

STRENGTHENING ENVIRONMENTAL EDUCATION IN THE PHILIPPINES

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In light of its geography, population, and worldwide economic importance, there is ample evidence that the Philippines is confronted with a variety of environmental concerns and risks. In this vein, UNESCO-UNEP (1994) advocated for new environmental attitudes, skills, knowledge, understanding, and behaviors, particularly among grade school children, high school students, and even university students. The greatest method to assist us deal with the environmental difficulties and challenges we face today is to educate the general public.

Limusnero (2016) also said that indications of environmental deterioration, such as soil erosion, inadequate waste management, water contamination, and a variety of other issues, can still be seen in many schools and the communities surrounding them. As a result, environmental education is vital to educate and learn. It is critical to teach pupils how to behave in favor of the environment. Its goal is to create an informed, environmentally conscious population that is inspired to actively engage in the management and sustainable use of the environment. As a result, EE has been included into the academic curriculum at all levels.

Environmental education should be a part of practically every topic in public primary schools. Integration should take place not only as the need arises during the discussion, but also in the lesson plan and in a specific subject matter.

Similarly, tangible actions to include EE should be implemented. School administrators and instructors, according to this reasoning, should identify subject matter

from the competences where EE integration is conceivable. As a result, the integration of EE should be represented in the different instructional resources, such as books and other supplemental materials, and should be incorporated in the competences.

As a result, as indicated and researched in this study, integration is not an easy undertaking; issues and impediments have been identified. Instructional resources, teacher training, and R.A. 9512 implementation are among them. Along with these integration issues and roadblocks, teachers must be trained in the integration process. They should be offered workshops and lectures on how to integrate EE into their classes.

Finally, this article indicates that EE integration in multiple topic areas and in the classroom be improved. Environmental stress has already been imposed on our environment as a result of several environmental issues. We can't deny that these are the results of human-caused global climate change, global warming, ozone depletion, pollution, species extinction, and inadequate waste management. Let's talk about it and see how we can utilize our school to motivate us to be better environmental stewards.

References:

Limusnero, D.P. (2016). Environmental awareness, knowledge, and practices of grade six pupils: bases for materials development in teaching science. Philippine Normal University Visayas, Cadiz City, Negros Occidental.

UNESCO-UNEP (1994). Population: Working for an equitable, sustainable development in harmony with the environment. *Connect*. 19(4): pp. 1-2.