

PARTICIPANT'S HANDBOOK

FOREWORD

The Philippines has been experiencing the impacts of climate change to the environment. Its ecosystems have been strained and that the poorest sectors have been negatively affected as they rely most to the environmental resource for their economic well-being. The impacts of climate change are expected to continue and these are crucial to sectors like water resources, agriculture, forestry, fishery, energy, transportation and health. Since the Philippines is identified as one of top ten most affected countries by climate change, efforts have been exerted to integrate environment into poverty reduction efforts. This means that to eradicate poverty, promote security and to preserve the ecosystems that poor people rely on their livelihoods, efforts must be accelerated to clearly place pro-poor economic growth and environmental sustainability at the heart of the most fundamental policies, systems and institutions, particularly at the local government levels.

The United Nations Development Programme (UNDP) called this process as **poverty-environment mainstreaming**. It essentially integrates the linkages between the environment and poverty reduction into government processes and institutions, thereby changing the very nature of its decision-making culture and practices. Mainstreaming typically must occur within a country's development or poverty reduction strategy and the way it approaches aspects of economic decision-making. In this way, the double imperatives of pro-poor economic growth and environmental sustainability can be placed at the core of everything done by institutions.

What is needed therefore is to enhance the capacity among local planners and development advocates and to support institutions to successfully implement the mainstreaming of poverty-environment linkages. Capacity development or enhancement must come in the form of trainings, seminars or workshops along areas of mainstreaming efforts. The conduct of a training-workshop such as this would therefore provide introductions to the concepts and practical starting points for mainstreaming processes and mechanisms. At the local level, participants will be provided with theoretical inputs, methodologies and tools of how to begin and sustain the mainstreaming process.

You are chosen to be one of the participants in this training-workshop on *mainstreaming poverty and environment linkages*. The training-workshop intends to bring together key persons or representatives from the local government units, government agencies and civil society organizations. Although already possessing knowledge and skills, you still need to undergo capability building to effectively carry out the “mainstreaming” effort, which is viewed as a planning function. In more specific terms, you have to be trained to successfully plan out the inclusion of environment in major poverty reduction and development programs, projects, activities measures and initiatives. Your participation in the training-workshop, therefore will not only be important in identifying and later reducing the gaps between institutions, policies and even belief systems, but also in making environmental management and poverty reduction as two priorities for policy development, program or project identification and implementation.

REMEMBER: Poverty-blind environmental action can be damaging – as in the case of people being displaced from protected areas; equally, so can environment-blind poverty reduction initiatives – as in the case of overuse of soils and forests, ‘raiding nature’ for temporary gain. Both environment and financial or development planning authorities are built around natural resource exploitation for export purposes, and are not well informed about long-term ecological limits. There is not enough emphasis on accountability to local people, on equitable benefit-sharing, or on reinvesting in the resource base and its local values. LGUs’ fiscal basis does not support attention to those environmental assets on which poor people depend. Finally, environmental mainstreaming, like sustainable development, is not well understood in the Philippines, as in many other countries.

The need for training-workshop such as this you are participating in, henceforth, has never been greater.

How this Training-Workshop is Organized

Each of the six modules in this training-workshop is designed as an integrated curriculum, where each topic builds on the previous one, moving from the more fundamental topic to more complex ones. The topics are also meant to relate to each other, so that the participants can comprehend the links between the different processes towards putting the matching imperatives of pro-poor economic growth and environmental sustainability at the core of local development planning, also known as *mainstreaming poverty and environment linkages*. However facilitators or trainers can conduct one or two modules depending on the needs or desire of the trainees.

How to Use the Training Handbooks

This curriculum has been developed as a result of the capacity assessment involving key persons from the local government units in selected provinces in Luzon, Visayas and Mindanao. Several revisions have been done based on feedback from the PPEI team members and technical working groups. For the whole training-workshop, there is a Facilitator's Handbook and a Participant's Handbook. **This is the Participant's Handbook** for all modules. Basically, it contains copies of the materials to be discussed during the training-workshop for reference as well as some exercises that will be carried out during the sessions. A Facilitator's Handbook goes with this Handbook. To be used by the training workshop facilitator or trainer, it contains step by step instructions to facilitate the sessions, a suggested schedule and timing for each session; instructions for activities; and lecture material. It also contains a copy of all the Handouts and information provided in the Participant's Handbook. The Participant's Handbook can also be used to jot down different learning experiences as well as points that were interesting to you, as participant, of each session of the course. Facilitators will give each participant 10 minutes to do the exercises and/or to reflect on the session and to note down the points which were most interesting and which needed further discussion and clarifications. The following notes can help you to make your notes after each session. These are meant to help you focus on your reflections:

- Which elements of the session do I find interesting, why?
- Which was an “eye opener” for me?
- About which points was I really enthusiastic?
- Which behavior of others struck me? Why?



Training-Workshop Purpose and Substance

The purpose of the training-workshop is to provide participants from the local government units and representatives from other institutions advocating sustainable development with an opportunity to improve or enhance their knowledge and techniques in mainstreaming poverty-environment linkages in local development planning and budgeting. The training will also provide participants with an opportunity to exchange ideas, information and experiences among them.

Upon completion of this training-workshop, the participant is expected to be able to: (i) comprehend the concept and processes of mainstreaming poverty-environment linkages; (ii) explain how environment is related to livelihoods, health conditions, and economic development; (iii) apply different technical capacities to analyze the socioeconomic, environmental, political and institutional contexts of a local government unit towards identification of programs, projects, activities, measures or initiatives; (iv) allocate budgets from revenues from natural wealth; (v) develop a re-entry action plan; and (vi) gather and learn the experiences of mainstreaming efforts through monitoring and evaluation processes.

The training substance is focused on the following modules:

Module 1:	Introduction to mainstreaming poverty-environment linkages
Module 2:	Assessing the local government contexts
Module 3:	Identifying programs, projects and activities based on situational analyses
Module 4:	Policy measures and financing and budgeting programs, projects and activities
Module 5:	Action plan (Re-entry Plan) development
Module 6:	Monitoring and evaluation

Training-Workshop Methodology

Participants in the training-workshops are expected to have some degree of experience and interests to be able to meet the goals of the training-workshops. It is expected that the facilitator's major responsibility is to help them build on past experience and add new information and skills. Facilitators are not only lecturers. They are expected to engage participants in solving problems, making decisions, sharing experiences, and thinking about how they will apply what they know to the workshops, where they are expected to have outputs as well as apply what they learn to their work. Basically, the training-workshop shall be based on participatory adult learning techniques that include interactive activities such as group work and brainstorming and discussions to allow maximum participation among trainees or participants. As mentioned, some individual exercises are to be done and need to be submitted, presented or shared to the facilitator or whole group for review and comment. Participants are required to bring barangay, municipal or provincial reports available for sharing and analyzing various data and information towards effective and appropriate decisions.

Training-Workshop Expected Outputs

Participants in the training-workshops are expected to:

- acquire a complete comprehension on technical aspects of poverty-environment mainstreaming;
- acquire necessary skills to analyze data and information about their local government;
- produce an action plan to be followed-up upon his/her return to his/her organization; and
- learn from each other's experiences across the local government units.

