

# Environmental Education approach in the documents of Pedagogical Guidelines of the Municipal College Custódio Sento-Sé/Ba/Brasil

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**Abstract**— This article presents the analyzes made of a study on the approach of Environmental Education in the pedagogical activities of the Colégio Municipal Custódio Sento Sé/BA, with the aim of analyzing how the pedagogical guidance documents address Environmental Education. The research has a qualitative, documentary focus, of a descriptive type, which initially seeks to prepare a literature review on the subject, then analyzed the Pedagogical Political Project (PPP), in order to collect the information necessary to carry out the research. Therefore, the result made it possible to realize that the PPP recognizes the importance of the school's social role and the construction of social values for the promotion of citizenship, however, environmental issues were not explicitly addressed in the respective document.

**Keyword**— Environmental Education, Political Pedagogical Project, Awareness.

## I. INTRODUCTION

This work aims to analyze how Environmental Education has been approached in the pedagogical guidance documents to promote awareness and training of critical, participatory and autonomous citizens, in an Elementary School II, at the seat of the municipality of Sento-Sé/BA.

Education has the capacity to transform the realities experienced by human beings, through sensitization and awareness, and Environmental Education is widely discussed today, with the purpose of demonstrating that social, economic and political factors are directly related to the changes that the environment has been suffering.

The development of Environmental Education in the educational scenario is of paramount importance to seek balance in the relationship between man and the natural environment, which is increasingly compromising the quality of life of society. In view of this, urgent measures are needed in order to raise people's awareness in the search for new concepts and ideas about the importance of preserving the environment, being a participatory and continuous process in the construction of values, knowledge and actions.

According to Dias (2004, p. 523) the process is permanent in which “individuals and the community become aware of their environment and acquire new knowledge, values, skills, experiences and determination that make them able to act and solve environmental problems, present and future”.

In this way, Environmental Education is a transversal theme that allows dialogue between different disciplines, enabling communication and joint action between education professionals and students, seeking to show that knowledge is composed by the union of the contents of the disciplines and that they communicate. It is a tool capable of bringing a contextualized and interdisciplinary view.

It is noticed that environmental issues have been discussed and researched today, and this study aims to answer the following question: ¿How is Environmental Education addressed in the pedagogical guidance documents of the School Unit?

In view of the problem of this research, it was determined to verify the following hypotheses: the documents of pedagogical guidelines address the theme of Environmental Education. Or, the pedagogical guidance documents do not address the issue of Environmental

Education. In this sense, the general objective of this study is to analyze how the pedagogical guidance documents address Environmental Education and, to consolidate this analysis, it was listed as specific objectives: a) To know the pedagogical guidance documents of the school; b) To analyze how the Environmental Education is addressed by the Political Pedagogical Project.

The results found point out that the Pedagogical Political Project (PPP) does not have an approach that actually contemplates Environmental Education, thus hindering the respective approach in the school environment based on the pedagogical perspective.

## II. THEORETICAL REFERENCE

### 2.1 – The history of Environmental Education

The transformations in the production processes that occurred after the Industrial Revolution, aroused concerns on the part of social organizations about environmental issues worldwide, starting in the 1960s in the 20th century, because of the levels of pollution and rising temperatures in the Earth (SAMPAIO, 2011).

In 1972, the United Nations (UN) held the first meeting to address environmental issues. The United Nations Conference on the Environment, in Stockholm, which generated the document called “Declaration of the UN Conference on the Human Environment”, proclaiming criteria of relationship between man, production and the environment, that citizens and companies seek balance to find the path that leads to sustainable development (CABEDA, 2017).

Among several determined principles, awareness and awareness is sought to promote the preservation of natural resources such as air, water, land, flora, fauna and parts of natural ecosystems need to be conserved to guarantee the existence of present and future generations. Man has the responsibility to preserve and manage the heritage of flora and fauna and their habitat, which is in grave danger (COELHO; REZENDE, 2016).

After the Stockholm Conference, some actions were taken, such as: 1. The United Nations Educational, Scientific and Cultural Organization (UNESCO), took over the organization of regional and international discussions on Environmental Education (EA); 2. The International Seminar on EE was held in Belgrade, Yugoslavia, in 1975; 3. The United Nations Conference on Environment and Development was held in the city of Rio de Janeiro, known as Rio - 92, where Agenda 21 was created; and, 4. The Creation of the Environmental Education Treaty for Sustainable Society and Global Responsibility.

With all these actions, the world begins to worry about seeking knowledge to address environmental issues. It was noted the need that global societies need to build public policies aimed at the conservation and balance of the environment, establishing principles and rules for the use of non-renewable natural resources. It is the moment when the transversal theme - Environmental Education - starts to be developed within society.

International organizations started to address the issue of sustainable development after the Rio 92 conference. Agenda 21 was a historic milestone, containing the commitment of rich countries in relation to poor countries, each participating country has a duty to incorporate policies based on the proposal for sustainable development, with the aim of improving the quality of life of the population. This document recognizes that poverty and environmental degradation are intertwined. Proposing discussions on combating poverty, changing consumption patterns, combating deforestation. Where it seeks a balance between the relations of economic development, the environment and the human being (GOTTARDO, 2003).

### 2.2 The Need for Environmental Education

Developing actions in a sustainable manner in the social environment where we operate is a necessity in the contemporary society scenario. In view of the expansion of the capitalist economy, which leads to a consumerist society, causing environmental destruction, such as the climate changes that we already experience today.

Society must adopt economic attitudes that are less aggressive to the environment and these attitudes must come from all nations, from the least developed to the most developed, with the precept of ensuring quality of life for the planet and all forms of life that exist on it.

Humanity needs to balance itself in a sustainable way with the environment, use only what is necessary for its existence and, seek to reorganize nature preservation and active actions in an active and quick way, so that we can ensure the survival of the various forms of life that inhabits the planet. It is of utmost importance to effectively program a quality Environmental Education, which brings in its theme a perspective of raising awareness and sensitizing people in a more active coexistence in benefits of the preservation of natural resources, ensuring better quality of life for all forms of beings existing. It is necessary that the human species be reeducated in a perspective of coexistence and respect for the environment, so that it will generate a mutuality between man and nature (MORIN, 2016).

Environmental Education is an interdisciplinary, multidisciplinary theme that needs the support of

knowledge from various areas acting in partnership to achieve the holistic of the whole. According to Paviani (2014, p.16):

[...] it is not too much to reinforce the idea that interdisciplinarity takes place in each situation in a peculiar way and presupposes the integration of knowledge and people, of units and syntheses of knowledge or of "content", of use or application theories and methods and collaboration (principle of collaboration) between teachers or researchers.

Fazenda (2011, p. 75) points out that "the possibility of being in the world today, understanding and criticizing the innumerable information that attacks us daily, can only happen in overcoming the existing barriers between the disciplines".

Seeking a dialogue between economic development, the environment and human beings is one of the objectives of Environmental Education.

According to Medina and Santos (2008, p.24):

Environmental Education will allow, by its basic assumptions, a new creative interaction that redefines the type of people we want to train and the future scenarios that we want to build for humanity, in function of the development of a new environmental rationality. It is necessary to train individuals who can respond to the challenges posed by the dominant development style, based on the construction of a new harmonious style between society and nature and who, at the same time, are able to overcome merely instrumental rationality and economist, which gave rise to the environmental and social crisis that concern us today.

Such assumptions allow us to understand that it is necessary to integrate society in the search for knowledge, to understand the changes that the environment has been undergoing. Environmental Education leads us to the possibility of exploring, knowing, identifying, describing and interpreting social behaviors in the search to find new proposals for changing the relationship and culture of the human being with the environment through less aggressive actions, and sources of energy alternatives.

However, the new attitudes must be based on the lessons learned in the school environment through the contents studied in the classroom. According to Figaro:

The concrete experience of the students' lives is not outside the school. Connecting school content to the interest of young students presupposes understanding them as discourse producers, in which they select, categorize and organize, from their experiences, all statements addressed to them (FÍGARO, 2010, p.27).

Therefore, Environmental Education, when developed, allows to promote curricular integration in the educational environment, developing interdisciplinarity and contextualization of contents with the lived reality, in the perspective of integral human formation, seeking to form autonomous and critical citizens who can interact and intervene in the environment social environment.

### **2.3 Environmental Education in the Brazilian educational scenario**

Environmental Education is a term that emerged only in the 1970s, as a result of concern with the environmental issue. From then on, the organization of several events that consolidated such issues began, such as the Stockholm Conference in 1972, the Rio-92 Conference in 1992, held in Rio de Janeiro, which established an important measure, Agenda 21, which it was an action plan for the 21st century aimed at the sustainability of life on earth (DIAS, 2004).

In Brazil, Environmental Education became law on April 27, 1999, by Law No. 9,795 - National Environmental Education Policy, where in its Art. 1:

Environmental education is understood as the processes by which the individual and the community build social values, knowledge, skills, attitudes and competences aimed at the conservation of the environment, a common use of the people, essential to a healthy quality of life and its sustainability (PNEA, 1999, p1).

In Art. 2nd states: "Environmental education is an essential and permanent component of national education, and must be present, in an articulated manner, at all levels and modalities of the educational process, in a formal and non-formal character" (PNEA, 1999, p. 1).

In this perspective, Environmental Education is not a new discipline, it has an interdisciplinary character,

where its approach must be integrated and continuous. Interdisciplinarity requires a broader and more meaningful view to understand, the concepts, phenomena and problems of everyday life, through knowledge of different areas of knowledge. We can observe in the National Curriculum Parameters (PCNs), “in the school perspective, interdisciplinarity does not intend to create new disciplines or knowledge, but to use the knowledge of several disciplines to solve a specific problem or understand a particular phenomenon under different points of view sight”(BRASIL, 1999, p.34-36).

Therefore, we realize that Environmental Education with Law, is a policy considered recent, widely discussed today. However, little developed and worked in the school context.

### III. METHODOLOGY

The present research was carried out in the Municipality of Sento-Sé - BA/Brazil (figure 1), located in the territory of the Sertão do São Francisco (figure 2), on the edge of Lago de Sobradinho, in the North of the State of Bahia. The Municipality of Sento-Sé according to the Brazilian Institute of Geography and Statistics (IBGE) has an estimated population of 40,684 inhabitants and has a territorial extension of approximately 12,181,239 km<sup>2</sup> (IBGE, 2019).



Fig.1: Sento Sé/Bahia/Brazil

Source: IBGE (2020)

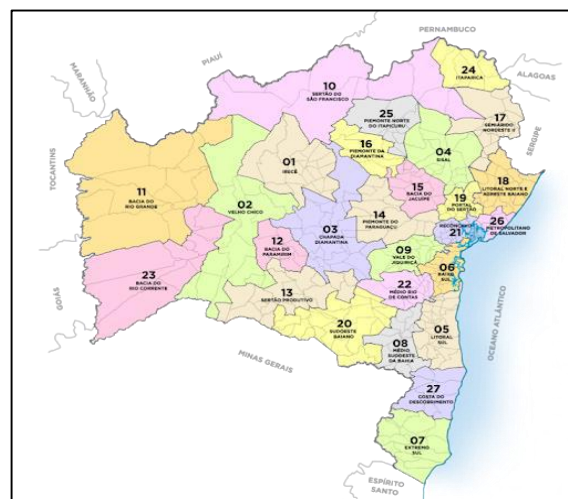


Fig.2: SSF/BA/BR Territory

Source: SECULT/BA (2020)

The School Unit where the research was conducted was Colégio Municipal Custódio Sento-Sé, located at Praça Dr. Juvêncio Alves no number, neighborhood Centro. The school serves classes from Elementary School II and Youth and Adult Education (EJA), in the morning, afternoon and evening shifts, with a population of 955 enrolled students and 57 teachers (CENSO, 2019).

In order to carry out a research, it is essential to define how it will be carried out through the design that, according to Sampieri, Collado and Lucio (2006, p. 154), the term model means the “plan or strategy designed to obtain the information that is want”. For Gonzáles, Fernández and Camargo (2014, p. 43) “a design of the research is determined by the type of investigation that is intended to be carried out, and by the hypothesis that one wishes to verify during the process”.

The methodological approach was qualitative because it is related to analyzing, understanding and interpreting the data of the analyzed documents, about how the pedagogical guidance documents address the theme of Environmental Education and reflecting its directions for activities in teaching practice.

The qualitative approach sought to reach as much information as possible, aiming to expand the knowledge under study. Still according to Sampieri et al. (2006, p.15) “the qualitative research gives depth to the data, the dispersion, the interpretative richness, the contextualization of the environment, the details and the unique experiences”. In this sense, it was sought through the observation moments with the professionals involved in the research process of that school, to reach deeper results,



imbued with veracity and feelings and, thus, reconstruct the reality from their observation, experience and experience.

According to Gil (2008, p. 8), "one can define method as a way to reach a certain end". The author also endorses that "for knowledge to be considered scientific, it is necessary to identify the mental and technical operations that make it possible to verify it". Or, in other words, to determine the method that made it possible to reach that knowledge.

The research also had a documentary character, developed from the survey of documentary analysis of institutional records. Lüdke and André (1986) mention that document analysis can be understood as several operations, which seeks to study and analyze one or several documents, aiming to identify information of facts in them, to find social, economic and ecological circumstances with which there is a possibility of relationships, focusing on issues of interest to the research.

#### IV. RESULTS AND DISCUSSIONS

The present study was developed through documentary analysis of the instruments of pedagogical guidance of the researched College, in order to understand how Environmental Education is approached in these instruments. The instrument used by the School Unit for its pedagogical organization is the Pedagogical Political Project (PPP).

Given the moments of analysis of the PPP, it can be noted that it was built collectively during the year 2011, and it is explicitly found throughout the text, the search for citizen training to work in the social environment at the same time. Which is inserted, as the school's mission. It was noticed the emphasis given on the social function of the school, to the formation of values focused on citizenship, guiding teachers to the construction of a reflective and contextualized teaching practice.

Starting from the principle that Environmental Education contemplates the environment as a whole, from the relationship between people and the use and care for natural resources, it was analyzed that, when the PPP mentions the formation of citizens and is concerned with the school's social function, it is understood that some principles of Environmental Education are being implicitly contemplated.

For the National Curricular Guidelines for Environmental Education, Art. 2:

Environmental Education is a dimension of education, it is an intentional activity of

social practice, which must give individual development a social character in its relationship with nature and with other human beings, aiming to enhance this human activity in order to make it full of social practice and environmental ethics"(BRASIL/DCNEA, 2012, p.2).

However, it was noticeable that Environmental Education is not explicitly and objectively included in the PPP of the school that is the focus of this research. However, the document is in the process of restructuring. However, its restructuring is being carried out in stages, according to the guidelines of the Municipal Department of Education, and three meetings have already been held.

These meetings were moments of studies for the appropriation of knowledge from the National Common Curricular Base (BNCC), so that the PPP's of the Municipal School Units are rebuilt taking into account the new trends of the national education scenario. Through the analysis of the reports built in the three meetings, it was possible to notice that the theme of Environmental Education until now has not been considered with the necessary and emerging notoriety in the face of the crucial global scenario.

#### V. CONCLUSIONS

Addressing the theme of Environmental Education in contemporary school environments is a necessity in view of the environmental crises that society has been facing. Having its principles included in the pedagogical guidance documents is indispensable so that the theme can be developed in the pedagogical practice of teachers, to meet social demands.

The research consisted of the analysis of pedagogical guidance documents in order to verify if there is an approach to Environmental Education in the respective documents. The PPP of Colégio Municipal Custódio Sento-Sé/BA recognizes the importance of the school's social role and the construction of social values for the promotion of citizenship, however, environmental issues are not addressed in an explicit and objective way.

However, contemporary society needs an education that can work to develop skills, making individuals able to find solutions to problems through the interaction of knowledge and people. Much is said about Environmental Education, but it is still a distant reality within the School Unit that was researched, taking into account the instructions contained in the PPP.

Therefore, the results of this research collaborate to rethink the fundamental importance of Environmental Education to be explicit in the pedagogical guidance documents, enabling the respective approach in the school environment in an effective way in the teaching pedagogical practice. Thus, contributing to the formation of citizens who seek actions to preserve and conserve the environment, to ensure the survival and quality of life of the various existing beings.

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