

Bolivia Chapter of *Society for Conservation Biology*



**EXPERIENCES WITH ENVIRONMENTAL
EDUCATION PROGRAMS FOR CHILDREN
IN PUBLIC SCHOOLS - LA PAZ, BOLIVIA**

Alejandra Domic, Arely Palabral & Carolina García



Environmental education

" The goal of environmental education is to develop a world population that is aware of, and concerned about, the total environment and its associated problems, and which has the knowledge, attitudes, skills,

motivation, and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones" (UNESCO-UNEP 1976)



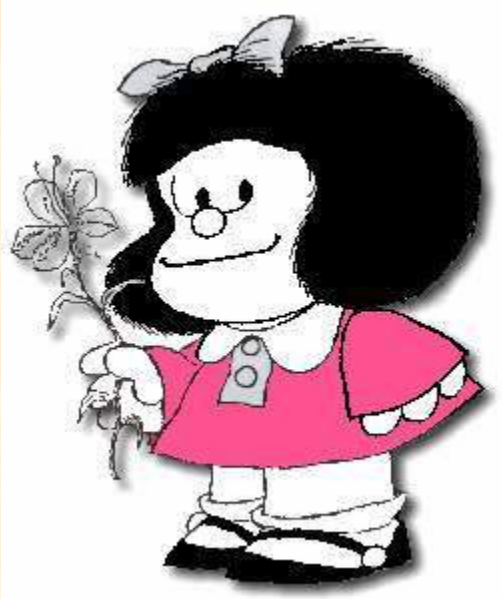
Environmental education objectives (Tbilisi Declaration):

1. *Awareness*, to acquire an awareness and sensitivity to the total environment and its allied problems;
2. *Knowledge*, to gain a variety of experiences in and acquire a basic understanding of, the environment and its associated problems;
3. *Attitudes*, to acquire a set of values and feelings of concern for the environment and motivation for actively participating in environmental improvement and protection;
4. *Skills*, to acquire the skills for identifying and solving environmental problems; and
5. *Participation*, to encourage citizens to be actively involved at all levels in working toward resolution of environmental problems (UNESCO, 1978).



Educative Reform Law No. 1565 and Environmental Education in Bolivia

*“ To stimulate love and respect for nature and to concientize for the sustainable management and the preservation of the environment”
(Article 2)*



.. Some principles at the time to work with childrens

- Children are people with curiosity and innate enthusiasm, with moral values and capable of making changes in their surrounding
- *Learning by doing*, incorporating learning about the environment while in the environment



Schools in La Paz



Mexico School
(Central side)



- ✓ Domingo Sabio School (turno tarde, South side)



- ✓ Gran Bretaña school (North side)

Workshops



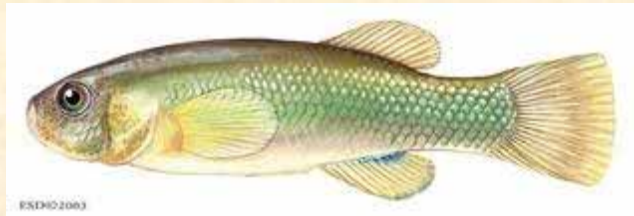
- ✓ Dynamics
- ✓ Oral Exposition
- ✓ Theatral presentation developed by our self



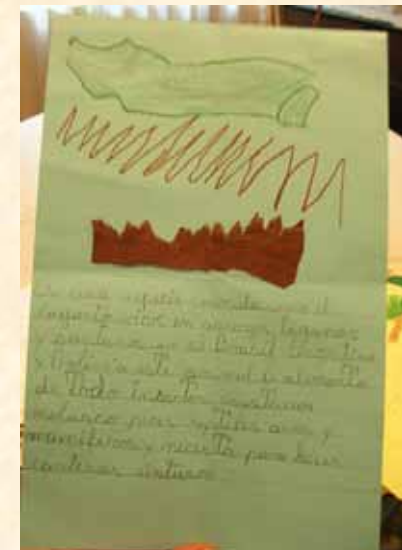
Endangered Species Workshop



Drawing and painting



Choosing some endangered species to explain Bolivian biodiversity



Results



Evaluations	Mexico School	Domingo Sabio School	Gran Bretaña School
General characteristic			
	**	****	**
	**	***	*
Interest and motivation			
Teachers	**	****	*
Students	***	****	**
Pre- Workshop Knowledge			
Teahers	**	***	*
Students	**	***	*
Post- Workshop- Knowledge			
Students	***	***	**

**** = Very good; *** = good; ** = bad; * = deficient

Aquaried knowledge by children

- ✓ Children learned about several environmental issues during the workshops
- ✓ They released that Bolivia also has environmental problems
- ✓ They understand the relationship between man and nature like an inseparable part of a complex environmental system
- ✓ They try to imagine some ways of how these problems can be solved



Conclusions

- 1) To assume the role of teachers through the implementation of the workshops helped us to gain useful experiences.
- 2) Environmental Education is a hole life process.
- 3) There is a lack of knowledge about main environmental problems in Bolivia by kids,
- 4) Teachers play a mayor role in the reinforcement of environmental education programs.



Limitations:

- 1) Availability of resources (books, chairs, writing desks etc.) and roadbed
- 2) "Pleasant" working areas
- 3) Poverty
- 4) Few knowledge about environmental problems, specially in Bolivia



Additional recommendations



- *To teach **how** and not **what** to think*
- *To contextualize environmental problems into a social, political, economic and historical perspective*
- *All learning should start with what the student and the community know and are using in every day*
- *To recognize kids as agents of political change*



Acknowledgment



Mexico School, Domingo Sabio school & Gran Bretaña school

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