1. Introduction
A common event in the operation of any facility that receives visitors, is the arrival of a person or group with a condition that does not allow them to make use of the facilities or participate in activities in the same way as others. The staff assigned to receive visitors often get challenged in meeting people in this situation, and often have to deal with more than one condition that hinders their integration with others.

The World Zoo Conservation Strategy (WZACS) declare that the interpretation of live animals is essential to enable the public from any social condition in a positive way against everything related to environmental conservation. These conditions must include several social minorities such as: people with disabilities, the elderly and vulnerable groups. Their access to education programs is one of their human rights of major concern, as well as a priority for our institution.

In Mexico, 5.1% of the total population has a disability (INEGI). It is necessary for zoos and aquariums to have activities, materials and specialized staff available for these users. The services provided to these users will result in an improved quality of life for themselves and their families, their incorporation in the community and in the construction of a more just citizenship.

Disability is any restriction or limitation on the ability to perform or participate in activities within the range considered “standard” for a human being, due to the lack or loss of a structure or anatomical, physiological or psychological function.

Disability is not a disease or a state which is suffered, but a condition of life. For its attention, several models have been developed, from the charity and medical models to the social model that considers social factors as the real cause of disability, not allowing the inclusion of people with disabilities by using their alternate capabilities.

San Juan de Aragon Zoo has always offered an integrated education approach that addresses the needs of people who work and visit our facilities.

These needs not only consider the general services offered to visitors but the particular conditions of the various target groups that receive and serve, from the perspective of inclusion and integration.

Education is one of the objectives of modern zoos and it is not only accomplished by showing the value of natural heritage of the exhibited species but also highlighting the importance of the impact of human actions on the conservation of flora, fauna and environment.

In education, the inclusion answers to a philosophical, social, economic, cultural, political and pedagogical approach that seeks the participation and appreciation of differences in the learning processes. Conservation education seeks the inclusion of different teaching strategies to facilitate community participation in the knowledge and protection of the environment, adapting to the needs and capacities of the learner.

In this sense, inclusive environmental education is the mode of conservation education that aims to extend the knowledge on the non-immediate environment for persons with disabilities, promoting their access in the field of environmental education, considering their value as individuals and the importance of their participation in improving the environmental quality as well as in building an environmentally responsible society.

The practice of inclusive environmental education is not simple because it requires training by facilitators and new practices and attitudes to adapt the established educational approach for the use of different capacities. Similarly requires to adapt the facilities, materials and activities to reduce or eliminate barriers for learning, however, its implementation foster the fulfillment of our institutional mission:

Promote the conservation of threatened or endangered wildlife species, through environmental education, scientific research and ex-situ breeding, giving visitors the opportunity to learn and admire in these public spaces, the natural diversity of flora and fauna from around the world, with emphasis on Mexican species.

Institutional Vision:
Consolidate Mexico City’s zoos as local, regional and global leaders in biodiversity integrated conservation, managing wildlife populations at the highest welfare standards and developing research and education to promote their and their habitats survival.

2. Background
Given the environmental issues of any large city in the world and the ignorance or apathy of the population to these problems, San Juan de Aragon Zoo has an Education Department that began operations with the reopening of the zoo in December 2002.
This department has provided support for the integral education of visitors and staff with educational and recreational activities to encourage participation and interest in the conservation of the biodiversity of their surroundings by developing new experiences that build and promote meaningful learning values and attitudes.

The San Juan de Aragon Zoo’s Program for the Inclusion of People with Disabilities has been strengthened through the training of education staff, advised by specialist in the assistance of people with disabilities, and adapting spaces, materials and activities that promote their accessibility and participation in society.

In collaboration with partner institutions such as: Fundación Ilumina, Paseo a Ciegas, CRIT, INDEPEDI, Megavisión and Red de Museos para la inclusión de personas con discapacidad, seeks to extend the scope of these activities for blind and vision impaired people, creating a new space that promotes environmental awareness by using senses other than sight.

Previously there have been groups of people with this disability and has been integrated in regular activities, adapting them to meet their needs, however, the sensory trail is space with activities specially designed for this population. At the same time it seeks to raise awareness of people without disabilities about the needs of the visually impaired, making them participate in the same activities facing the difficulty of losing their sense of sight to promoting attitudes of empathy and solidarity.

3. Objectives:
Promote the inclusion of visually impaired visitors in environmental education activities generating in them the knowledge, skills and attitudes that enable them to value and participate in the conservation of wildlife.

• Have a space and materials to allow blind participants to use their alternative senses to learn about the flora and fauna and deepen the knowledge of the environment.

• Promote among visitors with vision, the experience of using alternate senses to re-know the environment and be aware of the needs of people with disabilities.

4. Proposed Work
Operate a sensory trail in a guided tour modality that will allow visitors to know the distribution of our zoo, the features of the flora and fauna of every area and be introduced into environmental topics through the use of their senses other than sight.

The San Juan de Aragon Zoo’s Sensory Trail was inaugurated on November 27th 2014 on the celebration of its 50th anniversary. It consists of a rustic road, lined on both sides with logs, with a length of 497 meters (1640 ft) (Figure 1) and a total of 10 stations (Figure 2) that will lead the visitors to know the flora and fauna that are on display and to describe their environmental situation, to inform how people affect their conservation status and to allow themselves to suggest conservation actions.
activities and services provided, the depth and quality of the information discussed with the visitor, the impact of the education strategies for the conservation of the species and the attitudes and values constructed in individuals through the contact with society and environment.

The last stage of this activity is a summative evaluation of semiformal type. Participants discuss their feelings, emotions and opinions about the experience and the interpretation offered by educators. Being with eyes covered and unable to write, the comments are recorded using a cell phone and transcribed to track and take into account to improve the program.

7. Results

Quantitative: During the first year of operation of the Sensory Trail, a total of 169 people participated in the activities. The institutions that have requested this service are: Paseo a ciegas, Escuela de perros guia para Personas con Discapacidad Visual, Fundación Ilumina, Instituto Nacional para la Educación de los Adultos from the Public Education Ministry. In addition, the education staff participated in the 2nd Disability Fair in which they presented the materials used in the Sensory Trail and in which a total of 144 people participated.

In 2015 a total of 258 visitors participated in these activities. The education staff was invited to the 3rd Disability Fair and participated in the Inclusion Day and the expo-congress of the Instituto para la Integración al Desarrollo de las Personas con Discapacidad (INDEPEDI). The zoo joined the Museum Network for the Inclusion of People with Disabilities. On this year the education staff organized the first concert in sign language for the deaf, with the title “Christmas in the zoo” From January to April 2016, a total of 78 visitors participated in the sensory trail. A second concert in sign language was presented with the title “Children and Earth Day”. On April the zoo was evaluated on accessibility for people with disabilities by INDEPEDI.

Qualitative:
San Juan de Aragon Zoo strengthened its Inclusion Program for People with Disabilities with the opening of the Sensory Trail. The comments made by participants show that the use of alternate senses to sight, involve reconstructing the previous knowledge to rediscover the environment, its flora and fauna.

Experiential learning applies in this activity for understanding the natural world. In it, the experiences during the activity are important in building knowledge and changing attitudes.
Participants with disabilities find a way to get closer to nature, allowing them to expand their knowledge of the environment, raise awareness of their non-immediate environment and appreciate and participate in wildlife conservation.

The emotions experienced on the path for non-disabled people are mainly of stress or fear for facing an unknown situation, however educators generate assurance to carry out the activities and participants gain confidence as they understand that it is a controlled situation where the risks are minimized (figure 4). This experience generates empathy towards people with disabilities. Likewise, it allows more aware of the proper way to offer and provide quality assistance to people with visual disabilities, facilitating their integration into everyday activities and strengthening the social model of inclusion.

8. Conclusions
The Sensory Trail is a useful strategy for the accomplishment of the institutional mission and vision within the framework of government policies, to provide space for the inclusion of people with visual disabilities and promote the social model of inclusion that seeks accessibility in facilities and activities for people with disabilities. Thus the participation of minorities in the important work of environment conservation is achieved. Similarly, it meets the World Zoo Conservation Strategy allowing these visitors to acquire a positive position regarding their participation in wildlife conservation.

This activity represents for the people with disabilities an opportunity to use their skills in building new knowledge about their non-immediate world. Similarly supports their integration in society, their interaction in a group and the expression of their thoughts and feelings. The Sensory Trail also offers volunteer opportunities as group guides or in horticultural work. It also results in a significant learning for people without disabilities because it generates attitudes of empathy and solidarity, developing skills to help a disabled person, while re-constructing the knowledge on flora and fauna features that were not perceived trough the sight.

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9. References