

Environmental Education in the school context: An analysis of the National Common Curricular Base (BNCC) and the Curricular Document Referential Da Bahia (DCRB)



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ABSTRACT

Currently, society has been debating and guiding environmental problems with higher frequency due to the worsening in the past few years, illustrating the need to incentivize even more the environmental practices at the school level. Literature shows that besides the EE (Environmental Education) isn't well implemented in Brazilian schools, plenty of institutions have adapted their spaces to the EE guided by documents from few government institutions. In Brazil, there are plenty of official Documents about the improvement of education an example, CNCB and BRCD represent excellent

support and orientation tools to managers and educators, which must follow and get based on their rules, objectives, and established standards. So, the contents must be contextualized with other curricular components, becoming a tool for knowledge of health and environment, promoting than the EE. The present article has the main objective of analyzing the approach of the CMCB and BRCD. The methodology used for the construction of this article where qualitative research using a Documental Analysis (DA) inspired at a Bibliographic Review (BR). For the construction of this article were made a characterization and conceptualization of the EE. Then, were presented two base documents for this work, the CMCB, and BRCD, where were pointed the main directions about EE and each one of them approach it. After this, were observed in each document, this teme approach has different levels and developments, which has shown a discrepancy in the valorization between CMCB and BRCD. So, exists a clear need to discuss continuously and permanently EE in CMCB due to the relevance that this document has at the National level for guarantee an effective EE, multidisciplinary and critical-reflective.

Keywords: Environmental Education, Legislation, CMCB, BRCD.

1 INTRODUCTION

The last century has been extremely expressive in relation to economic, scientific, technological and industrial advances. However, there was also a great affront to the environment, which had its importance minimized to the detriment of such developments. This conjuncture led to a great environmental crisis, experienced daily in modern times and considered a major problem. Faced with this, the need to develop viable alternatives for the modification of such a scenario has become urgent and, using education as an ally of change, many scholars and educators see a light at the end of the tunnel for the environmental problem.



Brazil guarantees, in its Federal Constitution (CF) of 1988, in item VI, paragraph 1, of article 225, that it is the duty of the Public Power "to promote Environmental Education at all levels of education and public awareness for the preservation of the environment", stating that in its caput that:

The Public Power must promote Environmental Education at all levels of education, because everyone has the right to an ecologically balanced environment, a good for the common use of the people and essential to a healthy quality of life, imposing on the public power and the community the duty to promote and preserve it for present and future generations (BRAZIL, 1988, p. 155).

Following this direction, the term Environmental Education (EA) has become increasingly common and known in our society, and concerns a set of values and social competencies that individuals build, in line with the group, for the preservation, defense, balance and sustainability of the environment (BRASIL, 1999). In this way, through the intellectual and financial investment in EE employed in the training of educators with skills to discuss multi and interdisciplinary issues, it will be possible to mitigate, or even reverse, the adverse effects of unbalanced coexistence between human beings and the environment (DIAS, 2013).

Within this context, Brazil, a country known worldwide for the abundance of natural resources, recognized the importance of preserving its biodiversity and, for this, used effective mechanisms that could minimize the predatory mentality of its population. At this threshold, he found in EA a means to reduce attacks on the environment, through awareness and the construction of citizens who recognize the importance of a harmonious relationship with nature.

In this logic, knowing that the educational process is extremely complex, especially when it pervades environmental issues, it is essential that there is a solid structure that serves as a basis for the construction of the educational process. Given this, Brazil has a National Common Curricular Base (BNCC), a normative document that establishes an organic and progressive set of learning and competencies that every student must develop over the years in basic education (BRASIL, 2018). This document contains, among other relevant nuances, the discussion of Environmental Education as an essential discipline in the process of building environmentally conscious citizens.

Allied to this document, Bahia, a state that houses about 30% of the country's terrestrial biological protection areas, also recognized in EA a possibility to face the emblematic environmental crisis. Thus, it created its own normative document called Documento Curricular Referencial da Bahia (DCRB) which, among other guidelines, addresses the theme of EE with great pertinence.

Thus, the present work has as main objective to carry out a Documentary Analysis about the approach that is made of Environmental Education (EA) in the National Common Curricular Base (BNCC) and in the Referential Curricular Document of Bahia (DCRB). To this end, a bibliographic review on the theme of the research will be presented, aiming to locate the reader about the context in which EE in the State of Bahia has been developed.



In view of the above, it is perceived the importance of evaluating what is specifically discussed in such regulations about EE and how this approach is carried out, in order to understand in greater depth all the lines of this issue. That said, the question remains: is it possible to understand the importance of the implementation of the EA proposed in the BNCC and DCRB, as well as how they are fundamental in the promotion of a more conscious society and citizens more respectful of nature?

1.1 ENVIRONMENTAL EDUCATION IN BRAZIL: A BRIEF HISTORY

Environmental Education (EA) has a recent history. In order to be able to understand the trajectory of the construction of the educational process of an environmental nature and the importance of EE for society, it is necessary to know its trajectory from its origin to the present day, in addition to its main pillars.

In the 1960s it was that the discussion on environmental education followed its first paths, when the indications of the great environmental problems began to appear, caused mainly by the accelerated intensification of industrialization, calling attention to the beginning of the environmental crisis.

Rachel Carson in her work *Silent Spring*, published in 1962, warns humanity about the danger of environmental pollution for a good quality of life. Another milestone in EA's history was the "Club of Rome" in 1968, when a group of thirty experts met to discuss environmental issues and the future of humanity. From this decade on, concerns about environmental issues ceased to be a topic discussed only by a minority of scholars and began to be discussed and disseminated throughout society. However, it was only in the 1970s that Environmental Education reached a prominent position worldwide.

It was not until 1972 that EA was put on the international agenda at the Stockholm Conference. This conference attributed great importance to EA, since in seeking improvements in environmental quality it promoted new national, regional and international meetings, one of the main events being the Belgrade Conference (DIAS, 2004).

The Belgrade Conference was promoted by UNESCO and took place in 1975 in Yugoslavia, where the bases and guidelines for the International Program of Environmental Education (PIEA) were formulated, which "should be continuous, multidisciplinary, integrated to regional differences and focused on national interests" (DIAS, 2004, p. 80). This meeting resulted in the Belgrade Charter, which had as its goal for EA:

To form a world population that is aware and concerned about the environment and associated problems, and that has the knowledge, aptitude, attitude, motivation and commitment to work individually and collectively in the search for solutions to existing problems and to prevent new ones (CARTA DE BELGRADE, 1975, p. 2).



The events that occurred previously were the "kick-off" to trigger various events and programs of development and environmental education in several countries, being one of the main and most important events worldwide, the Intergovernmental Conference on Environmental Education, which took place in Tbilisi in 1977, being the same organized by the United Nations Education Organization, Science and Culture (UNESCO), with the collaboration of the United Nations Environment Programme (UNEP).

In Tbilisi, forty-one recommendations on EE were listed, which suggest that it should be worked with a global focus based on interdisciplinarity. During this conference there was the elaboration of the Tbilisi Declaration where the objectives and characteristics of the EA were defined, being of main interest for this work the following objective:

[...] environmental education should create a closer link between educational processes and reality, structuring its activities around the concrete problems that are imposed on the community; focus on the analysis of such problems, through an interdisciplinary and globalizing perspective, which allows an adequate understanding of environmental problems (TBILISI, 1997, p. 1).

The discussions about EA in Brazil were worked on long before its appearances in the country's legislative texts. This theme has always been challenging, mainly because of the historical construction in our country, which since its beginnings has been based on the destruction of nature for the sake of economic and social development. A clear example of this is that, since the invasion of the colonizers to Brazil, the logic of devastation for planting the pau brasil and, later, the sugarcane, was a brutal reality (DIAS, 2013).

Even in the face of massive destruction and attacks on the environment, the Brazilian state institutionalized discussions about EA only in 1973, with the creation of the Special Secretariat for the Environment (Sema), linked to the Presidency of the Republic. In addition, in 1981, the National Environmental Policy (PNMA) and the National Environment Council (CONAMA) were created, which, among other nuances, ratified the importance of EE at all levels of education. Allied to all this, in this same period, through Law 7,735, the Brazilian Institute of the Environment (IBAMA) was created and, later, the Ministry of the Environment (MMA) (DIAS, 2013).

The United Nations Conference on Environment and Development, also known as RIO 92, was of paramount importance for the debates about the introduction of EA as an ally against the environmental problem experienced in Brazil, mainly because it establishes a new logic within this debate (JACOBI, 2005 apud NOBRE; AMAZONAS, 2002).

The Rio 92 Conference can be characterized as the culmination of this project of institutionalization and of a new theoretical and political arrangement of the debate around the environmental problem. Sustainability becomes the flagship of the development paradigm of the 1990s. The expression "sustainable development" has come to be used with such different meanings that it has become a word that serves everyone, and therefore acquires a pervasive



character. It becomes a key word for international development agencies, jargon of the development planner, the theme of conferences, papers and the slogan of development and environmental activists (JACOBI, 2005 apud NOBRE; AMAZONAS, 2002).

Also in RIO 92, the Brazilian Charter for Environmental Education was published, with the participation of the Ministry of Education (MEC) which, among other issues, stressed the importance of the state's investment in EA, in a continuous, assisted and active way, in order to really modify the huge scenario that Brazil was going through at the time.

Following this line of reasoning, in 1997 the National Curricular Parameters (PCN) were created, published through the National Education Council. Two years later, in 1999, the Law on the National Environmental Education Policy (PNEA) was approved. Both documents were of indisputable relevance in the promotion of EE and demonstrated that, in fact, Brazil was moving towards a state project based on a transformative education that valued the environment in all its complexity. In addition, they also coined the issue of transversality and interdisciplinarity that should be respected for a quality EA.

Already in 1999, it is necessary to emphasize a very important milestone in the advancement of EA, represented by the publication of the National Program of Environmental Education (ProNEA), which directly influenced the future creation of the Environmental Education Program of the Educational System of Bahia (ProEASE). In both documents, a broader approach to EE was noted and, in addition, the inclusion of indigenous and quilombola education in the texts, bringing the environmental issue even closer to the institutional scope of our country.

Still, according to Dias (2013), in 2003, the 1st National Conference on Environmental Education (CNEA) took place in Brasilia, which had as a differential the mobilization of many educators, university students and the basic network, as well as other important authorities in the educational area, in the debate about EA.

After all these historical milestones, Brazil has reached a new level regarding the legislative guarantee of the promotion of EA in Brazil. Over time, the country has invested in many other attempts to improve these debates and solidify, in fact, EA as a permanent, equitable, quality process and as a modifier of society (DIAS, 2013).

Among the countries that make up Latin America, Brazil is the only one that is characterized by having in its legislation, a specific national policy for Environmental Education – Federal Law No. 9,795/1999. With regard to public policies, to regulate and put into practice Environmental Education, several government programs and laws on EA have been drafted.

In 1991, Environmental Education began to be institutionalized in the Ministry of Education, through Ordinance No. 678 (05/14/91), which established that EE should be addressed in all curricula of the different levels and modalities of education (Dias, 2013). Three years later, on 12/21/1994, the National Environmental Education Program (PRONEA) was created, a fact that occurred after the



realization of Rio-92, followed by the launch of the National Curricular Parameters (PCN) in 1997, which brought as one of the transversal themes to be worked, the Environment.

Both PRONEA and the PCN had as one of their objectives, to politically instrumentalize the introduction of Environmental Education as a transversal theme of the curriculum. Also referring to the management bodies of the program and competences attributed to PRONEA, Arraes; Vine (2019) bring in his work that:

PRONEA was executed by the Coordination of Environmental Education of the MEC and the corresponding sectors of the MMA/Ibama, responsible for the actions aimed respectively at the education system and environmental management, although it has also involved in its execution other public and private entities in the country (ARRAES; VINE, 2019, p. 104).

Still on the subject, Santos (2016) states that:

The National Environmental Education Program has as its guiding axis environmental sustainability in its many dimensions and seeks social participation in the protection, recovery and improvement of environmental conditions and quality of life. In this sense, ProNEA assumes guidelines such as transversality and interdisciplinarity; spatial and institutional decentralization; socio-environmental sustainability; democracy and social participation; and strengthening of education and environmental education systems (SANTOS, 2016, p. 30).

The following are characterized as guidelines of the National Environmental Education Program (ProNEA, 2014):

- Transversality and Interdisciplinarity;
- Spatial and Institutional Decentralization;
- Socio-environmental sustainability;
- Democracy Social Participation;
- Improvement and Strengthening of Education Systems,
- Environment and others that have an interface with Environmental Education.

Also in the 1990s, the National Environmental Education Policy (PNEA) was created (BRASIL, 2015), WHICH WAS EFFECTED BY Federal Law No. 9,795/99 launched in 1999, where the General Coordination of EA (CGEA) in the Ministry of Education (MEC) and the EA Directorate in the Ministry of the Environment (MMA) were also created. PNEA defines EA as:

Art. 1 Processes through which the individual and the collectivity build social values, knowledge, habits, attitudes and competencies aimed at the conservation of the environment common use of the people, essential to the healthy quality of life and its sustainability (BRASIL, 1999, n. p).

Moreover, corroborating with the definitions and objectives attributed to the PNEA, Effeting (2007) argues that:



The National Environmental Education Policy is a programmatic proposal to promote environmental education in all sectors of society. Unlike other laws, it does not establish rules or sanctions, but establishes responsibilities and obligations (EFFETING, 2007, p. 20).

Thus, it is noted that the PNEA has as its main focus "[...] qualify the right of all to Environmental Education, indicating its principles and objectives, the actors and instances responsible for its implementation, in the formal and non-formal spheres, and its main lines of action" (ENRIQUES et al., 2007, p. 19).

Leaving a little of the national context and funneling to state public policies, we have the creation of the Environmental Education Program of Bahia (PEA-BA) in 2013, which is provided for in the Law of EA of Bahia (No. 12.056/11) and is based on the National Environmental Education Program (PEA). The PEA-BA was formulated containing guidelines and strategies that serve as a guide for the elaboration of environmental education programs and projects, whether governmental or not. Its main objective is to guide and strengthen sectoral and territorial actions, projects and programs in their rich and complex diversity (BAHIA, 2013, p. 13).

Thus, it is evident the need to promote and support the Environmental Education that has already been happening in the Pedagogical Political Projects in the school units, thus knowing the principles, objectives, methodologies, activities and approaches adopted in each school context.

1.2 ENVIRONMENTAL EDUCATION AND THE SCHOOL CONTEXT

The promotion of the discussion about EE in the school environment, from the most basic levels, is important because it contributes to the construction of a more internalized and solid sustainable thinking. This is explained, in the case of children and adolescents, who are still in the process of construction and cognitive maturation and, therefore, do not have concretely formed habits, the development of this mentality is done in a more fluid and simple way (SILVA et al., 2020).

In this way, according to Silva et al. (2020), it may be possible to act in the structuring of a sustainable mentality and, consequently, of an individual who will come to defend the values of nature and even modify the thoughts of those around him. This is essential because, in many nations, it was considered that sustainable development could be significantly increased by the contents that were discussed in the school environment.

According to Ferreira (2016), EA is fundamental for the formation of individuals who understand the social commitment involved in the preservation of nature and all aspects involved in it, given that environmental awareness is not only an individual cognitive ability, but a basic premise of the exercise of a full citizenship and that sees others and the whole context around them. Therefore, to promote EA is to think about the maintenance, in the long term, of a balanced and healthy society, which is in conformity with the natural environment.



Following this logic, the environment is defined, by the National Environmental Policy, as "the set of conditions, laws, influences and interactions of physical, chemical and biological order, which allows, shelters and governs life in all its forms" (BRASIL, 1981). In this direction, the legislation values to clarify the importance of valuing all forms of life and to understand, in a concrete way, the relationship of interdependence that nature has between all its elements and how they are affected before human action.

In this sense, it is clear the need to value EE as a very important alternative for the construction of citizens who understand the importance of nature and see themselves as part of it, not only as a "superior" being totally disaggregated and fragmented from the environment (NIETZSCHE, 2012). In this sense, the Federal Law establishing the National Environmental Education Policy (PNEA), No. 9,795, of April 27, 1999, in its Chapter I, Article 1, defines EA as:

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

Following this direction, in its Chapter I, Art. 5, the PNEA establishes some of its objectives. Among them, we can highlight the amplification of an integrated understanding of the environment based on its complex relationships, involving "ecological, psychological, legal, political, social, economic, scientific, cultural and ethical" aspects (BRASIL, 1999).

In addition, it provides for the guarantee of the democratization of environmental education; the stimulation of critical awareness about the environmental and social crisis; the encouragement of individual and collective engagement in the preservation of the environment as a Brazilian citizen; the investment of integration with science and technology and, above all, the strengthening of social awareness and the notion of solidarity as an instrument for a better future for all (BRASIL, 1999).

Following this premise, the Brazilian state also highlights, in this same Law, in its Chapter I, Art. 3, Item I, the obligation of EA throughout the national territory, emphasizing the importance of its implementation at all levels of education, as well as the involvement of the whole society in the recovery and protection of the environment, including the normative organs of the state (BRASIL, 1999).

Added to this, in its item V, it considers the cooperation between all regions of the territory, at micro and macro-regional levels, essential to strengthen this movement of change (BRASIL, 1999). For this reason, Law 12.056/11, published in 2012, establishes the State Policy of Environmental Education of the State of Bahia (PEEA). This policy was produced under the aegis of popular participation and, therefore, was based on public consultations in more than 26 Territories of Bahia



(BAHIA, 2012). In this sense, this normative is considered extremely democratic and had as a basis for its principles, guidelines, objectives and other aspects, great influence of the PNEA.

More specifically, the National Curriculum Guidelines for Environmental Education (DCNEA) largely contribute to the implementation of EE in school environments. This normative was published on May 30, 2012 and defends the "environmental rights in the set of internationally recognized, and defines that education for citizenship comprises the political dimension of care for the local, regional and global environment" (BRASIL, 2012). Therefore, it greatly reinforces all other legislation related to the defense of the environment and, consequently, of EA.

Given all the above, it is clear the need to strengthen EE in the school environment, from basic education to higher education, throughout the national territory, in order to ensure that our country can, in the future, reverse or at least minimize the environmental crisis currently experienced. Therefore, we see in all these policies a great advance in the field of EA.

1.3 NATIONAL COMMON CURRICULAR BASE (BNCC)

The National Common Curriculum Base was announced, for the first time, in the Constitution of the Federative Republic of Brazil of 1988. Following a historical line, in 1996, the Law of Guidelines and Bases of National Education (LDBEN) was approved, Law 9,394, of December 20, 1996, which establishes the guidelines for a common national basis of Basic Education. The following year, in 1997, the National Curricular Parameters (PCNs) for Elementary Education (which comprised the 1st to 5th grade) was published in ten volumes, and this document was pointed out as a quality reference for Brazilian education.

Currently there are three complete versions of this document, and the last one was published in 2018, after numerous debates, discussions and subsequent approval of the National Education Council (CNE), when Law 13,145, of 02.16.2017, was promulgated, resulting from the conversion of Provisional Measure No. 746, of 2016, which promoted reforms in high school (Brasil, 2017).

These norms were conceived with the objective of assisting and giving a guide to the school teams, in the figure of teachers, pedagogues, directors, coordinators and other workers involved in the educational process, in order to guide the execution of their work, especially in the development of the curriculum. It is worth mentioning its importance with regard to the democratization of teaching and the promotion of educational equity, as it extends to public and private institutions, standardizing the levels of schooling and making clear what competencies and skills every student must develop throughout their training (ANDRADE; PICCININI, 2017).

The BNCC document is structured in four parts, which are: I) introductory texts; II) general competences; III) specific competencies and IV) learning rights or skills. It also includes the division of all disciplines and phases ranging from Early Childhood Education to High School (BNCC, 2018).



Early childhood education is divided into fields of experience, which are: I) the self, the other and the we; II) body, gestures and movement; III) traces, sounds, colors and shapes; IV) listening, speaking, thinking and imagination and V) spaces, times, quantities, relations and transformations (BNCC, 2018, p. 40-43). Following this reasoning, elementary education is divided into five major areas of knowledge: I) area of languages; II) area of mathematics; III) the area of human sciences; IV) the area of natural sciences and, finally, V) the area of religious education (BNCC, p. 5-6). Already, in high school, the areas are divided into: I) area of languages and their technologies; II) area of mathematics and its technologies; III) area of natural sciences and their technologies and IV) area of human and social sciences applied to society (BNCC, 2018, p. 5-6).

In the years of elementary school, knowledge in natural sciences is divided into three thematic units, they are: I) matter and energy; II) life and evolution and III) earth and universe (BNCC, 2018, p. 325-330). Already, in high school, the area of natural sciences and their technologies is divided into three specific competencies: I) Analyze natural phenomena and technological processes, based on the interactions and relationships between matter and energy [...] (BNCC, 2018, p. 554); II) Analyze and use interpretations about the dynamics of Life, Earth and the Cosmos to elaborate arguments, make predictions about the functioning and evolution of living beings and the Universe [...] (BNCC, 2018, p. 556) and III) Investigate problem-situations and evaluate applications of scientific and technological knowledge and their implications in the world, using procedures and languages specific to the Natural Sciences [...] (BNCC, 2018, p. 558).

Within this threshold, the area of Natural Sciences has a commitment to the development of skills and competencies of a scientific nature, giving the student the autonomy to understand and interpret the world and thus have the ability to transform it positively, in order to exercise their citizenship fully. In this way, according to the normative, the area of natural science must promote, guarantee and enable the "access to the diversity of scientific knowledge produced throughout history, as well as the gradual approximation to the main processes, practices and procedures of scientific research" (BNCC, 2018).

1.4 CURRICULAR DOCUMENT REFERENTIAL OF BAHIA (DCRB)

Within this context, it is essential to also analyze the structuring of the DCRB, a complementary document to the implementation of the BNCC in the state of Bahia, being recreated in the light of the particularities of the Bahian territory and the specificities of its education network. This document was approved by the State Council of Education of Bahia (CEE/BA), in 2019, from the discussions made in the 1020th Full Council of the state and is directed to the stages of Early Childhood Education and Elementary Education, being published in the Official Gazette of the State of Bahia.



It is worth mentioning that the DCRB is also the result of two important state laws, resolution No. 11/2017, which provides for Environmental Education in the State Education System of Bahia (CEE) and state law No. 12,056/2011, which establishes the Environmental Education Policy of the State of Bahia and provides other measures. Added to all this, the regulation is also based on the same principles presented in ProEASE, which intends:

[...] guide and strengthen the educational process, since it presents principles, guidelines, lines of action and provides theoretical and methodological subsidies that aim to expand the knowledge of education professionals, so that permanent actions integrate the theme to the daily life and to the Pedagogical Political Project, contributing to the integral and citizen formation of students, through a transformative and emancipatory practice and, consequently, reaching its full dimension in the school space (DCRB, 2019, p. 64).

In the same sense of this reasoning, the DCRB mostly follows the same logic of the BNCC, with the addition of some singular nuances that are part of its territorial, historical and social emblem, dividing itself into five teaching modalities: I) indigenous school education; II) special education; III) youth and adult education; IV) rural education; V) quilombola school education. In addition, it has eight integrative themes in the curriculum: (i) human rights education; (ii) diversity education; (iii) traffic education; (iv) health at school; (v) financial and consumer education; (vi) digital culture; (vii) fiscal education; (viii) **environmental education**. In relation to the areas of knowledge, they are divided in the same way established in the BNCC, which were mentioned earlier.

2 METHODOLOGICAL APPROACH

This article was constructed through a qualitative research, from a Document Analysis (DA), with the analysis of two important official documents (BNCC and DCRB), which are aimed at promoting public policies related to the area of Environmental Education and the Curricular Guidelines of Basic Education in Brazil.

According to André (1983), the qualitative methodology has been very useful for educational research, because it addresses three important aspects: 1st. qualitative data allow us to apprehend the complex and multidimensional character of the phenomena; 2°. qualitative data capture various meanings of the experiences lived in the environment, helping to understand the relationships between people, their context and their actions; Third. It is your ability to contribute to the research of important constructs such as critical thinking and creativity.

Articles and other scientific productions were also consulted, based on bibliographic research related to these same themes. Thus, through a qualitative research, we sought to analyze documentally how EE is present in the curricular bases of teaching in our country, more specifically in the BNCC and DCRB, and what is the approach contained in these documents regarding Environmental Education.



According to Pimentel (2001) the Document Analysis (DA) from a qualitative research is very important, because it allows the understanding of a certain subject or historical moment of society from reliable data and facts, allowing the scholar to build his research on a solid basis.

In this context, the present study presents data generated through a qualitative and descriptive approach to the analysis of BNCC and DCRB, where by comparative method, the oppositions, differences and similarities between both were explored (GIL, 2008). Thus, based on such methods, this article aimed to analyze the approach of EE in these two guiding documents, which serve as a basis for the promotion of education throughout the Brazilian territory. The results obtained will be presented below.

3 RESULTS AND DISCUSSIONS

It is worth mentioning the importance of this research, due to the scarcity of studies related to Environmental Education and its approach in official documents such as BNCC and BCRB.

In view of the above, it is essential to turn our gaze to a deeper analysis of the approach taken by both documents in relation to EE. Still, given the perception that, in each of the documents, this theme was worked in specific ways, at their own levels and deepenings, the discussion about such perspectives becomes even more fundamental. Following this context, it is proposed to analyze, in a foreground, the general approach made by BNCC, published in 2018, in relation to the theme of EA.

When searching for "*Environmental Education*" at BNCC, it was found that the theme is mentioned only once in the 600 pages that compose it, when the document emphasizes the importance of education systems and networks to ensure, among other themes, the discussion of EE in a transversal and integrative way:

It is up to education systems and networks, as well as schools, in their respective spheres of autonomy and competence, to incorporate into curricula and pedagogical proposals the approach of contemporary themes that affect human life on a local, regional and global scale, preferably in a transversal and integrative way. Among these themes, the following stand out: [...] rights of children and adolescents (Law No. 8,069/1990), traffic education (Law No. 9,503/1997), Environmental Education (Law No. 9,795/1999), CNE/CP Opinion No. 14/2012 and Resolution CNE/CP No. 2/2012), food and nutrition education (Law No. 11,947/2009) (BNCC, 2018, p. 19).

The term "environmental" appears more often in the body of the text, 49 times. In a study by Barbosa; Oliveira (2017, p. 4), it was found that the word "environmental", when cited in BNCC 2018, referred to the following terms:

Socio-environmental awareness; responsible consumption; environmental conservation; environmental diversity; environmental quality; socio-environmental quality of life; socio-environmental sustainability; environmental degradation; environmental balance; environmental conservation (BARBOSA; OLIVEIRA, 2017, p. 4).



The theme "*socio-environmental awareness*" is also mentioned in the introduction of the document, in the seventh point of the general competencies of basic education:

Argue based on facts, data and reliable information, to formulate, negotiate and defend ideas, points of view and common decisions that respect and promote human rights, socio-environmental awareness and responsible consumption at the local, regional and global levels, with an ethical position in relation to the care of oneself, others and the planet (BNCC, 2018, p. 9).

Following this reasoning, it was found that, during early childhood education, the environmental theme is not worked in a deep way and goes unnoticed in all fields of experience, including that of "spaces, times, quantities, relations and transformations", where only superficial issues of the natural world are addressed, related to transformations of nature and other natural phenomena. This may show a lack of commitment of the document with environmental issues, more specifically with the damages, which are inherent in the processes arising from the exploitation of nature by the capitalist system, which can lead to an alienating education.

For Freire (2010, p. 28), the ability to go beyond its conditioning factors depends mainly on the availability of wanting to know the obstacles, to know their reasons for being and to believe that they can be changed.

However, the teacher needs to be aware of these gaps in Environmental Education at BNCC. After all, we know that in teaching there are limitations of various orders, but there are also teachers who question and seek changes, not content only to complain about the system and its documents produced for education. However, Zart (2004, p. 13), states that the object of Environmental Education can be verified in fact to generate fundamental changes, if we work from the perspective of a new scientific paradigm:

The dominant rationalism and pragmatism of classical science no longer respond to the needs and ideals manifested by the environmental movement. Classical European science has generated instruments that have led the human being to have power and the arrogance of domination over nature and other cultures. The emerging paradigm brings a critique to the knowledge and philosophy of modern science and leads the human being to carry out a self-criticism in relation to his inventions. This is not to say that man can no longer invent. The challenge we have is to be able to invent differently, which no longer reduces the whole, separating the parts and considering them in isolation. The great object brought by the environmental movement is the visualization of the interrelationship between the various and different dimensions that constitute reality (ZART, 2004, p. 13).

In this way, the environmental theme reappears only when the specific language competencies for elementary school are addressed, in its fourth point: "to use different languages to defend points of view that respect the other and promote human rights, socio-environmental awareness and responsible consumption at the local, regional and global levels" (BNCC, 2018, p. 65).

It was noticed that, in general, the environmental theme is present with greater recurrence only in the area of Natural Sciences. One of the specific competencies of this area for Elementary School



highlights the importance of "building arguments based on data, evidence and reliable information and negotiating and defending ideas and points of view that promote socio-environmental awareness" (BNCC, 2018, p. 324). It is also emphasized that education networks and teachers should encourage students to think about interventions aimed at "developing intervention actions to improve the quality of individual, collective and socio-environmental life" (BNCC, 2018, p. 323).

However, we agree with what Bourdieu (1996, p. 53) suggests for a critical Environmental Education, where it is able to build and establish provisions to enable the "spaces of possible [that is] what makes the producers of an era are at the same time situated, dated, and relatively autonomous in relation to the direct determinations of the social and economic environment."

Within this context, the theme is referenced a few more times throughout the years of elementary school, within the skills, competencies, axes and thematic units of the area of natural sciences. It also appears in one of the specific competencies of the area of human sciences, where it is highlighted: "to build arguments, based on the knowledge of the Human Sciences, to negotiate and defend ideas and opinions that respect and promote human rights and socio-environmental awareness" (BNCC, 2018, p. 357). In high school, the theme is addressed only in the areas of human sciences, natural sciences and languages, as well as throughout the document. For Almeida; Rock; Santos (2021), this situation complicates even more when EE is done in a rural school, because problems such as transportation, inadequate didactic material, work and activities displaced from the reality of the student, can generate a demotivation, which directly influences the teaching-learning process of Science Teaching, often generating an alienating education.

Thus, despite the promotion and defense of human rights, this will only occur through an Education, not only Environmental, which is politicized and complexified, which leads us to agree with Zart (2004), because according to this author, without the realization of a critical EA we run serious risks of promoting reductionism, basically serving for the consolidation of hierarchical political societies, economically and ecologically, since social structures are built on pillars that represent the basis of social inequalities, corruption, social exclusion and the promotion of violence against inventability and creativity.

In view of the above, it is noted that the BNCC complies with what it recommends in the sense of dealing with the socio-environmental and EE themes from a cross-sectional approach. However, the fulfillment of integrativity is not observed, since it is noted that, in most cases, the environmental issue is treated in a superficial and vague way, not being understood in all its complexity. In addition, it is observed that interdisciplinarity is also not guaranteed, since the theme is not discussed in all areas, such as Mathematics and Arts. In this regard, Andrade; Piccinini (2017, p. 6), points out:



Such themes, which are superficially described in the text (even if repeatedly), do not demonstrate clarity as to the role to be played in the "integration" of disciplinary contents. But they seem to have a diffuse role, than specific functions such as transversal, interdisciplinary themes, if they have a multidisciplinary character, appearing predetermined for all disciplines (ANDRADE; PICCININI, 2017, p. 6).

In view of this, it is noted that the approach taken by BNCC in relation to EE is not deep and is limited to working on the theme in a superficial and non-structuring way and decontextualized from the learning objectives (MEC, CONSED, UNDIME, 2016, p. 48).

Still, it is important to emphasize that the BNCC does not mention the EA in any part of the document, either conceptualizing it or giving guidance to the education networks and education professionals, which goes against the BNCC itself and all the legislation related to EA and its insertion in the school environment. In addition, it was also possible to verify that, in the years that comprise early childhood education, this theme is not addressed, which goes against what the document itself establishes. According to Barbosa; Oliveira (2020, p. 4):

We can observe that the BNCC does not mention Environmental Education as a necessary principle for the development of general competencies and skills in elementary school, but refers to the promotion of socio-environmental awareness and responsible consumption. In this sense, there is an exclusion of the concept of Environmental Education, as an important area of knowledge for the studies carried out in Basic Education on the environmental problems of the current period (BARBOSA; OLIVEIRA, 2020, p. 4).

Given all the discussion, it is noted that the BNCC fails to promote a deep approach in a longitudinal, interdisciplinary and integrative way of EE in the school environment, which hinders and, in many cases, makes it impossible for the student to build a critical mentality about the socio-environmental issue.

We emphasize the criticism of the exclusion, specifically, of this area of knowledge in the BNCC, because we consider that, in the face of the socio-environmental crisis announced in contemporary times, Environmental education is constituted, in this scenario, as an important agent of critical analysis and social transformation, in which Basic Education is a field of action and possibilities for the construction of an awareness about environmental problems (BARBOSA; OLIVEIRA, 2017, p. 4-5).

Following this perspective, it is necessary, at this point, to perform an analysis about the approach of the DCRB in relation to the theme of AE. It is noticed, at first, that the DCRB reserves a significant space for the discussion of EE, considering it one of the integrating themes of the curriculum of the state of Bahia and designating, in its document, a subchapter only for EA. It should also be noted that the term "environmental education" appears 22 times in the body of the DCRB text. While the term "environmental" appears about 64 times, so does the body of the text.

In the subchapter intended for EA, the document is dedicated to highlighting what are the existing legislations regarding EA, as well as curricular guidelines and other normative, as a way to



concretize the theme in the school discussion and provide solid references about. Thus, he cites: "it is of paramount importance that the school community knows the Programs related to Environmental Education, promoted by the Government of the State of Bahia, in order to promote and root it" (DCRB, 2016)

In view of this, it cites the Environmental Education Program of the Educational System of Bahia (ProEASE), and highlights how important it is in the process of building EA, in addition to presenting its purposes:

[...] guide and strengthen the educational process, since it presents principles, guidelines, lines of action and provides theoretical and methodological subsidies that aim to expand the knowledge of education professionals, so that permanent actions integrate the theme to the daily life and to the Pedagogical Political Project, contributing to the integral and citizen formation of students, through a transformative and emancipatory practice and, consequently, reaching its full dimension in the school space (DCRB, 2016, p. 64).

According to the ProSEAN document, published in 2015:

We highlight the importance of school units, through their curricula, to implement Environmental Education critically – questioning the social constraints that generate socio-environmental problems and conflicts; emancipatory – aiming at the autonomy of the subjects in the face of relations of expropriation, oppression and domination; and transformative – seeking to change the societal pattern, in which the degradation of nature and, within it, of the human condition is defined (BAHIA, 2015).

Therefore, the document strives to conceptualize the term EA and what is its importance for the construction of an environmentally balanced society, for this, it addresses and reflects on the thinking of some scholars of the subject. It is worth mentioning that, at all times, these reflections reinforce the critical nature involved in EE, especially when he explains that the teacher must promote reflection in his students, so that they can: "know yesterday, understand today and intervene in tomorrow" (BNCC, 2016, p. 65). In this same sense, the document takes into account the multiplicity of subjects, territories, spaces, methodologies and contexts, from a holistic perspective, in order to work in the perspective of a humanistic formation, which involves theory and practice, while being integral in all senses.

In relation to teacher education, the document addresses the importance of historical-critical pedagogy, which serves as a basis to support EE in the school environment. Thus, the DCRB lists the five main steps for this teaching methodology:

Step 1: Initial Social Practice: Current level of development of the learner; Step 2 – Problematization: consists of explaining the main problems posed by social practice, related to the content that will be treated; Step 3 – Instrumentalization: this is expressed in the work of the teacher and students for learning; Step 4 – Catharsis: is the expression elaborated in a new way to understand social theory and practice; Step 5 – Final social practice: new level of current development of the learner, consists of assuming a new proposal of action from what was learned (DCRB, 2016, p. 67 apud GASPARIN, 2005).



Thus, it is verified that the DCRB is a document that works the EA in the way it proposes to do, from a reflective, critical, grounded and profound perspective. Therefore, it is not limited only to promoting it in a transversal and superficial way, on the contrary, it produces discussions that create apprehensions and not just shallow reproductions. This can be seen because, throughout the document, in all the thematic axes from early childhood education to high school, socio-environmental issues are mentioned to be worked on, in all its complexities and scopes.

4 CONSIDERATIONS

Although Brazil has a broad legislation that aims to ensure the critical discussion of EE in all sectors of society and, especially, in the school environment, we note that, in each of the documents (BNCC and DCRB), that this area of education is treated with different approaches.

Because they are structuring documents of the educational processes of the country, it was expected that, given the urgency and relevance of the environmental issue, this theme would be worked with great focus, deepening and criticality in both guidelines. However, it was observed that, in the BNCC, AE was not approached from the perspective recommended by the federal legislation and, much less, by the very line of reasoning established by the document, which emphasizes the importance of discussing AE in an integrative way.

On the contrary, an extremely shallow and superficial approach was noted, which, in addition to not discussing and reflecting on EE in its document, left it out of some areas and thematic axes established in its text, which infringes the principle of interdisciplinarity.

In relation to the DCRB, there was a greater attention and care in the approach to AE, since the document has, in its text, a space reserved for its discussion, where there are even important guidelines for teachers on how to work with EE effectively, from a critical, conscientizing and active perspective, making it possible to promote it permanently and continuously.

In addition, it is perceived how the DCRB went beyond what the BNCC itself establishes, a document in which it was inspired, because it seeks to work on issues considered only as transversal, in a more careful way and recognizing their importance.

In view of the above, it is noted how the curricular guidelines, at the federal level, need to advance in the discussion about EE and walk at the same pace of the change of the social mentality regarding the environment, requiring a structural review that enables Environmental Education at all levels of schooling, in a critical-reflective and proactive way, promoting its actions in the different spaces in a permanent and continuous way, as recommended by the current legislation. Still, it is noted that this document has much to draw on in relation to the DCRB, a document at the state level that significantly surpasses the BNCC with regard to discussions on EA.



Finally, it is necessary to understand that both the BNCC and the DCRB are basic documents for the curricula of our children, adolescents and young people, individuals who are, literally, the future of our country. Therefore, it is emphasized that it is necessary to rethink the BNCC with regard to the deepening of EA because, only in this way, it will be possible to move towards a society less conflicting with nature, where there are critical citizens capable of changing their own reality.



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