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The school environmental project - PRAE as a contribution to the socio-environmental culture of the Megacolegio La Frontera of the Municipality of Villa Del Rosario Norte de Santander.

El proyecto ambiental escolar - PRAE como aporte a la cultura socioambiental del Megacolegio La Frontera del Municipio de Villa Del Rosario Norte de Santander

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RESUMEN

Palabras clave:

Comunicación Social,
Cultura Socio-Ambiental,
Proyecto Ambiental

Introducción: La presente investigación busca contribuir en la construcción de la cultura socio-ambiental desde la comunicación social en perspectiva del- PRAE del Megacolegio La Frontera de Villa del Rosario a través de una estrategia de multimedia que permita dinamizar su formación integral. **Pregunta de investigación:** ¿Hay Articulación del PRAE con el PEI de la Institución educativa o está aislados? ¿Cuáles son las potencialidades o fortalezas del PRAE, en relación con la problemática de la localidad? **Objetivo:** i) Contribuir en la construcción de la cultura socio-ambiental desde la comunicación social en perspectiva del Proyecto Ambiental Escolar- PRAE del Megacolegio La Frontera de Villa del Rosario a través de una estrategia multimedia que permita dinamizar su formación integral. **Metodología:** Para esta investigación se realizó un enfoque cualitativo puesto que el objetivo es contribuir en la construcción de la cultura socio-ambiental desde la comunicación social en perspectiva del PRAE del Megacolegio La Frontera de Villa del Rosario a través de una estrategia multimedia que permita dinamizar su formación integral **Resultados:** Los resultados metodológicos exponen la realización de los objetivos a una población afectada, desde los ámbitos socio – cultural de tal forma que permitió determinar las causas, y el alcance sobre la zona de estudio. **Conclusiones:** Se identifica las potencialidades y debilidades del PRAE, las debilidades y potencialidades ambientales dejan un impacto positivo y negativo de los mismos no sólo en los sistemas naturales, sino también en los sistemas sociales.

ABSTRACT

Keywords:

Social Communication,
Socio-Environmental
Culture, Environmental
Project, Trends Para
Conocer Las Más
Buscadas En Internet.

Introduction: This research seeks to contribute to the construction of socio-environmental culture from the perspective of the PRAE of the Megacolegio La Frontera de Villa del Rosario through a multimedia strategy that allows to dynamize its integral formation. **Research question:** Is there Articulation of the PRAE with the PEI of the Educational Institution or is it isolated? What are the potentialities or strengths of the PRAE, in relation to the problems of the locality? **Objective: i)** To contribute to the construction of socio-environmental culture from social communication in perspective of the School Environmental Project-PRAE of the Megacolegio La Frontera de Villa del Rosario through a multimedia strategy that allows to dynamize its integral formation. **Methodology:** For this research a qualitative approach was carried out since the objective is to contribute to the construction of socio-environmental culture from social communication in perspective of the PRAE of the Megacolegio La Frontera de Villa del Rosario through a multimedia strategy that allows to dynamize its integral formation. **Results:** The methodological results expose the realization of the objectives to an affected population, from the socio-cultural spheres in such a way that it allowed to determine the causes, the advances and the scope on the study area. **Conclusions:** The potentialities and weaknesses of the PRAE are identified, the weaknesses and environmental potentialities leave a positive and negative impact of them not only on natural systems, but also on social systems.

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Introduction

As a result of the effects of pollution and the imminent deterioration of the environment, the planet earth requires initiatives that repel the negative consequences that the whole world harbours, for this reason it is proposed to face the current crisis, with educational initiatives that raise awareness and create a socio-environmental conscience allowing the development of a multimedia, playful, pedagogical proposal that addresses social responsibility and school environmental projects PRAE.

With the accompaniment of the community of the educational institution Megacolegio La Frontera in the municipality of Villa del Rosario in the La Parada neighbourhood, in the border sector between Colombia and Venezuela.

This paper explains the importance of Environmental Communication as one of the foundations for Sustainable Development which means understanding communication framed in the change of the development paradigm. It argues that this is a critical area of intervention in relation to institutional educational projects which, through social communication, cannot remain on the sidelines of the global environmental crisis.

The institutional educational project must respond to the situations and needs of the learners and the community in general, be concrete, feasible and evaluable.

The project is aimed at the student population, administrative staff and teachers of the educational institution Megacolegio la Frontera, focusing on proposals to raise awareness and promote environmental education for people around the institution and thus expand the communication through the students to their families, neighbourhoods and communities.

Materials and Methods

The approach adopted for this research work is qualitative, complemented by the method of analysis and synthesis, which consists of breaking down the problem into its parts, in order to subsequently associate them and construct concepts. The information gathering techniques to be used in this research are the semi-structured interview and the focus group, through which the aim is to obtain information about the research problem and the following question: *What are the environmental behaviours of the educational community Megacolegio La Frontera in the municipality of Villa del Rosario*, in favour of environmental conservation, allowing the elaboration of an accompaniment with a multimedia proposal towards social responsibility and school environmental projects.

Secondary information will be obtained from different research related to the topic (background framework), the curriculum, PEI and PRAE of each educational institution. This research will aim to identify the characteristics, categorise and identify concepts and trends on Environmental Education in these institutions, the importance of the PRAE, its implementation and application, the ecological awareness that is promoted from the environmental component, which should be transversal and not only the responsibility of the Natural Sciences and the PRAE.

This research, from Environmental Education and Ecological Awareness in educational institutions, will allow a pedagogical intervention from the academic field, through teaching and awareness of environmental issues, in order to reflect, act and propose a possible solution to the different conflicts that arise in the educational context in relation to the environment.

Initial characterisation of the context

The institutional educational project must respond to the situations and needs of the students, the local community, the region and the country, be concrete, feasible and evaluable. Articulated (PRAE) which is a pedagogical strategy that seeks to identify priority environmental situations, based on addressing the concerns, needs and particular dynamics of a group in relation to their institutional, local and territorial environment, in order to generate and promote educational proposals relevant to their realities, within the framework of educational processes and the strengthening of research.

The two educational institutions, where the research is being carried out, are of official character, with more than 70 years of history in the municipality, so they have trained more than 50% of its inhabitants, considered, at different times, as the most important and prestigious at academic level, by the results in the State Tests, with municipal, departmental and national recognition, from the arts, music and sport.

The population that is trained in these institutions is located between strata 1, 2 and 3; they have a population variation of students, according to the academic day, since they have morning and afternoon sessions. The emphasis that these institutions have is not only academic, but also systems and industrial; they provide the opportunity for graduates to acquire the necessary knowledge and skills.

Initial diagnosis of the PEI and PRAE of the Educational Institutions.

From the PEI, both educational institutions have a vision that aims to train in the search for social and environmental sustainability. It is established to receive the intended orientation of the cross-cutting projects stipulated in Article 14 of Law 115 of 1994 (sex education, environmental education, use of free time, civics and democracy).

In the Educational Institution, nothing is mentioned about Environmental Education in its PEI; only when the curriculum of the area of Natural Sciences and Environmental Education is addressed. One of the goals established is that by 2020, the institution will be at the level of continuous improvement, a programme for the prevention of physical, social and environmental risks. This second institution offers the title of industrial technical baccalaureate to students who complete the eleventh grade, in one of the following specialisations: electricity, electronics, industrial mechanics, metalwork and technical drawing, automotive mechanics, systems and computing.

Proposal

In accordance with the logical framework-methodology, we seek to process this problem situation in this way: This management mechanism promotes the planning, implementation and evaluation of a project. Norwegian Agency for Development Cooperation (NORAD), 1993, this methodology is a set of procedures and instruments aimed at planning projects in order to achieve Objectives (Agencia de cooperación alemana para el desarrollo GTZ, 1987).

The Spanish Agency for International Development Cooperation AECID, (1999). It considers that this methodology is an analytical tool that takes the form of a method with several stages that go "from identification to formulation and its final result should be the elaboration of a project planning matrix".

Context. The Megacolegio La Frontera in Villa del Rosario has more than 1,500 pupils, the majority of the children are from neighbouring Venezuela (80%) and only 20% of the students are Colombian. For some time now, waste and/or rubbish has increased in the border area, more precisely in the La Parada neighbourhood, where the educational institution is located, due to the poor handling of solid waste generated at the Colombian-Venezuelan

border crossing. Environmental education is very limited and the influence of the trade zone, which is the entry and exit point for migrants, makes this place an area of disorder and exorbitant rubbish dumping.

The lack of a sense of belonging, the lack of civic culture and commitment from children means that through education, the care and preservation of natural resources and care for the environment should be reinforced through pedagogical strategies reinforcing the PRAE (Blanco et al., 2016).

Analysis of alternatives. The analysis of alternatives is based on the objective tree and determines the actions or activities that will achieve the objectives..

Objectives. This is where the necessary parameters are defined and applied according to the characteristics of the problem, and the alternatives that are most conducive to the achievement of goals are assessed and left.

- **Training students and the community in integrated solid waste management:** training programmes will be carried out on the importance of sorting, recycling and separation at source.

- **Formation of Environmental Guardians:** to create a group of watchdog leaders who are spokespersons for the importance of caring for the planet and its natural resources.

- **Recovery of public spaces:** beautification days and cleaning brigades in sectors that have become critical points.

- **Information, communication, surveillance and control:** remind the community of the timetables and frequency of collection of public waste collection services, provide information on the environmental inspection and the code of coexistence and citizen security of the national police.

Analytical structure of the proposal



In other words, each level of the structure is a row of the logical framework matrix.

- The end is a medium or long-term impact. It represents the contribution that is achieved by having the project completed. It can be composed of one or more elements.

- The purpose is the central objective of the project and there should be only one. The project is completed once the purpose is achieved, and it is achieved when we have the components completed.

- Components or outputs are the deliverables (goods, services, tangible products) of the project. They are the result of having the activities carried out.

Proposal monitoring and evaluation

The monitoring or follow-up that controls the progress of the project and is done only in the execution phase. Aspects such as costs, physical progress and compliance with deadlines are verified. The project is also informed of the results of the monitoring and the relevant actions are taken to ensure the continuity and success of the project.

Thus, monitoring identifies measures:

- Activities are carried out on time and at the lowest cost - **Effectiveness**.

Components are being produced and if the purpose is achieved - **Effectiveness**, to take actions to correct the project's path. This is with regard to monitoring.

Results and Discussion

Cifuentes (2016) defines systematisation as "a process of social construction of knowledge that allows us to reflect on practice in order to learn from it, conceptualise it, understand it and enhance it" (p. 4).

This means that in systematisation, one learns and reconstructs from experience, as long as critical interpretation is used to generate knowledge, the product of socialisation and the execution of actions as a reference for the support of information.

On the other hand, underlining is used to determine the reading of the real plan of an author's ideas; one way is to work from the first reading of the text, where the main ideas are underlined, to then quickly isolate them from the rest of the work and restructure them into a logical or real plan of the work or to summarise it. It is also used to isolate certain concepts or definitions of different authors, and to point out the central or important points of the thesis that one wishes to record or remember. In other cases, underlining can be applied to weak or criticisable arguments in the work and to data that do not seem true or significant in the stated context (Hochman and Montero, 1980).

Relationship between project objectives, activities and results

The actions proposed by the PRAE of the educational institutions result in the following:

- To create awareness of environmental issues inside and outside the school.

- To create values and behaviours, in order to commit the learner to the protection and improvement of the indoor and outdoor environment.

- Provide opportunities to participate in activities aimed at solving environmental problems.

- Give specialised lectures related to the environment and its preservation.

- To elaborate billboards and posters related to the culture of the environment. A bet from the audiovisual language that generates educative actions.

- To carry out competitions that will motivate the improvement of the school environment.

- No mainstreaming of environmental education with the other subjects in the curriculum can be observed.

Alternatives for improvement.

Taking into account that the structure of a school environmental project does not exist as such, it is necessary to rely on documents on environmental issues and above all with good results in order to implement the PRAE for the institution. The use of any type of material or guide for the formulation and implementation of school environmental projects is an elementary tool that, together with the project manager's criteria, will enable him/her to propose changes and adjustments to the subject being worked on.

Based on the methodologies used and their respective assessment, it is necessary to propose improvement alternatives prior to the implementation of a school environmental project for the institution, in order to plan ideas and solutions for this purpose.

Alternative	What to do
forming groups to carry out environmental projects	In order to synthesise any kind of environmental project, it is necessary to make decisions of different dispositions. In this order of ideas the committed groups must be able to propose, promote, and realise ideas, habits and observations respectively, in order to weigh the written part with the reality of the problematic.
In order to synthesise any kind of environmental project, decisions of different dispositions are required. In this order of ideas the committed groups must be able to propose, promote, and carry out ideas, habits and observations respectively, in order to balance the written part with the reality of the problem.	For the realisation of a project, it is necessary to identify a suitable assessment methodology to assess the current state of the problem previously Identified It is also necessary to propose a series of indicators indicators that allow an evaluation of the improvement and changes in the improvement and changes in the project
Create a fact sheet for the PRAE	The preparation of a fact sheet for the PRAE allows the recording of relevant data and the current situation regarding the development of the project. Within the fact sheet it is important to note the general data of the institution, the entities that support the PRAE and sources of Funding
Identify general guidelines for the formulation of the school environmental project.	Define a document or format to identify the general guidelines for the formulation of the PRAE, and record the necessary information, i.e. information about the institution, After the formulation of the PRAE, the emphasis of the PRAE should be established, achievements, opportunities, indicators and possible impact

Conclusions

To be successful in the PRAE, it is necessary to integrate it with the institutional educational project, and to articulate it with community environmental education projects.

Participation in the development of the school environmental project, mainly by the community, depends to a large extent on the degree of commitment of the teachers or leaders of the PRAE, either the students themselves or the directors, to encourage and call for participation in environmental projects and activities that generate strategies for improvement, and can mitigate the impacts generated in the institution and its area of influence.

Socio-environmental problems were identified by means of methodologies established for this purpose. It was found that the tendency of these problems stems from the lack of commitment on the part of the entire educational body, and its interest in carrying out studies or research into the causes of

the most frequent problems in the institution and its area of influence.

They describe in detail the authors' appraisals of the development of the work and the results reported in the manuscript. It should not contain references or textual quotations.

On the other hand, this research gives relevance to the socio-environmental culture and to the awareness and responsibility for the care of the environment as responsible ecological behaviour. From the results obtained for the development of this work it is possible to demonstrate how significant and important PRAE is for the construction of socio-cultural culture, awareness and responsibility in the care of the environment in the Megacolegio la Frontera and in Villa del Rosario.

Potentialities and weaknesses of the project

In the approach of the present work, the category of activities and initiatives is established and also again the awareness and responsibility for the care of the environment, which is oriented under the theoretical contributions of Rapoport (1974); Aguilar (2006).

These authors provide a better approach to the potentialities and weaknesses of the PRAE environmental project that are affecting or benefiting the environment and the reality of the border educational community. Therefore, in principle, according to Rapoport (1974), it is the most important mechanism that relates people to their environment. Likewise, according to Aguilar (2006), it has been heard that it is environmental pollution, since in our time it is a "boom" because it is what is always talked about, as it is that various factors influence our planet little by little deteriorate.

Multimedia strategy that impacts the project

Expanding the environmental culture in the educational institutions of the metropolitan area

of Cúcuta is undoubtedly supporting the integral formation of the school environmental project, which is why it is so important to raise awareness about coexistence and the proper management of the environment in order to contribute positively to having a clean city.

From environmental guardians through the multimedia strategy is intended to start with 5 trainings of 7 important topics, where the first of them is to make known in an understandable and didactic way what are the functions, services and activities provided by the environmental project, and thus a series of activities of ecological type, in order to help the training of students, teachers and administrators in turn improve the environmental problems of the sector and the phenomena occurring within the local area that affect the environment and natural resources.

The analysis of the planning is related to the application and effectiveness in the development of the potscad where each one of them must be ordered to achieve the possibilities of change to allow a successful process in time and information of each one of the subjects and the material to be developed in the educational institutions to be sustainable and sustainable.

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