

***El Proyecto Comunitario Mi Planeta Verde: una alternativa social
para el desarrollo educación ambiental sostenible
My Green Planet Community Project: a social alternative for the
development of sustainable environmental education***

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Resumen

La incorporación de la educación ambiental sostenible al proceso pedagógico en la formación de pregrado del maestro primario, se considera una problemática que requiere la atención de la actividad científica. Por lo que, se han realizado transformaciones en el contexto universitario, encaminadas a lograr un mejor aprendizaje de los conocimientos en la enseñanza, con el fin de alcanzar que los estudiantes fijen conocimientos, conductas y valores que le permitan una revolución integral continua a su personalidad, hasta llegar a la comprensión, la abstracción, la emisión de juicios, pronósticos, encontrando vías de solución a problemas, materializándose en un aprendizaje en valores.

Palabras clave: Educación ambiental sostenible; Formación; Transformaciones; Estudiantes; Aprendizajes.

Abstract

The incorporation of sustainable environmental education to the pedagogical process in the undergraduate training of primary school teachers is considered a problem that requires the attention of scientific activity. Therefore, transformations have been made in the university context, aimed at achieving a better learning of knowledge in teaching, in order to achieve that students set knowledge,

Sulay Sánchez: El Proyecto Comunitario Mi Planeta Verde: una alternativa social para el desarrollo educación behaviors and values that allow a continuous integral revolution to their personality, until reaching understanding, abstraction, making judgments, prognoses, finding ways to solve problems, materializing in learning in values.

Keywords: Sustainable environmental education; Formation; Transformations; Students; Learnings.

Introduction

Education has, as a social task, to form men and women who master the fruits of scientific-technological civilization, who are bearers of ethical and aesthetic values and, at the same time, creators and innovators, an issue that revitalizes the processes of transformation. The new challenges arising from global and regional scenarios, as well as from our realities, characterized by the possibilities of cultural and spiritual ascent through studies and the attention of society, are of vital importance for these purposes.

It is necessary to consider that education represents a complex social process, of historical-concrete and class character, through which the transmission and appropriation of the cultural heritage accumulated by the human being takes place. In fact, the contents of culture are increasingly complex and diverse.

Therefore, educational change is a necessity for the development of education in the world and particularly in Cuba. This implies resignifying deep-rooted conceptions, modifying attitudes and practices consolidated for years, as well as the construction of new ways of facing the work performed daily by educators.

It is essential, then, to have a clear and guiding representation of what is to be achieved and of the possible ways and alternatives to achieve it. The transformations taking place today in the educational field, at the different levels of education in Cuba, are based on a transforming and developing conception of pedagogical processes.

The improvement of knowledge about the pedagogical process and the teacher's performance in the current transformations taking place in the Cuban school constitute an urgency for the direction of the pedagogical process in the achievement of educational quality. The changes foreseen in education demand an efficient teacher in his professional performance, capable of achieving a superior performance mode in his students and group; they also demand a professional with real possibilities to characterize, forecast and project the stimulation, enrichment and development of learning processes and the use of increasingly efficient learning strategies by students.

Therefore, the university, as a historical institution, is attributed an intrinsic value as a trainer of professionals, a generator of knowledge and a lever of economic, social and technological development. The critical view of the role of the university in the world in recent decades has focused

on the processes of commercialization, restriction of access and equity, bureaucratization, lack of ethical training and social responsibility.

As a result of the above, it is important to diagnose and take advantage of the needs offered by the environment, promoting a global analysis of the context, as well as joint activities or agreements useful for both parties, which encourage actions that from the center, have an impact on the environment. This is based on the incorporation of new dynamics to the curriculum, which means taking into account the community work that university students can carry out, who in their professional future will play an important social role in their communities, where they will put into practice what they have learned, introducing the results of the research carried out in the university context.

This does not mean that the university invades the locality, in an imposing sense of its work, that it adequately interprets the signals that will determine its guidelines in the local context and that it favors the exchange with its members, so that feedback can flow and higher levels can be reached in its development.

Therefore, the objective is to solve the problems of society and nature for sustainable environmental education, from the scientific foundations and assumptions of the Community Project "My Green Planet", taking into account the results of the impact tasks developed during the primary teacher's undergraduate training process.

Development

The new Cuban university, revolutionary, internationalist, internationalist, humanist and scientific, open to the whole society, differs from the classical university, basically because it transcends its traditional walls and develops its processes in close relationship with the communities, continuously improving them as part of an interaction in which everyone participates.

We agree with the criteria of Díaz-Canel (2014), in stating the need to exchange and collaborate in the identification of actions that enable universities and other higher education institutions to find feasible solutions to fully comply with their social mission. Today, this becomes an imperative because universities operate in an increasingly complex environment and it is up to them, among their important social tasks, to form knowledge, a necessary condition for national development.

Faced with the problems that arise in the community, the search is imposed for solutions that could be found in their own environment, and rightly become part of local development, if this is defined as:

Process oriented from the community, through actions of transformation of the territory, of different natures, in the direction prioritized and articulated by a previously defined strategy, which has its own characteristics, but articulates and adapts national, provincial and municipal policies in managing the mobilization of local potentialities linked to the development of the country. (Guzón, 2011, p. 7).

When speaking of actions, it is inferred that the design of these actions is strengthened in the different instances depending on the diagnosis made, therefore, the university is inserted in this strategy as one of the centers that provides the territory with access to knowledge and technology, in the same way that in the exchange process it offers the scientific results of its research adjusted to development projects, which are possible to implement in these environments.

The term project is associated to the development of planning actions, disposition and creation of means to obtain a determined end which generates a process where a set of resources, efforts and actions are interposed in a period of time and concrete place with the purpose of transforming an existing situation to another desired one, offering for it certain products, goods and/or services.

Because it is intended to promote the development and dissemination of knowledge and social capabilities, as well as the promotion and preservation of culture and heritage, the university assumes the realization of socio-cultural projects in the communities, which are constituted as learning spaces for the participating actors, main managers of their own development, which depends on the willingness of the participants to conceive and materialize a comprehensive proposal that strengthens their capabilities.

However, for Caño (2001), community works:

It is the process of transformation of the economic, social and cultural conditions and of the social relations of local spaces, through the development of a participatory culture and style that involves the integrated action of the greatest diversity of social actors, in the generation of processes of change aimed at the improvement of the quality of life.

The core problem of community work could be defined in terms of how to articulate in a coherent manner the different existing factors in order to energize the potential of the community towards the progressive achievement of its self-government. (p. 5).

It is important to emphasize that the coherent articulation of the different actors in order to promote their participation and energize the potentialities of the community, implies taking into account the multiple forms of organization of society regardless of its social regime, from institutions and organizations, through the family and other formal and informal groups, to the particular subject that

incorporates all the linking relationships described above, is the basis for understanding community work as a mass movement, which in its nature as a process must be: self-generated, multidirectional, integrative, participatory, plural and permanent.

Therefore, in the diagnoses applied it is necessary to take into account indicators such as historical memory, traditions, customs, popular knowledge or states of concrete social structures, in order to evaluate to what extent the members of the community know their culture and preserve the inherited heritage.

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Therefore, the coordination and integration of actions for the development of community work, as well as for the management and planning of local development projects, will guarantee better results. It is not a matter of carrying out different interventions and promoting the use of multiple resources (human, technical and economic) in a partial manner, but rather of executing and coordinating actions aimed at promoting community participation in its processes.

Likewise, the teacher as a social actor influences key groups: children, youth, family; who are executing actors, regulated by the work of the teacher, who, inserted in a pedagogical collective, is in charge of coordinating actions in accordance with the local development project. Thus, the school becomes a group of social actors that influences different age groups.

A primordial role corresponds to the school due to the functions it fulfills and its influence on the improvement of living conditions and the achievement of the identification of the inhabitants with the environment, which will be analyzed below.

My Green Planet Project. General Considerations

The community project My Green Planet, of the Bachelor's Degree in Education. It is systematically updated and contextualized, in line with the demands in the training of these professionals and with the demands and social transformations of the environment in which these professionals develop. It offers an answer to one of the problems of the initial, permanent and continuous training of professionals of this level of education, related to the existence of insufficiencies in the formation of environmental culture.

It is defined as a University Extension Project (PEU), as a way to dynamize processes that solve local problems. It has a multidisciplinary approach, since it contributes to the problems of society and nature; it involves several topics such as community management in relation to the environment, among them: health, sexuality, protection, measurement and salinization of water, sands, agricultural production, environmental sanitation campaigns, family and community education, circles of interest, land measurement, among others, promoting scientific activity around these issues.

It has a multisectorial character, its management penetrates several sectors (agriculture, health, education, hydraulics, among others); even when it is developed from the career, with educational and instructive purposes.

Therefore, its purpose is specified in the following General Objective: To develop Environmental Education in the undergraduate training from the Bachelor's Degree in Primary Education that promotes attitudes, values, responsible professional modes of action and raises the environmental culture for sustainable development; oriented towards the care and protection of the cultural heritage and the natural environment, through curricular, extracurricular or extension activities in the communities of Santiago.

The following are the Specific Objectives:

1. To facilitate from the school the citizen participation in the identification, understanding and search for solutions to environmental problems those affect the quality of life and sustainable development of the communities of Santiago.
2. To raise the environmental culture of the population and encourage the development of attitudes and modes of action oriented towards the care and protection of the natural environment where they live.
3. To train teachers and professors so that they can take the environmental approach to their students through the contents of specific subjects, through classes, and other teaching and extracurricular activities.
4. Develop educational strategies that have at their core the promotion of alternatives and participatory forms of interaction with the community environment and its conservation (protection, inventory, and recovery).

For the achievement of these purposes, it is essential to prepare the students of the career so that they can incorporate to their professional performance the new challenges with creative approaches, starting from the objective reality that surrounds their contexts of professional performance, hence the

fundamental role in the concretion of the actions of the project is to understand the systemic nature of the relationships between society, nature, sustainable development and quality of life, and consequently, to organize the educational work in this sense.

For the intentions of the project, to participate in tasks of social impact means to train young university students in the fulfillment of their social task from a developmental and creative perspective, demonstrating the appropriation of the culture that has preceded them through the logic of scientific, labor and professional activity.

Faced with the urgent call of the country and the need to involve students and teachers in actions to confront the Covid-19 disease, the community project "My Green Planet", inserted in its work system, actions to provide a solution to the social problem, linking the intersectoral relationship, aimed at sustainability and quality of life.

The social impact tasks carried out by the project at this stage, constitute an activity outside research and teaching, but no less important, even absolutely necessary for the integral formation of the students and for the times we are living in and, in addition, this work can be qualified as a work of transformation, development and quality of life.

Impact tasks developed by the My Green Planet Community Project:

- Sanitation of beaches and coastal areas (Ciudamar, Siboney, Mar Verde areas).
- Educational talks on the theme: "Take care of your beach" and registration of biodiversity in the coastal ecosystem (Areas of Ciudamar, Siboney, Mar Verde), Prevention of the use of addictive substances, harmful consumption of alcohol and narcotic drugs.
- Meteorological measurements, water quality, currents, typical sea conditions (Ciudamar and Siboney areas).
- Cultural activities related to the care and conservation of the environment (Ciudamar area).
- Exhibition of dry sands, fossils and other media (Ciudamar and Siboney areas).
- Orientations to the communities on the care and conservation of the environment and the campaign against the mosquito (Community of Versalles, Chicharrones, Barca de Oro, Nuevo Vistalegre, Sueño).
- Orientations to undergraduate and primary school students on environmental, health and sexuality issues (Faculty of Education Sciences, in the primary schools "Carlos García Castillo", Máximo Gómez Báez and "Nguyen Van Troi" and in the boarding school "Abel Santamaría Cuadrado").

- Bonsaen making ("Nguyen Van Troi" elementary school).
- Interventions in complex communities (Community of Versailles, Chicharrones, Barca de Oro, Nuevo Vista Alegre, Sueño and Altamira).
- Exhibitions of recyclable media and materials (UO/Sede Mella, "Nguyen Van Troi" elementary school and communities of Versailles, Chicharrones, Nuevo Vista Alegre, Sueño).
- Pioneering contest: "Fidel's environmental thinking and shared dreams" (Nguyen Van Troi Primary School).
- Volunteer work in educational centers and complex communities (Faculty of Education Sciences and communities of Versailles and Sueño).
- Cultural activities related to the care and conservation of the environment (Faculty of Education Sciences, in the primary schools "Carlos García Castillo", Máximo Gómez Báez and "Nguyen Van Troi" and in the boarding school "Abel Santamaría Cuadrado").
- Preparation and sanitization of the flower beds of the Finca Sabana Ingenio University.
- Educational talks for the confrontation of the Covid-19.
- Support to the labor entities in the 1st period of the school year to maintain the measures of care and protection for the confrontation to the Covid-19.
- Carrying out of student scientific works, in the day course and in the course by encounter of the career Licentiate in Education. Elementary Education.

Activities developed in the midst of the COVID-19 pandemic, by students and teachers, coordinators and members of the community project My Green Planet

- Participation in the monitoring of social mobility in places of high concentration of people in the province of Santiago de Cuba, with emphasis on places such as stores, markets, bus stops, shopping malls, banks, ATMs, downtown streets of the city of Santiago de Cuba, among other places of social interest.
- Dissemination from the creation of tags in social networks, of messages of emotional support, for all people in isolation, and the entire university community, inviting to stay at home as a first measure to avoid contagion with COVID 19.
- Messages about the care, conservation and protection of the environment, from a holistic perspective, starting from achieving responsible sexuality, promoting measures to confront COVID, both in family and couple relationships, as well as in society so that all social factors are involved in the actions planned at all levels of management in the country.

- The development of the Summer Course: "Environmental Education for sustainable development in school, family and community, promoting health care and self-care in facing COVID".
- Contribution to the food production of the province with volunteer work in state organoponics plots of the University faculties, yards of teachers, students and workers of this institution.
- Attention to vulnerable people in the communities with courier services such as delivery of food, checkbooks, purchase of medicines, among others.
- Educational talks to students of the career on the measures to face Covid-19, with emphasis on the use of mouth cap on university premises, hand washing, social distancing, among others of no less importance, which have been extended to their families and work entities where they develop pre-professional practices.
- Participation in the research in the Popular Councils of residence of the students, in coordination with the health authorities, with emphasis in the municipalities of greater affectations such as Palma Soriano, Songo La Maya and Santiago de Cuba.
- Activities in red zones, where students and teachers participate as volunteers in tasks such as feeding, cleaning, emotional support, among others.
- Activities in green zones, among which we highlight the teams of attention to the population for communication with the relatives of the people admitted in isolation centers, as suspects of the Covid-19 disease, offering information of interest on their health status.

Assessment of the effectiveness of impact tasks

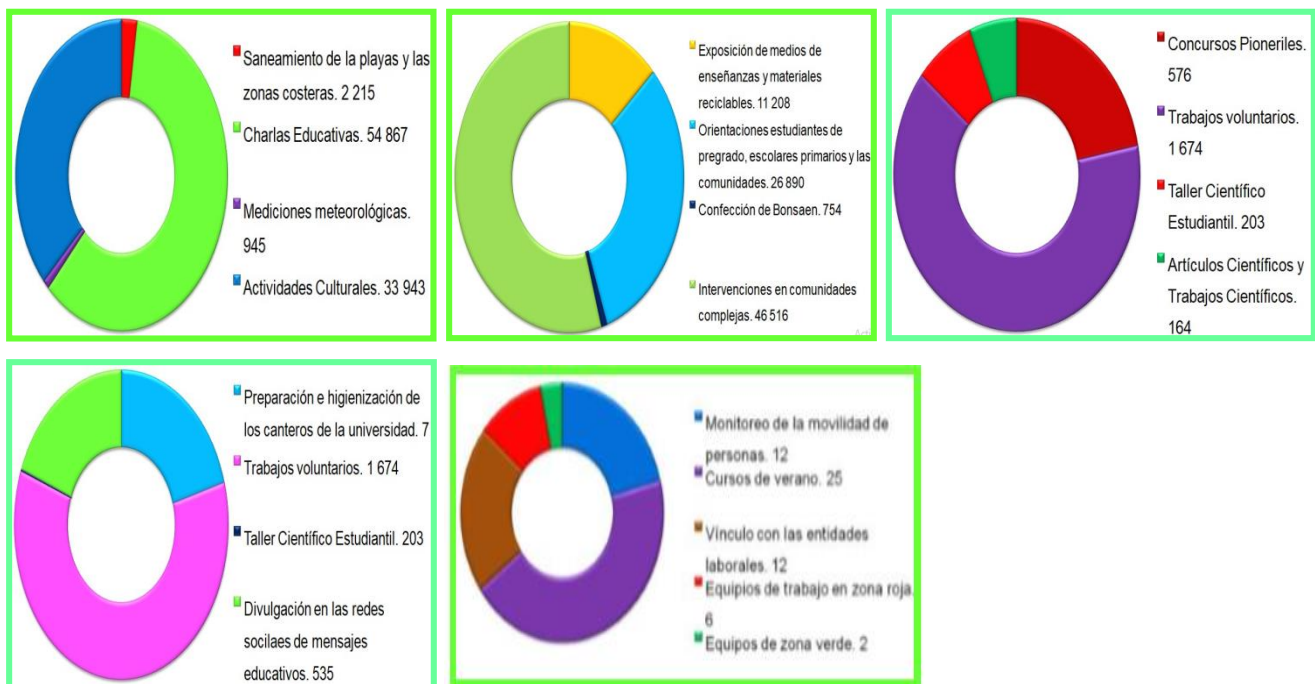
Comparing the initial state with the final state, we can see that the students show adequate progress in the development of actions inherent to the care of their environment, since they seek sufficient and necessary information to be able to master the components of nature, how to protect the flora and fauna, the types of animals and the usefulness of medicinal plants for human health.

These activities contribute to the development of a conscious environmental attitude in students, with these socio-cultural characteristics, hence they contribute to the care and protection of the environment and are aimed at perfecting how and in what way to contribute to raising the students' general integral culture.

In general, it is valued that there is greater knowledge and love for the care and protection of the environment on the part of the students, they know its elements better and take them to their locality and work center. They recognize the situations that affect the environment and carry out actions for its protection.

In addition, it was possible to verify that the activities carried out served as a great help for the preparation of the students and positively influenced the development of a correct environmental education, transforming the way they and the community act, strengthening their responsibility towards them, as well as serving as a guide to respond to certain problems that arise in the care and protection of the environment at home, at the workplace and in the community, thus improving the educational methods.

As for the teachers, enrichment is conceived with the pedagogical experiences, since there was an increase in the level of knowledge and self-preparation of the teachers, evidenced by the substantial change achieved in the students and the community where the actions referred to above were implemented, with respect to their modes of action and the scientific results obtained, since the quality of learning was raised and served as an inspiration to other teachers of the career to develop activities with a higher level of creativity.



Conclusions

Reflecting on the solution of the problems of society and nature for sustainable development, it is considered that the general conception of the Community Project "My Green Planet" is adequate and affordable to achieve its purpose in terms of enhancing the environmental culture for sustainable development, from the overall results achieved during eight years; through it, attention and technical-pedagogical preparation of the members for the use of the interactive platform are provided, ensuring

the visibility of the project and favoring the university-society link for sustainable development; from pondering the environmental culture. Taking into account the impact tasks developed during the teacher's undergraduate training process, it was found that they strengthen the strategic work of the collective and its articulation with the community environment as an essential way to materialize the designed project, and the action plan that redesigned this project taking into account the country's need, had a great impact since it showed a reflective approach and socialization of knowledge. The participation of the young members of the project in the tasks for social welfare was increased, through educational messages, reflecting the student protagonism.

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