

Taking Seaflower to the Classroom: A Proposal to Bring Sustainability Education to High Schools in an Oceanic Archipelago (Western Caribbean, Colombia)

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Abstract

Geographic understanding is an important ability to be developed in learning communities in islands, since, as previously established, they have unique interactions with natural and human systems. In the case of the Archipelago of San Andrés, Providencia and Santa Catalina, the curriculum standards, guidelines, and textbooks are designed mostly considering mainland learning communities of white/mestizo ancestry and overlooking the different backgrounds and needs of ethnic minority students, resulting in a total absence of a culturally responsive approach. In this chapter we propose the geo-literacy umbrella as a tool to improve the teacher training and institutional capabilities, previously proposed by academics as points of intervention to close the educational breach by 2030. The seascapes and landscapes protected by the Seaflower Biosphere Reserve offer a rich spatial template for context-based teaching and learning, particularly in local high schools where Geo-literacy might be also useful for introducing general knowledge about sustainability in islands. The General Law for Education in Colombia, provides guidelines that could be used by teachers as anchor points to integrate concepts and methods about sustainability in islands that challenge students to think about real-world problems.

Keywords: Geo-literacy. Archipelago of San Andrés, Providencia and Santa Catalina. Context-based Education. Seaflower Biosphere Reserve.

THE SEAFLOWER INTO THE CLASSROOM

Geo-literacy for Sustainability Education



Continental
Monitoring
Resources
Vulnerability
Landscape
Rural
Habitat
Planning

Geographic scale
Dry forests
Ecosystem-based
Secondary schools
Biodiversity
Carrying capacity
Climate change
Ethno-education
Drinking water
Geo-literacy
Grassroot
Research
Co-existence
Local community development
Population growth

Community participation
Adaptive capacity
National
Technical colleges (SENA)
SFBR
Education
Coastal zone
Climate variability
Mangroves
Sugarcane
Hazard
Governance
Caribbean region
Municipal
Sustainability
Departmental
Primary schools

Community organization
Hurricanes
Land use
Pollution
Fisheries
Continued-education
Adaptation
Maritime
Urban
Land
Global
Local