

**СЕКЦІЯ 9 – ПАРТНЕРСТВО ОСВІТИ, НАУКИ, БІЗНЕСУ, ГРОМАДСЬКИХ ОРГАНІЗАЦІЙ ТА ДЕРЖАВНИХ ІНСТИТУЦІЙ У ВИРІШЕННІ РЕГІОНАЛЬНИХ ЕКОЛОГІЧНИХ ПРОБЛЕМ**

**Morgane Huguet Asunción Fernández Ruíz,  
Tetiana Dushanova,  
Laura Bell**  
Official Language School (EOI),  
Chiclana de la Frontera, Espania

**NON-FORMAL ENVIRONMENTAL EDUCATION IN SPAIN:  
ON THE EXAMPLE OF A LANGUAGE SCHOOL**

*Abstract.* On the example of a language school, the possibilities of parallel inclusion of non-formal environmental education in the main educational process are shown. The educational strategies used are considered. The forms of presentation of the results of the work carried out and the possibility of their subsequent practical application in the educational practice of the students are described.

*Key words:* environmental education, non-formal education, learning strategies.

The momentum that environmental education has acquired in recent years in Spanish society is the result of the progressive development of tools, programs and actions that have been gaining utility, mobilization capacity and relevance.

A few decades ago, environmental education meant that it had to be implemented exclusively in the context of academic training.

However, this idea of education is now outdated [1, 2].

UNESCO guidelines and Club of Rome reports since the 1960s have insisted that to speak of education is to speak of continuous processes that develop throughout the lives of individuals [3, 4].

The purpose of the article is to show the main directions of action and forms of implementation of informal environmental education on the example of the Spanish school in Chiclana de la Frontera. Environmental education is conventionally divided into two categories: formal and informal [1, 5].

These two types of education play an important role in the cognitive development of a person and take place in Spain.

The formal educational process is characterized by the fact that some individuals (students) are part of institutions (schools, institutes, universities) in which they are taught certain knowledge through study plans established by the ministries and departments of education.

Non-formal education is understood as all social activities and programs that, despite not being developed in the main educational context, have a clear definition of objectives and pedagogical methodologies that seek to cause educational effects in the recipients.

This training can be organized outside educational institutions (groups, conferences, courses), is not always carried out by professionally trained teachers, and may not end with the receipt of a generally recognized educational document. In May 2015, the World Education Forum was held in Incheon, Republic of Korea. The main task of the forum was to find ways to ensure equal access to quality education and lifelong learning for all by 2030.

The Official School of Languages in Chiclana de la Frontera is also committed to this objective. One of the ideas we are working on is to build information panels about the plants in our school park. There are more than 50 species among them.

When we realized the diversity that was in the park, we proposed to the city council some informative panels that tell a little about what those trees and plants are. This would be done with the students of our center. The council accepted the idea and the school park was divided into zones.

We have 5 different themed areas. The students researched and studied the existing species in the languages they studied. We have a sign in German. Two posters in French and another two in English. Additionally, a QR was created with which you can see all the information collected. This links to the school page where you can see more information and student work.

In last year's project there was already an exhibition outside the school where texts and photographs of the trees, shrubs and flowers existing in the park were presented. We have also worked on the birds of our park and the maritime ones that exist in the surroundings of Chiclana de la Frontera.

Active joint work was carried out with the environmental association "Save the black-footed plover". Another student at the school has made watercolor paintings of the birds in the park.

Creative descriptions have been made about the trees in the park.

Work has also been done on sustainable cities (what kind of city we would like to have in the future). Many groups that study English in particular have worked on sustainable cities around the world.

This academic year, we have set ourselves a goal: to introduce ourselves directly to the plants, trees, birds, and insects of the environment.

On May 23 and 24, on the occasion of the European Day of Parks, we will present the work done on sustainable cities, the creative texts of the students, on birds and plants.

A book will be published with black and white and color photographs of plants and birds, which will be accompanied by informative texts and poems in French and English. We plan to make a video and audio version of this book.

The main goal of our work is to draw attention to environmental issues, raise the level of awareness and education necessary for the protection of the environment and the sustainable development of society.

### **Conclusion**

Non-formal education does not replace formal education, but complements it, covering the need to participate in the protection of nature and expanding knowledge about the environment.

Non-formal education allows learning to be developed taking into account the characteristics of each person, it is open to any age, training and individual interests. In addition, it is a voluntary education. Among the main characteristics of informal environmental education at the Official Language School of Chiclana de la Frontera, the following should be highlighted:

- implementation of environmental education as nature protection and environmental education;
- informal nature of communication between participants;
- freedom to provide the results of the activity itself;
- implementation of environmental projects at a convenient time for students;
- voluntary;
- effectiveness and publicity of the results of joint environmental activities.

### **References**

1. María Novo. La Educación Ambiental formal y no formal: dos sistemas complementarios Revista Iberoamericana de Educación Número 11 - Educación Ambiental: Teoría y Práctica (Retrieved 12.04.2023) from <https://rieoei.org/historico/oeivirt/rie11a02.htm>

2. Tello, M.J., Rodríguez, A.Y. y Guerrero, F. (2015). Las bases de la educación ambiental. *Revista electrónica de la Universidad de Jaén*. <http://revistaselectronicas.ujaen.es/index.php/ininv/article/view/2481/2037>

3. Lucie Sauv  (2014). Educaci n ambiental y ecociudadan a. Dimensiones claves de un proyecto pol tico-pedag gico-Environmental education and eco-citizenship. Key dimensions of a pedagogical-political project. *Revista Cient fica*, 1(18), 12-23 doi:<https://doi.org/10.14483/23448350.5558>

4. Shirley Solanghi Calder n Torres y Carmen del Pilar Caicedo (2019). Educaci n Ambiental: Aspectos relevantes de sus antecedentes y conceptos. *Revista Ingenier a y Regi n*, 22. 14-27.

5. Villadiego-Lorduy, J; Huffman-Schwocho, D; Cortecero-Bossio, A; Ortiz-S nchez, R. (2014). Algunas consideraciones acerca de la educaci n ambiental no formal. *Tecnolog a en Marcha*, 27. N  3. 136-146.