Weaknesses overall, or just the fact that, you know, as much as I wanted to kind of do this grassroots group, you know, start small and build up shared vision, shared goals, the way those meetings went down with the principals and everything else, the way things happen. We just didn't time whatever it was, we didn't have shared vision, goals and objectives, so those weren't really delineate. Unbalanced involvement, so like I said, two government representatives were really committed to the same. And with respect to the elementary school teachers, the majority of them were female. And in the Philippines, the lighter your skin, the more beautiful you are. A lot of these female, these elementary school teachers, and I'm just saying, I'm repeating what the principals were telling me. They had spent years applying these skin whitening creams, right? And so for them to actually come and participate in this outdoor snorkeling adventure, it was not a good idea for a lot of those women. They were like, no, I don't want to get out into the sun. I don't want to get any darker. So that was actually something that kept a lot of them from participating, interestingly enough. Post-project unsustainability. Well, the question here is, I think, in what the government kind of representatives were, were expressing in these meetings. What kind of external support is available? I think, you know, for NGOs to be there, potentially a future CCC fellow, who knows. But basically this is, you know, it's kind of a challenge in terms of the sustainability of ongoing programming or experiential learning activities.

[30:44 - 32:32] David Knight: So it's still something to be talked about. Strengths. Certainly the capacity building and just the learning, I think that took place with respect to coastal issues for the teachers in particular. Social capital, huge bonds were created between fish wardens and teachers. The fish wardens, I mean, it was really cool to just see their excitement and their passion for working with students, teachers. We'll lead field trips, we'll talk to you, but we'll be whatever it is, we're here. Um, it was really neat to see that. Even at the provincial level. Sorry. There were some provincial

anti-illegal fishing task force members that would come down and stay with, know Nonong and his family. And these guys, it was just, they were willing and ready too just because of Nonong's reputation to support educators and a program like this in Santander. So a lot of just interesting things kind of starting anyway. Focus on, this was a huge aspect of this, this project. I think, it was that, it was focused on relationship building more than anything, and not data collection. Which, yeah, there was data collected and we but, but really the focus was on this, these, these fun kind of non-threatening environments where people could get together and eat lunch. Which is always important [unintelligible]. One of the elementary school teachers said, you know, we've never been part of these discussions before, which discussions related to what the municipal government is doing with our coastal resources, right? And just how those relate to, anyway, so that was that, was neat. At the very end here, they threw me a desperate [unintelligible] party. And as you can see, everybody dressed up for it except for me [laughs].

[32:32 - 34:20] David Knight: So, oh, man, I was in my well, I guess. Yeah, flip flops are fine there. But anyway. Yeah, it was, it was pretty, pretty neat that they would, do that. I really made some great friendships there. So the general consensus was, yes, experiential learning activities could help some other managed coastal areas more effectively. But I think this is these are some ongoing conversations that need to be had. And I think this is something that could really support, I thought even outside of Santander and other areas, something that could be built upon future programs might include some of these components, you know, still bringing teachers, fish wardens and policymakers together. You know, maybe it's, it's just one day over summer break where these events could take place. Maybe those tourism revenues which Santander actually has more of than other municipalities. So it might be, you know, harder or more challenging for other areas to kind of figure out how to, to fund these kinds of activities. But, you know, in Santander, they certainly have a source. I think could it be a legal mandate, could it be mandated along with that information, education, communication campaign, right? The outreach should it be a mandated by, by law that these kinds of interactions should be had more often? And then this idea of community based curriculum could mean anything? I think this term has already been used in certain areas for, for curriculum that helps students learn about community in general, like the concept of community. But when I've kind of been thinking about this, this community based, I'm thinking of bringing teachers together with policymakers, resource managers, whoever it is.

[34:20 - 35:29] David Knight: Even here in Fort Collins, you know, thinking about how can teachers maybe take one class period per week and talk with their students about issues that are really important for our community and having this community based curriculum designed somehow by, you know, these collaborative interactions. I don't know, it's just a thought that seems like it'd be

really cool to kind of pursue that. And so anyway, Nonong kept saying throughout the project, you know, uh, as I kept hitting my head on his low roofs and, you know. And then he [unintelligible] watch out, you know. He kept telling me this is just the beginning, this has never been done before[saying with a Filipino accent]. And he's referring to these fish wardens being involved in classrooms or education, and teachers being kind of brought into the picture as well. So overall, I mean, yeah, there were a lot of drawbacks and a lot of challenges and things that happen that I didn't expect. But in the end, what I kind of see, I'm going to bring up this really nasty looking thing to kind of close. [laughing] is. I think that's the simple ending of the presentation.

[35:31 - 35:33] Speaker 2: I like [unintelligible].

[35:33 - 37:44] David Knight: [laughs] So no. Irene and I actually after the project, we were able to get together and kind of think through what are some of the aspects of this? And really as I just finished writing a thank you note to, to Ed Warner for funding the CCC projects. One of the things I said in that letter was that this wasn't the, an opportunity of a lifetime, it was more like a lot of opportunities, you know, of a lifetime. Because this is, you know, impacted, I think people in a lot of ways, and it's something that's really, I think going to, to provide a lot of opportunities down the road and, certainly a lot of things to think about. So, so this is potentially one paper that, Irene and I are working on. It's kind of talking about this project, it's more, just kind of a descriptive piece, maybe for, for a conference. And then there's, we're going back to some of Irene's data from 2009 as well. And working with doctor Jerry Vasey [phonetic] in my department to, to kind of think about, you know, how these, basically kind of education programs by, by municipal level governments in the Philippines could impact resource users perceptions of, you know, coastal management practices. And then, of course, last semester I was actually able to go to Kinard Middle School for one of my classes with Doug back here, actually. And talking with Kinard Middle School here in Fort Collins about this outdoor learning lab, you know, that they want to set up for their students there. And basically, based on these experiences, I'm thinking, well, even like the city of Fort Collins all about sustainability and kind of the same sorts of things that Kinard is looking to do. And so even at a local level, I've just started thinking about, you know, how can these kinds of concepts be brought back home and encouraged really anywhere, right? The way I see it. So, I mean, a ton of things coming from all of this. And I'm really excited about it. I just don't know what's, what's next. So, anyway, we'll end with The Late Show, The Late Show and Babboe, which is the best food I've ever had.

[37:45 - 38:12] David Knight: Yeah, it's basically bacon on the outside. The skin is just nice and crisp. And then you got the, the pulled pork inside. It's just different [laughs]. So, so this is at the desk, I can't believe they actually got one of these for me on my goodbye party, but. So anyways,

that's all. Well, you guys, any questions, or comments, or thoughts, suggestions? You know.
[applause].

[38:17 - 38:17] Speaker 1: Please ask away.

[38:19 - 38:20] David Knight: Yeah, ask away.

[38:20 - 38:42] Speaker 3: Yeah, I [unintelligible] in your presentation. You were talking about some of the unsustainable aspects, and I think it's good to do that. My question is you refer to two governmental officials. Do you see that as sort of unexpected, or were you expecting more or how would you [unintelligible]? What's your perspective?

[38:43 - 39:13] David Knight: Actually, that's a great question. I have to say that this was my first kind of experience doing kind of research of any kind. So for me, going into it, a lot of this context and just expectations in general, I was flying by the seat of my pants. I was learning as I went. I think, I don't know how, how things are different in the US, really, but it seems like. Yeah, I really don't know. It's a good question, though. I'm not sure how to respond to it.

[39:13 - 39:13] Speaker 3: Yeah.

[39:14 - 40:11] Irene: Well, those two guys [unintelligible]. They have been involved with the whole [unintelligible] since 2004. Actually no, 2002, and then it took off. So they've been there. And I think that's one of the main issues. Well, this one is about [unintelligible] it's great. The Gulf, the local government is very active. But, um, it's accountability issues where it's just two people. And, you know, one of the results is that you have an equal burden, responsibilities. And that's one of the issues that Nonong, the fish warden deals with. And he's not even officially the chair, but he just does it out of his passion. And he feels like that, it's important for his life and his family. And so I think, you know, that's why everybody is just super drawn to him, and researchers collaborate with him.

[40:13 - 41:02] Speaker 3: So it's kind of a success. I mean, you have two that are long term and it's that level of engagement to make [unintelligible] happen. That's gotta be there. So that's, their, and your, your experience in your project [unintelligible]. Sometimes I feel that we train our graduate students or from a Western perspective, to go out and accomplish 10-15 different goals. And if you meet one goal, that's a success [unintelligible]. Sort of unrealistic expectations on reality that we perceive to, should work here, that may not even work here, but it's going to work over there [laughs]. So I think, I think the lesson I'm getting from yours, there's some great things going on

there and that should be looked at in that context and [unintelligible] goals set up [unintelligible] proposal, it's almost [unintelligible].

[41:07 - 41:07] David Knight: Yeah, it's true. Matt [phonetic].

[41:07 - 41:32] Matt: You were saying since you got there right before school started [unintelligible]. Was there anything that, that came out of, when you were leaving that the teachers or school said we're going to, we're going to try this out? This schools, [unintelligible] little things of either bringing in government representatives to talk to the class or [unintelligible].

[41:35 - 43:05] David Knight: You know, there were a lot of kinds of ideas and things that were thrown about. From the well, for the, from the teachers' perspectives, they were really excited about taking their students to their marine sanctuary and kind of making class field trips down to just see what they saw. And we were kind of standing along the edge and it was kind of a rockier area, so it wasn't really good for going and actually snorkeling or anything. But you could see sharks, you know, or a shark anyway, or the fish from the surface and things like that, and talk about kind of the coastal areas that way. So teachers have talked about that. The government had been talking about bringing in some kind of glass bottom boat concept as well to kind of, you know, compare with the neighboring municipality. In terms of actual instruction and classroom lessons and things like that, units. The science teachers are kind of required to talk about conservation in general already in the public school system, and elementary level. And I think, you know, they kind of build on that after that. But so I think in kind of subtle ways, there was nothing really specifically mentioned. We're going to create a lesson now that ties to that element or that aspect of this policy from the coastal management plan. But those lessons and those ideas of things that they experienced, I'm pretty sure that for those teachers that they would be teaching those lessons, they would. It's something I can't measure or talk about objectively but yeah. Pretty sure that that would happen. So...

[43:06 - 43:22] Speaker 4: I shared that, from my own experience. [unintelligible]. Spend a couple minutes in [unintelligible] hat we did with that a little and how our, a couple of groups that they had of students there and the teachers. And then how might that parallel some of what was [unintelligible]?

[43:27 - 46:03] David Knight: It's a great question. Well, I think in terms of, if I can answer the second question first, just parallels because I think, in general, classrooms oftentimes are cut off from communities. And it kind of is similar to, you know, citizens who are cut off from government. here are all sorts of gaps that we're talking about here. And so, you know, for there to be any kind of programming that would place teachers, you know, and, and students as well. But, but from the teachers perspective, you know, into contact with other, with the outside community, whether it's

businesses or government or whoever it is, you know. And I know there are all sorts of conversations about if you're, you know, I'm in a sociology class now, let's talk about, you know, theories of state, and economy and society. And we're getting into Marxism and, you know. Certain theories that basically suggest that, um, education is an, kind of an apparatus for like ideological domination and things like that. So without kind of even going there, although, you know, it's something to be talked about and considered, you know. Those issues of power and, and who's telling who, what to do and who's making the decisions here and things like that. I think that it could be really beneficial to involve teachers in conversations here at Fort Collins, similar to how they were done here, and Kinard in general. I'm actually there as a course instructor for the School of Education this semester. And kind of not really doing anything with respect to what we did last semester, but working with student teachers, basically. And Kinard is an incredible school. And has anybody been there? You guys heard of Kinard Middle School? Some of you have. But they have a lot of programs in place and things that they're doing. Basically what we were looking to do last semester was through the School of Global Environmental Sustainability, trying to work with two kind of extracurricular programs that they have for their middle school students at Kinard. And it's basically kind of a student-led, kind of a project where they're trying to implement these, create an outdoor learning lab. And so they're looking for funding and trying to apply for, you know, grants and things like that. And so the different aspects. My, my part was trying to show how they were kind of aligning with, you know, local objectives related to sustainability and things like that. So I don't know if that answers everything, but it's kind of the idea.

[46:05 - 46:07] Speaker 4: The interesting thing done here already could be [unintelligible].

[46:09 - 46:10] David Knight: Definitely.

[46:11 - 46:16] Speaker 4: It was unique. In my experience [unintelligible]. These were mainly eighth graders [unintelligible].

[46:17 - 46:17] David Knight: Right.

[46:18 - 46:22] Speaker 4: I'm trying to get sixth graders and stuff in sixth, seventh or eighth [unintelligible].

[46:24 - 46:25] David Knight: Yeah.

[46:28 - 46:38] Speaker 4: [unintelligible] three teachers [unintelligible]. We tried to propose some ideas. Now, whether the follow up is going to happen, you know, that that was a class for us it is.

[46:39 - 46:39] David Knight: I know.

[46:40 - 46:42] Speaker 4: They go on like the [unintelligible].

[46:43 - 46:57] David Knight: Well, that's certainly a parallel here as well. You know, these ongoing conversations, longevity and connections. I forget. What's the word for? It's, what kind of study is that? Not sustainable, but...

[46:57 - 46:57] Audience: Longitudinal?

[46:59 - 47:06] David Knight: Longitudinal. Yes. Thank you. That's what I was looking for, it's a longitude. So anyways, yeah, I don't know if there's anything else but. Robin [phonetic].

[47:11 - 47:55] Robin: So, you know, I work in Kenya. Really referring to Bret's [phonetic] work but I have these conversations with [unintelligible]. There seems to be no [unintelligible]. There are two thing, no room in the curriculum for any additional sort of environmental content of any sort, and then no resources or time to actually get out and have the experiences. Even though the teachers have [unintelligible] a pretty strong constraint. And is that similar or [unintelligible] reason that it's actually going to have this [unintelligible].

[47:57 - 49:11] David Knight: That's a really good question. Speaking, I'm not entirely sure about how the curriculum is kind of designed and how class schedules go in the Philippines. So I'm not sure about how that would work there, unfortunately. I know for, for my experience teaching fifth grade, sixth grade here that at least more recently, we had our advisory class, for example, which was about a 45 minute period. And it could it was really kind of, and I think a lot of schools have a time kind of like that where students, it's not, it's not a study hall. And it might focus on community building or team building or, you know, maybe it's you know, for some students kind of remediation in some way. You know, reading skills or things like that. And so I feel like in the US anyway, a lot of schools do have, you know, some part of the day that could or even if it's one 45, hour a week, whatever it might be, where we're practically speaking, teachers could really, you know, students who have these conversations about what's happening here. Yeah, I'm not sure though. It does seem like it would, it is a challenge, you know, resource-wise, time-wise. So. Irene.

[49:12 - 50:48] Irene: Oh, so the Department of Arts actually specifies that there should be room, made for these kind of conversations. They've had the teachers as well as the, the [unintelligible]. So it actually is somewhat required. It's just not being enforced or followed up on, both in the educational [unintelligible] and the [unintelligible] laws are great. But [unintelligible] to know there's a

gap there. And I think, as David also said, it's communication gap. We're talking about these cultural policies and also, you know, the education you can give [unintelligible] as well. But there is room, for both by law and by [unintelligible] NGO. We worked with the teachers and we actually wrote the curriculum, which included [unintelligible]. It was years, it is a collaborative effort because you can not do it without everybody working together. [unintelligible] you have two people on board [unintelligible]. Oh.

[50:48 - 50:48] David Knight: Yeah.

[50:49 - 51:12] Irene: Where would that person [unintelligible]. But I see [unintelligible] having children [unintelligible] and working at a volunteering school. [unintelligible] extra activities. Yeah.

[51:13 - 51:13] David Knight: Yep.

[51:13 - 51:16] Irene: Um, so how do you change that and that [unintelligible]?

[51:23 - 51:29] David Knight: Ha ha .[laughs] That's a very challenging conversation. The public education system in general. Here, anyway.

[51:33 - 51:34] Speaker 1: Thank you very much.

[51:34 - 51:41] David Knight: Well, thank you all for coming. [applause] Is he still in.

[51:42 - 51:43] Speaker 5: Oh, yeah.

[51:44 - 51:44] Speaker 1: Actually, [unintelligible]

[51:44 - 51:45] Speaker 5: That way chilling [unintelligible].

END TRANSCRIPTION