

Environmental Education in a Primary School in Southern Guanajuato, Mexico

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Abstract

The objective of this work is to systematize the experiences obtained in a series of workshops in Environmental Education (EE) organized for 5th year students from February 2015 to July 2015 in Justo Sierra Primary school, located at La Luz, a community in the municipality of Salvatierra, Guanajuato. Environmental Education is considered here a way of civilizing pupils, as it should help in whole child development, which would be susceptible to take action to improve the environment. EE constitutes an essential tool for realizing the paradigm of sustainable development. In that sense, EE came to rest from United Nations' (UN) domain to national, regional and local development plans. As a conclusion, we can say that EE has been slightly introduced in the community of La Luz, merely taught in agreement to the contents of the textbooks on natural science and civic and ethics education. It is worthy to say that all ten of the EE workshops organized in Justo Sierra school were supported by the school principal and counted on the enthusiastic participation of all the 5th year students. Some recommendations are pointed out here for trying to revert the socio-environmental problematic at local a municipal level: a) promote the creation of a subject on EE and training the elementary school teachers in the same discipline, and b) schedule collaboration projects between municipal authorities, educational institutions, local firms and civic associations which would contribute to improve the access to EE for the community in general.

Keywords: environmental crisis, environmental education, sociology, sustainable development.

Introduction

According to the functionalist perspective of sociology, Education is the social institution that ensures the legacy of values, knowledge, attitudes, abilities and cultural heritage from one generation to another. By the way, education is largely touched by all the processes of social change. In that sense, the global environmental crisis that has been affecting the planet in the last four decades sparked another type of education based on the preservation and protection of nature, that is, Environmental Education. In EE training courses is essential to encourage the participation of both teachers and students so as to generate the future actions that would revert earth conditions to its previous state. These conditions had been altered by the dynamics of socio-economical development and climatic change. Nowadays, the paradigm of Environmental Education stands on an interdisciplinary approach involving environmental, historical, sociological and pedagogical perspectives which combine themselves to allow us to analyze the present situation and anticipate future actions and public politics for facing up to the times to come, which will threaten and endanger the new and future generations. The objective of this work is to systematize the experiences obtained in a series of ten workshops in Environmental Education organized for 5th year students from February 2015 to July 2015 in Justo Sierra Primary school, located at La Luz, a community in the municipality of Salvatierra, Guanajuato. It is worthy to mention that a qualitative methodology has been used, combining participant observation, photography and participatory action research (PAR).

The first section of this article features a sociological approach of education and environmental education at a global level. The second section presents the state of things concerning the environmental education in Mexico, in the State of Guanajuato and in the municipality of Salvatierra. The third section describes the reference framework in the community, La Luz, and in Justo Sierra Primary School. The fourth section details the methodology used as well as the research techniques applied within the present work. Finally, the fifth section lists several conclusions and recommendations to stimulate the paradigm of environmental education in an educational background as well as in lifelong education.

Environmental Education. A sociological approach

Education is a fundamental issue for the development of a society since it constitutes a mean of acquiring a critical consciousness which leads the individual to understand the present environmental situation of the planet. So, it is considered as influencing the whole person development, providing citizens with information which guides them to an engagement towards the protection and protection of nature. That implies, in an educational background, that children would develop an environmental awareness which would result in positive actions to improve the environment. It is worthy to note that multiple environmental crisis (deforestation, water pollution and shortages, the ozone layer depletion, poor air quality, threatened species, etc.) have caused several ecological imbalances in the planet, which have differently manifested but always enhanced social and environmental crisis. Nevertheless, not everything is negative, since an abundance of civic organizations and environmental movements have appeared in the last thirty years. Their efforts for improving the people's quality of life are notable. They promote a series of actions, not only at a local level but also at a global level to create a public awareness towards the importance of preserving environment and the durability of natural resources, seeking for long-term solutions, and making ethically viable the inter-generational transmission of sustainable development. Numerous institutions all over the world are concerned about the climatic change and its harmful consequences, such as the environmental crisis, and have adopted the mission of developing a series of strategies in order to change the world from the field of Environmental Education. The United Nations Organization (UN) has presented indeed in its *2030 Agenda for Sustainable Development* an ensemble of objectives which establish a connection between environmental education and sustainable development (UN, 2015).

Goal 4. Ensure inclusive and quality education for all and promote lifelong learning.

Goal 13. Take urgent action to combat climate change and its impacts.

Goal 14. Conserve and sustainably use the oceans, seas and marine resources.

Goal 15. Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss.

Goal 17. Revitalize the global partnership for sustainable development.

The achievement of these goals imply that every human on earth would be conscious of the environmental crisis context in which we live and of the necessity of environmental education for sustainable development: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender quality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development (ONU, 2015, p.20). Giddens & Sutton (2014) declare that education is a social institution which promotes and enables the transmission of knowledge and skills across generations, most commonly through compulsory schooling. Education is the passing on of knowledge, skills and norms of behavior so that new members can become part of their society. Nowadays, education is generally considered as 'something good' and the majority of people who attended school and have learned to read and write, some arithmetic and assimilated a large amount of common knowledge will agree that it certainly presents a lot of advantages. On the other hand, the philosopher Fernando Savater (2010), points out that education transmits because it wants to preserve, and it wants to preserve because some knowledge, some behavior, several skills and diverse ideals are of great value. Education is never impartial: it chooses, it verifies, it persuades, it praises and it discards. It advocates a type of man beyond others, a citizen model, whose determination at work, psychological maturity and general health status are considered more suitable, though not unique.

From a sociological point of view, education is constructed by a series of concept learning developed by the individual to obtain an amount of significant knowledge which he would awaken to deal with social problematic. Emile Durkheim maintained, indeed, that education is a key agent of socialization, since it inculcates children with the common values of the society which the social solidarity is based on. Durkheim was mostly concerned by patterns of moral behavior and mutual responsibility, as he believed that they will contribute to mitigate the competitive individualism which should annihilate solidarity. But in industrialized societies, affirms Durkheim, education has also the function of transmitting the necessary skills for assuming occupational roles which would become increasingly specialized and could no more be learned in the family. Talcott Parsons proceeded beyond this approach, functionalist in essence. He affirmed that one of the key functions of education is to inculcate the central principle of individual achievement using, in general, competitive examinations. (Giddens & Sutton, 2014, p. 130).

It is important to evidence that education is not only considered as a way of civilizing but also a method for developing skills, in view of the fact that it is directly related to other disciplines and it is essential for a human being to be integrated in the society, by means of the developed skills. In addition, Giddens & Sutton (2014) declare that education is an important medium for a whole range of debates that are not just about what happens within schools, but also about the direction of society itself. The rising number of armed conflicts all over the world in the last 90's, North/South inequalities, poverty and depletion of natural resources lead UN to declare the Decade of Education for Sustainable Development (2005-2014) (DESD) which sought to mobilize the educational resources of the world, as well as the principles, values and praxis of sustainable development, to help creating a more sustainable future, a more viable economy model and ensure the well being of future generations. Education alone cannot achieve a more sustainable future or carry out social justice; however, we will not be able to reach these goals without education and learning for sustainable development. Education for sustainable development (ESD) is a dynamic concept that uses all aspects of public awareness, education and training to create or enhance an understanding of the linkages among the issues of sustainable development. The concept of sustainable development gained worldwide support with the publication of a report by the World Commission on Environment and Development in 1987. The Commission defined sustainable development in the publication as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'.

Analyzing ESD from a pedagogical point of view, we can affirm that it leads to a vision of education that looks forward to prepare the individual for behaving in a respectful way towards the earth's natural resources. In this way, we could be more successful in modifying human behavior towards nature and in making citizens develop the skills needed to deal with environmental problems caused, most of them, by human intervention on the environment. Another aspect that environmental education takes into account when it is adopted by a society is the one of problematization, which consists in analyzing the environmental situation from a macro level to a micro level where one can see the truth about the process of modernization, where humanity remains today, so as to search for new values that would result in the acquisition of an engagement towards the environment. In Freire's words, these values are love, humility, faith, hope and critical thinking. We must indeed think about this discipline embracing the progress observed from the 90's where a stagnation in learning processes was observed in the communities under study. EE should take into account the natural and artificial frames as a whole: the ecological, political, technological, social, legislative, cultural and aesthetic ones; and it should be a continuous and permanent process inside and outside the school. It should also present an interdisciplinary approach. EE should address environmental problems from a global point of view but taking into account the regional diversity. It should promote an active participation in understanding present environmental matters and in identifying future topics to be discussed. It should attack subjects like development and grow from an environmental perspective. Finally, environmental education should tend to revitalize local, national and global partnerships for a satisfactory resolution of the environmental problems. (Rengifo, Quitiaquez & Mora, 2012, p.4).

One can easily realize that, whatever the perspective chosen to analyze Environmental Education, we finally arrive to the conclusion that its quest is for a better quality of life and for the instruction of future generations in principles and values which would stand for the decisions they would take for the environment. On the other hand, Terrón (2010) refers to EE as to a concept organized around a knowledge with several senses: philosophical, epistemological, scientific, sociological, pedagogical, ethical, etc., all of them converging in teaching practice.

These senses are always present, though not explicit in each moment of the educational process, in educational programs and syllabus, in the planning of teaching activities, in the strategies and learning actions, etc. According to Foladori (2001) various types of perspectives are used to examine Environmental Education: *Naturalistic perspective*: based on an ethical point of view, related to the significance accorded to nature and to the human society; under this perspective, the starting point is the intrinsic value given to nature, over the human being. This perspective is also based on human interests and the different approaches which derive from it are labeled as 'anthropocentric'.

1. *Social perspective*: this perspective has also been called anthropocentric since the engagement towards nature derives from human interests and remains at their service. Nevertheless, we can distinguish two manners of conceiving nature through this perspective: a) The first one consists on considering nature as a separated sphere over human society, an external entity with no contact with individuals and b) The second one integrates the human being inside nature, so the human society is also an active part in nature. Both perspectives have led to many other perspectives, for instance, within the naturalist perspective we can find an eccentric approach which is the starting point for the theories adopted by Green political parties and Neo-Malthusians, which maintained a conservative position on birth control and reinforced the ideology of private property. Within the naturalist perspective one can also find the biometric approach, sometimes considered as a synonym of the eccentric one; the biometric approach includes considerations of Deep ecology philosophy and preservationist positions (in defense of unspoiled and virgin nature) and, as mentioned above, they have all an a historical character. Furthermore, Terrón (2010) notifies that several approaches are based on a posture of social criticism and converge on a representation of the theoretical and practical prospects of Environmental Education.

- A) The environmentalist approach is able to offer viable solutions within the margins of the market paradigm through the instrumental application of economic, scientific and technical reason.
- B) The ecologist approach rejects the actual system as irrational, non-ecologic and socially unfair, and it proposes a change. A deep and concurrent change, in all aspects of reality social, economic, cultural, in ways of life, principles, etc. so as to generate an original praxis based on a new socio-environmental rationality.

Environmental Education in Mexico

Environmental Education emerged in Mexico in the 1980s as a consequence of the growing questioning about the status of the environment. However, it is not until the 90's that it begins to consolidate. Despite that, EE is still facing difficulties nowadays, since information about environmental education topics is scarce and it is not largely included as a subject in primary school programs. In addition, an ethical and pedagogical engagement of the teachers and the school staff is usually needed to guarantee the success of environmental programs. Talking about public politics at a national level, a whole set of goals and strategies have been summarized by the Federal Government to promote a sustainable development and empower people's quality of life. In that sens, the *Plan Nacional de Desarrollo (National Plan for Development) 2013 – 2018* was submitted by president Enrique Peña Nieto, and it constitutes a compendium of goals and strategies related to the advancement of environmental education and sustainable development (Presidencia de la República, 2013):

- Goal 4.4. Promote and adjust an inclusive and facilitative green growing and preserve our natural heritage while generating capital gains, competitiveness and employment opportunities.
- Strategy 4.4.1. Implement whole politics of development which establish a link between sustainability and the cost-benefit ratio for society.
- Strategy 4.4.2. Implement a sustainable management of water as a natural resource, giving the entire population access to it.
- Strategy 4.4.3. Enhance the national politics about climatic change and environmental protection in order to transit towards a competitive, sustainable and resilient low-emission economy.
- Strategy 4.4.4. Preserve our natural heritage.

In spite of that, and according to Castillo (cited in Terrón, 2010), the rising of environmental education in Mexico has not been uniform in both frames, political and educational.

In the domain of education, EE has been marginally developed, since it was considered another one of the emerging fields in Mexico in the decades of the 80's and 90's (together with gender, human rights, peace and consumption, for instance) and it has been incorporated in syllabus more like a content in natural science than a process. However, its role has been slightly different in the environmental domain.

Environmental Education has taken the role of an instrument of environmental management. The prevalence of this function in support of more relevant institutional goals, such as conservation, reforestation and waste management, restricted its capacity of reaching its proper goals, like formation in values and attitudes. Nevertheless, EE has been significantly empowered in both types of instruction, formal and informal, within last years in Mexico. Previously, the only way of access to any content related to environmental education was through the textbooks in natural science and geography; nowadays, one can easily perceive a proliferation of projects on environmental topics.

It is worthy to mention that the State of Guanajuato has also included some points related to the preservation of the environment in its Government Plan from 2012 to 2018. Several goals and strategies are presented in there in order to improve the quality of life of people living in this state (Gobierno del Estado de Guanajuato, 2012). Strategic line N° 5 on Sustainable Development and Environmental Care, for instance, promotes the creation, diffusion and application of policies focusing on environmental care and seeking non-polluting and non-destructive solutions for the industrial sector, above all. The Ecology Institute of the State of Guanajuato is the main institution in the region dedicated to bring instruction on environmental topics to all the municipalities in the state and to all the educative levels through workshops on ecological knowledge and awareness and other programs listed on the Institute website (ecología.guanajuato.gob.mx/sitio/) such as air quality monitoring, vehicle verification, protected natural areas, biodiversity, climatic change and waste management. As long as the municipality of Salvatierra is concerned, a variety of laws and rules also exists to promote the culture of ecology. However, the actual facts are far away from environmental laws, since there has been no signal of an environmental spirit in the municipal government led by José Herlindo Velázquez (of the PRI party), who has not presented, until now, any municipal development plan for the period 2015-2018 nor submitted any strategy or plan for implementing environmental education, neither in the main town nor in the rest of the communities which integrate the municipality, despite the fact that Salvatierra suffers from watercourse pollution and a great amount of solid waste.

Reference framework in the community of La Luz and at Justo Sierra Primary School.

La Luz is a rural community located in the south of the State of Guanajuato. It lies 11 km from the main town in the municipality of Salvatierra, Milepost 1.5, Salvatierra Cortázar road. It shares its northern boundary with the community of La Palma; the southern one with San Pedro de los Naranjos; the eastern one with El Ranchito and the western one with La Quemada. La Luz has a census-estimated population of 1,564, 954 of whom are women and 610 are men (INEGI, 2010). The main economic activity in La Luz is agriculture, due to a warm weather and to the existence of lands with irrigation technology. There are 233 of land users and a total amount of 20 hectares in private property. The main cultures for this community are wheat, planted on around 200 hectares, beans, planted on nearly 200 hectares, and alfalfa and oats, planted on approximately 60 hectares. The second activity is animal husbandry, but there are only 6 of land users who practice this activity. There is a total amount of 1200 heads of cattle, 900 caprine and 300 bovine. Another activity of great impact in La Luz is the commercial activity which employs a large amount of people; convenience stores lie in the first place with 30 stores, in addition to food selling business (including mole, tacos, fast food, fresh fruits, tamales, buñuelos, etc.). Concerning the educational services, there exist four schools in La Luz, covering the educational stages from Preschool to High school: José Vasconcelos preschool operates in the morning with about 40 students; Justo Sierra primary school operates in the morning with 110 students; Telesecundaria N° 347 (ESTV) secondary school also operates in the morning with 240 students and finally there is the High school Video Bachillerato Universidad Virtual del Estado de Guanajuato (UVEG). Despite the fact that all the educational stages are covered, the community presents an illiteracy rate of 25% due to the absenteeism and the fact that many old people have never been to school. The school of our interest, Justo Sierra Primary school, with registration number 11DDP0148V, is provided with the next services: drinking water, electricity, sewerage, one boys' toilet and another one for girls, green spaces, a soccer field and a tier of seats, a cooperative, a warehouse, a canteen, a library, maintenance staff and classrooms. The school community is integrated by 200 pupils, a school principal and 6 elementary school teachers, each having one grade in charge, from first to sixth grade.

The subjects taught by these teachers are Spanish, Mathematics, Geography, History, Civic and Ethics education, History of Guanajuato, Physical Education, Natural science and Art education. We have chosen the 5th grade classroom to implement the workshops on environmental education. The students were in number of 17, 5 girls and 12 boys, from ages 10 to 11 when the study was made.

Methodology

It is worthy to mention that a qualitative methodology was used within this research, due to the individuals under study (5th grade students), to the context (primary school in a rural community) and to the techniques used: participant observation, photography and Participatory Action Research (PAR). In Taylor and Bogdan's words, 'qualitative methodologies refer to research procedures which produce descriptive data: people's own written or spoken works and observable behavior' (Taylor & Bogdan, 2010, pp. 19,20). Some characteristics of a qualitative methodology are: the use of induction; to take a holistic approach; to be concerned with people's frames of reference; to take into account which is relevant and significant to participants; to be applied to micro-level studies for a deeper understanding of the situation; to consider that every possible scenario and population are worthy to be studied; to be humanistic (Balcazaret *al.*, 2010, p. 22).

Some of the following qualitative methods are used in social science research to seek information about individuals and scenarios under study: participant observation, focus groups, case studies, life history and structured, semi-structured, group or in-depth interviews. According to Taylor & Bogdan (cited in Balcazaret *al.*, 2010) participant observation is defined as a 'research that involves the social interaction between the researcher and informant in the milieu of the latter, during which data are systematically and unobtrusively collected'. The existence of a prior knowledge between researchers and informants and the building of a permissive atmosphere that encourages openness on the part of interviewees is another fact that characterizes participant observation.

On the other hand, photography has been considered as an essential tool, since one can guess any information about everything through a series of picture analysis. In social science, it has been mainly used as a didactic tool and an important mean of presenting evidence, since it is recognized as a historical document. According to Suarez (2008), the use of photography in social science has followed different ways:

- a) Photography as a methodological tool: several publications, more or less renowned, have been using photography as a situation and discussion starter. The sparked debates should be further analyzed.
- b) Photography as ethnographic material: it helps researchers in ethnography to better document and register the observed and lived reality during fieldwork. For this, some resources are used depending on the selected school; photography is one of them.

The Participatory Action Research (PAR) is a theory appeared during the decade of the 70's. It is the approach used to make studies of human reality through participation, since not only research is considered but also interrelationship between subjects. PAR also constitutes a research on communication because it necessarily includes reflection, discussion, agreement and a constant collective action. So it works with structural, inter subjective, intercultural and causal relationships, sometimes historically determined but always building the social subject, at the same time. In PAR, one does not study the problems separately, but in a whole inter relational and historical dimension. The workshops on environmental education organized at Justo Sierra Primary school consisted in giving information to a group of 5th grade students, including complex environmental problems at global and local levels. The following topics were discussed:

- 1) The study of the environment
- 2) The environmental problems in the community of La Luz
- 3) The use of trees
- 4) Eco-friendly houses
- 5) Water pollution
- 6) Recycling basics
- 7) Soil contamination
- 8) Reforestation
- 9) Animals in danger of extinction
- 10) The environmental institutions and movements in Mexico

The following elements were used within the workshops: a computer, a projector and some documentaries, a camera, a loudspeaker, a blackboard and its duster, a notebook, some crayons and marker pens, a Scotch tape, some glue sticks and tempera paints, paper tubes, white and colored sheets, some plastic rings and bags, gloves, balls, some guava young trees, some spades and water.

Conclusions

Environmental Education is a discipline that combines theory and practice and whose goal is to forge future generations with the paradigm of sustainable development. As it is well known, a project about environmental education is the one that focuses on the protection and preservation of the environment and has the goal of developing actions which change the students' way of life. However, it is necessary to be well informed about past situations related to the environment in order to carry out such a project. Since its early development in the decade of the 70's, EE has been incorporated by several institutions, such as universities, governments, civic organizations and companies with the purpose of having an impact on attitudes and people's way of life to create a new conscience on environmental preservation. Within this process, new areas of study have been created, the many of them interdisciplinary. We have, for instance, Environmental history, Environmental ethics, Environmental anthropology, Environmental economy, Environmental sociology, Political ecology, Environmental justice, Environmental psychology, Environmental pedagogy and, of course, Environmental education for sustainable development. The latest one is an emergency for UN due to the global climate change caused by human actions which would threaten and endanger the humanity itself in the next decades. At an international level, associations like Greenpeace, WWF, UNESCO or the United Nations Environment Programme (UNEP), among others, have manifested their determination to broadcast the most recent information and 'mega-tendencies' on environment at global, regional and local levels, as well as to develop multinational strategies and politics to try to revert the effects of environment spoiling. In our country, the Bureau for Environment and Natural Resources (Secretaría de Medio Ambiente y Recursos Naturales, SEMARNAT) is the most recognized institution and presents as main goals the development of politics for the preservation of the environment and the management of projects on preservation of species and natural areas, equally taking into account the strategies declared by the federal government, in which the promotion of environmental education for all the educational stages is included.

The State of Guanajuato has its Ecology Institute which coordinates all the actions regarding the protection of the environment and the promotion of environmental education; however, non-profit organizations also play a significant role. For the municipal government in Salvatierra, EE has not been yet recognized as a priority, as a consequence of a very poor diffusion; despite that, some strategies and goals were outlined in previous municipal development plans which pretended to make a significant change in attitudes in towns and rural communities. Even though, the present government has no development plan which includes strategies or projects in environmental education for schools or the community in general. EE is a recent paradigm for a long-lasting social change and has been strongly rising on account of the dramatic environmental situation due to human actions, like the baby boom, the agriculture, the urbanization or the spoiling and pollution of the natural resources. Nowadays, the paradigm of sustainable development has been made known for weaving an 'utopian' but balanced link among society, economy and environment. Sustainable Development propose an environmental ethics, far from the anthropocentric development followed in the past, and a series of tools for dealing with future challenges, risks and threatens. But its impact is, over all, the spread of an inter-generational ethics about the use of natural resources. It also makes the firms, the governments, the civic organizations and the educative institutions (from basic stages to research institutes) participate, at a global level as well as a local one. Finally, we summarize some recommendations to try to solve the complex contemporary environmental problems. This goal would not be reached without institutionalizing EE in all sectors of society.

1. Promote the development of projects in environmental education which help students from Southern Guanajuato, in all educational stages, to develop the competencies, the skills, the civic engagement and the environmental culture to be prepared to deal with future danger and threaten caused by global climatic change in the next decades. Its effects will be manifest at global, national, regional, municipal and local levels.

2. Promote activities which stimulate the whole development of children in the community of La Luz and in the municipality of Salvatierra through courses, workshops, projection of movies and documentaries about the environment, in order to improve the engagement in environment care and preservation at school and in the community.
3. Build future scenarios about the ecological risks and danger so as to identify the actual hidden threats. In this way, some preventive plans could be outlined to deal with natural disasters (heat waves, wildfires, hard frosts, floods, etc.) that surely will affect the quality of life of future generations.
4. Promote the creation of a theoretical and practical subject on environmental education at Justo Sierra Primary school, since the present subjects of natural science and civic and ethics education are no longer assailable to EE by contents. Develop a team of elementary school teachers and principals familiarized with the philosophy, the theoretical approaches, the competences and the methodologies for active learning and teaching, related to pedagogy and EE.
5. Inform, train, orientate and involve people in debates and discussions through some pedagogical strategies, as environmental problem based learning, participatory action research, workshops, fieldwork, ecological campaigns and ecologist groups from all the society sectors. They should promote engagement and consciousness about the cycles of nature and their manifestation at a local as well as a global level, so as to get in touch with the present and future risks for the environment and the society. (Rengifo, Quitiaquez, & Mora, 2012).
6. Institutionalize the paradigm of *Environmental Education for Citizens* through the promotion of environmental fairs taking place around highlighted dates, such as World Water Day, on 22 March; Earth Day, on 22 April; International Day for Biological Diversity, on 22 May; World Environment Day, on 5 June or Arbor Day, which occurs on 28 June in Mexico.
7. Finally, we recommend that specific areas related to the environment in the municipal government promote environmental politics and long-term strategies (a sustainable plan for Salvatierra up to 2040, for instance) for the protection and preservation of the environment, and increase the budget for the management of projects in environmental education which touch all the communities.

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