

## **Environmental education in Brazil: A look from Law N° 9.795**

### **Tarcísio Roldão da Rosa**

Mestre em planejamento Territorial e Desenvolvimento Socioambiental. Docente efetivo do Ens. Fund. e Médio do estado de Santa Catarina. E-mail: [tarcisiocanyons@gmail.com](mailto:tarcisiocanyons@gmail.com) - Orcid: 0000-0001-8791-3897

### **Carlos dos Passos Paulo Matias**

Mestre em Educação, Doutorando do Programa de Pós-Graduação em Ciências Ambientais da Universidade do Extremo Sul Catarinense (PPGCA/UNESC), Brasil. E-mail: [prof.matias.carlos@gmail.com](mailto:prof.matias.carlos@gmail.com) - Orcid: 0000-0002-6990-5970

### **Adilson Tadeu Basquerote**

Doutor em Geografia, Docente no Centro Universitário para o Desenvolvimento do Alto Vale do Itajaí (UNIDAVI), Brasil. E-mail: [adilson.silva@unidavi.edu.br](mailto:adilson.silva@unidavi.edu.br) - Orcid: 0000-0002-6328-1714

### **Eduardo Pimentel Menezes**

Doutor em Geografia e Educação. Docente na Universidade do estado do Rio de Janeiro (UERJ). E-mail: [epemenezes30@gmail.com](mailto:epemenezes30@gmail.com) - Orcid: 0000-0002-9445-7698

### **Vilson Menegon Bristot**

Doutor em Engenharia. Docente do Programa de Pós-Graduação Associado em Sistemas Produtivos (PPGSP) entre Uniplac, Unesc, Univille e UnC, Brasil. E-mail: [vilson.bristot@unesc.net](mailto:vilson.bristot@unesc.net) - Orcid: 0000-0003-1814-6262

### **Juliano Bitencourt Campos**

Doutor em Arqueologia. Docente do Programa de Pós-Graduação em Ciências Ambientais da Universidade do Extremo Sul Catarinense (PPGCA/UNESC), Brasil. E-mail: [jbi@unesc.net](mailto:jbi@unesc.net) - Orcid: 0000-0002-0300-1303

### **Geraldo Milioli**

Doutor em Engenharia de Produção e Sistemas. Docente do Programa de Pós-Graduação em Ciências Ambientais da Universidade do Extremo Sul Catarinense (PPGCA/UNESC), Brasil. E-mail: [gmi@unesc.net](mailto:gmi@unesc.net) - Orcid: 0000-0001-5224-2042

## **Abstract**

*Concerns about environmental issues have strengthened since the 1970s in different parts of the world. In Brazil, the socio-environmental debate resulted in the need for Environmental Education. The study presents the trajectory of twenty years since the implementation of the Environmental Education Law, nº 9795, of April 24, 1999 and its importance in guiding education professionals, students and professionals in the tourist trade on environmental education. It is characterized by a study of a qualitative nature, through exploratory research, resulting from the analysis of documents from the Ministry of the Environment and the Ministry of Education. As a result, the essential topics that helped in the creation of this Law are presented, the main foundations that support it and how it touches on the precepts of quality of life and sustainability.*

**Keywords:** Environment. Education, Tourism.

## **1. Introduction**

Environmental Education (EA) is a permanent learning process that must develop knowledge, skills and motivations to develop values and attitudes necessary to act on environmental issues and problems and find sustainable solutions (DIAS, 2003). EE “requires the construction of new interdisciplinary study objectives through the problematization of dominant paradigms, teacher training and the incorporation of emerging environmental knowledge in new curriculum programs”. (LEFF, 1999, p. 115). Therefore, it aims to promote processes of change of conscience, as it may involve legal processes for the creation of laws, decrees, programs, definition of actions and competences, international treaties, mobilization of management bodies, definition of thematic chambers, among other functions and devices, among others, which can culminate in the development of social and environmental responsibility. In other words, it makes all citizens responsible for the planet, which increasingly demands concrete actions in its defense.

In this perspective, the objectives of EA are located, which aim to: (1) Promote the understanding of the existence and importance of economic, social, political and ecological interdependence; (2) Provide all people with the possibility of acquiring the knowledge, sense of values, active interest and attitudes necessary to protect and improve the environment; (3) Induce new forms of behavior in individuals and in society with respect to the environment. (DIAS, 1999).

In the school scenario, for some decades the expression EE has been the flag of action of conscious and reflective educators, who believe that they can contribute to transforming or improving the socio-environmental reality, based on their actions in the classroom. At school and in classes, they share and experience with each child, teenager, young person or adult, ways of reflecting and acting in the face of social and environmental problems. In this sense, recently, the National Common Curriculum Base for Secondary Education (BNCC), a guiding document for educational practices in Brazil, presents, as in Specific Competence 3, the need for development by students, the ability to contextualize, analyze and critically evaluate the relationships of societies with nature and its economic and socio-environmental impacts, with a view to proposing solutions that respect and promote socio-environmental awareness and ethics and responsible consumption at local, regional, national and global levels. (BRASIL, 2017, p. 558).

Through this guideline, the term EA was certainly strengthened, by highlighting the formal, non-formal school environment, suitable for enabling children, adolescents and young people to be aware, responsible and capable of acting for the future of Planet Earth . Thus, we see the importance of a school curriculum built on a dialectical relationship between school and society, and in it, environmental issues are contained in the guidelines that education gives to its projects, which reverberate in the political, critical and transformative scenario of ways of life. Thus, by participating in the development of the curriculum, we exercise citizenship. However, one cannot believe that only the curriculum of traditional subjects will account for this broader vision of the society in which we are inserted. Because it is known that

Curriculum is transformation, not only in terms of changing the meaning, of going down another path, but of seeking new alternatives, new solutions, new achievements. The curriculum consists of transforming the imprecise into the known, and this fact involves teaching and learning, how then can this analogy be applied to school? (LIMA, 2012, p. 36).

In addition to the actions developed in the school scenario, activities related to tourism are important in the consolidation of EA, in the national and international scenario (ROSA, 2016). Therefore, we see that the categories implicit in the EA are in line with the proposals of the EA, as shown in Table 1.

<b>Categories</b>	<b>EA proposals</b>
Conscience	To help individuals and social groups to raise awareness and become aware of the global environment and its issues.
Knowledge	To acquire a diversity of experiences and a fundamental understanding of the environment and its problems.
Behavior	To commit to a series of values, and to take an interest in the environment, and participate in the protection and improvement of the environment.
Skills	To acquire the necessary skills to solve environmental problems.
Participation	To provide the possibility to actively participate in tasks that aim to solve environmental problems.

Table 1 – Categories and proposals of the EA according to Dias (1999).

Source: Authors (2021).

In a similar context, Sampaio (2003, p. 132) attests that tourism can “become an alternative strategy for a more sustainable development, valuing and preserving traditions and social relations, rationalizing the use of natural resources, and also generating income and taking advantage of local human capacities”.

In this direction, the study presents the trajectory of twenty years since the implementation of the Environmental Education Law, nº 9795, of April 24, 1999 and its importance in guiding education professionals, students and professionals in the tourist trade on Environmental Education. This is a qualitative research (CRESWELL, 2010), with an exploratory character (GIL, 2002) based on Document Analysis (LAKATOS; MARCONI, 1992). It presents the trajectory of Environmental Education at national and international level and the Basic Principles of the National Program for Environmental Education

(ProNEA) and its intersection with the National Curriculum Parameters (PCNs) and the BNCC.

## 2. Environmental Education – Law Nº 9.795

In this topic, we will see different studies that historically highlight socio-environmental issues at national and international level. Among them, the following stand out: The environmental challenge by Carlos Walter Porto Gonçalves (2012), Education or Environmental Training by Paula Bruger (1999), Environmental sociology: the formation of a social perspective, by John Hannigan (1995), The reinvention of politics, by Ulrich Beck (1995), The politics of climate change, by Anthony Giddens (2010). Such works help us to understand the evolution of environmental issues and EE, which according to Dias (1999), present the principles highlighted in Table 2.

Environmental education	Education is everyone's right, as we are all learners and educators
	It is based on critical and innovative thinking, promoting the transformation and construction of society
	It aims to train citizens with local and planetary awareness, who respect the self-determination of peoples and the sovereignty of nations
	It is not neutral, but ideological, as it is a political act, based on values for social transformation
	It involves a holistic perspective, focusing on the relationship between human beings, nature and the universe, in an interdisciplinary way
	It encourages solidarity, equality and respect for human rights, making use of democratic strategies and interaction between cultures
	It deals with critical global issues, their causes and interconnections in a systemic perspective, in their historical social context
	It aims to recover, recognize, respect, reflect and use indigenous history and local culture
	It excels in encouraging communities to resume driving their own destinies
	Values different forms of knowledge
	Precedes planning to enable people to work conflicts fairly and humanely
	Aims to promote cooperation and dialogue between individuals and institutions
	It requires the democratization of the media and their commitment to the interests of all sectors of society
	Helps in the development of ethical awareness about all life forms with which we share this planet

Table 2 – Principles of Environmental Education

Source: Adapted by the authors (2021), based on Dias (1999)

As an analysis, the importance of EE is highlighted in the context of promoting respect and socio-environmental valuation. However, its implementation process took place first at an international level, as the study by Brasil and Santos (2010) points out, when they argue that in 1987, the United Nations Education and Culture Organization (UNESCO) published a document that highlights the theme. According to the authors (2010, p. 204), Environmental Education is a process of learning and permanent educational

action, through which individuals and communities acquire the awareness that they are an integral part of the environment, in addition to knowledge, skills, experiences, values and determination that make them capable of acting, individually or collectively, in the search for solutions to environmental problems, present and future.

In the Brazilian scenario, EA is established by Law nº 9.795, of April 27, 1999, which establishes the National Environmental Education Policy and provides other measures. In it, in Chapter I, Articles 1 and 2, it is defined: Art. 1 Environmental Education is understood as the processes through which the individual and the community build social values, knowledge, skills, attitudes and competences aimed at the conservation of the environment environment, as well as the common use of the people, essential to a healthy quality of life and its sustainability.

Art. 2 Environmental Education is an essential and permanent component of national education, and must be present, in an articulated manner, at all levels and modality of the educational process, in a formal and non-formal character (PLANALTO, 1999, n.p).

With regard to educational legislation in Brazil, the first indications of the subject are evidenced in the National Curriculum Parameters (PCNs), published in 1998, and, therefore, prior to the Environmental Education Law. In it, the theme is presented as transversal, called Environment (AM), and should cover all curricular components (PCNs, 1988). Thus, in schools, the term used AM came to be used as a synonym for AE or even for nature. Both concepts, due to the similarity they present, should be touched on in the teaching actions when contemplating the environmental dimension (SANTOS; MEDINA, 1999).

On the other hand, Loureiro (2006), by highlighting the possible spaces for the development of EA, asserts that it can be developed in formal non-formal educational institutions, involving students and/or educators, seeking interaction and complementarity between them during the process of teaching and learning, ensuring change in the way of being and being of the subjects. Thus, transformative Environmental Education is one that has an emancipatory content, in which the dialectic between form and content is carried out in such a way that changes in human activity linked to educational practice imply individual and collective, local and global, structural and conjugal changes, economic and cultural (LOUREIRO, 2006, p. 89).

The same author highlights the importance of citizen and participatory educational praxis with other spheres of life, in which education takes place as a global process, which goes beyond formal education (LOUREIRO, 2006). According to him, it is essential to discuss and carry out EA actions, beyond the walls of the school, reinforcing values and worldviews already worked on within the classroom. In addition, he points out that the media, and especially leisure practices through tourist activity, are essential in the consolidation of EA.

In this sense, the importance of EA to tourism activities in ecotourism areas is also highlighted in the study by Costa and Costa (2005) when they classify as primordial, knowledge of the agro-environmental characteristics of the area where the activities will be carried out and about the social and environmental relationships that exist there, thus generating respect and care for the environment visited.

### **3. Environmental Education in the International Scenario**

Historically, it is believed that forest peoples knew how to use natural resources for their survival in a balanced way, as they lived in a certain harmony and took most of what they needed from it. In it, they sought the medicine needed for healing and feeding in plants, in addition to hunting, clothing, shelter, among others. For some groups, it served as an instrument of veneration and respect and thus, they kept their cultural traits, their traditions, beliefs and myths and even though they did not know what sustainability was, they already practiced it.

However, in recent centuries, especially after the Industrial Revolution, social and environmental problems have taken on proportions that have compromised human existence itself. The lack of control in the exploration of nature and the use of space technology was observed, and the knowledge about the damage that humanity has been promoting on Planet Earth was expanded. Among them, pollution of the soil, water, rivers and oceans, neglect of garbage, major environmental catastrophes such as the dams in Mariana and Brumadinho (MG), burning in the Amazon, among others.

In the 19th century, individually or collectively, the first denunciations that had repercussions on environmental problems at the world level were evidenced. Among them, the letter of the American Indian Chief, Seattle, in 1854. Already in the century. In the 20th century, the work *Primavera Silenciosa*, written by Raquel Carson and published in 1962, stands out. the movement in defense of the Amazon and was supported by political and artistic leaders from different nations. These initiatives denounced the disorderly exploitation of nature and its consequences, to native peoples, such as the indigenous and riverside people.

Worldwide, EA gradually strengthened after World War II and became linked to Social Movements (DIAS, 2003). In this perspective, by promoting concern with society in general, it is understood that each individual has a responsibility to the planet and that their behavior and ethical attitude towards nature will bring benefits and quality of life to the community. However, institutionally, in UNESCO documents from the 60s, the Belgrade Charter of 1976 and Tbilisi of 1983 and 1985, these environmental commitments are reinforced (GOTTARDO, 2003).

Notably, the first major action of discussion on environmental issues at the world level was the United Nations Conference on the Human Environment, held in Stockholm, Sweden, in 1972, which brought together representatives from 113 countries, with the objective of establishing a global vision and common principles for the preservation and improvement of the human environment. Known as the Stockholm Conference, the term EA was legally established in it, and from then on it became part of national and international agendas, allowing people to reflect on their attitudes towards the planet (DIAS, 2003). In this sense, training citizens who are aware of their actions, facing the elements of nature, are principles of formal and non-formal education.

According to Feldman (1997), the Stockholm Conference highlighted the antagonism between the perspectives of developed and developing countries. On the one hand, there were the developed ones, concerned with the effects of environmental devastation on the Earth, proposing an international program aimed at the conservation of natural and genetic resources. Thus, defending that preventive

measures would have to be found immediately, in order to avoid environmental disasters at a global level.

On the other hand, developing countries, which proclaimed the confrontation of severe social problems such as poverty, lack of housing, basic sanitation, infectious diseases, among others, could be mitigated or resolved by economic development and, consequently, increasing the pressure on natural resources. As a result, the conference produced the Declaration on the Human Environment, which instituted principles of behavior and responsibility that should guide individual and collective decisions on environmental issues at the global level.

Therefore, it can be believed that the Stockholm Conference was so important that the MA started to compose the feasibility studies of projects that cause pollution or environmental degradation, as a requirement of multilateral financing bodies, such as the World Bank and the Inter-American Development Bank. In addition, in the same year, the UN created an organization called the United Nations Environment Program (UNEP), headquartered in Nairobi, capital of Kenya, with the objective of keeping the state of the global environment under continuous monitoring, as well as alerting peoples and nations on problems and threats to the environment and recommend measures to improve the quality of life of the population, without compromising the resources and environmental services of future generations.

Four years after the Stockholm Conference, UNESCO held in Belgrade, the former Yugoslavia, the International Meeting on Environmental Education, which produced the Belgrade Charter, published in 1975, which alerted the world population to the need for a new environmental ethic. Furthermore, he defended that AE should be multidisciplinary, continuous and integrated to regional differences and focused on national interests. Considered as a historical document in the evolution of environmental awareness, the Belgrade Charter also defended the elimination of the causes of poverty, illiteracy, hunger, pollution, among others, which would be achieved through ethics and the reform of processes and educational systems (GOTTARDO, 2003; DIAS, 2003).

Following this trend of initiatives, in 1977, the Tbilisi Conference was held, the first major international event on EA, which resulted in the Declaration of the Intergovernmental Conference on Environmental Education in Tbilisi (TOZONI-REIS, 2002). In it, EA takes on the role of promoting awareness and understanding of environmental problems and encouraging the formation of positive behaviors. Six years later, in 1983, it was the UN World Commission on Environment and Development, whose conclusions, published in 1987, known as the Brundtland Report, which, among other measures, established the concept of Sustainable Development (PEREIRA JR, 2002).

With reports and more information, in August 1987, the UNESCO-UNEP International Conference was held in Moscow in the Russian Federation, which evaluated the achievements and difficulties in the field of EA. It was decisive in its recognition in the educational systems of different countries (TELLES et al., p. 20) and showed that EA should promote awareness and change in cognitive and affective behavior in face of global environmental issues.

Following the global alignment, Brazil hosted the Global Forum at Eco-92, or Rio-92, which intended to examine and assess the global environmental situation, based on the form of development adopted by the countries. In addition, it proposed the establishment of mechanisms for transferring non-polluting technologies to developing countries and examining national and international strategies for incorporating environmental criteria into the development process. Furthermore, he defended the

establishment of an international cooperation system to anticipate environmental threats and provide assistance in emergency cases. As a result of Eco-92, the Treaty on Environmental Education for Sustainable Societies and Global Recognition was created. It presents the guidelines and principles that guide the actions of the National Environmental Education Program – ProNEA, the delimitation of its objectives, its lines of action and its organizational structure.

In fact, in Brazil there was also a strong movement of environmentalists to make EA a specific law, as laws, decrees and ordinances on the subject in general already existed. However, it was necessary to put it into effect in the form of law, in line with the same wishes of the documents of the international community. In a way, as the document itself emphasizes, EA was already expressed in the National Environmental Education Policy (PNEA) as a collective responsibility. Therefore, it affects political management and is responsible for different bodies such as: the National Environment System, Ministry of Environment (SISNAMA), Ministry of Education (MEC). In addition to the media and civil society.

All the legislation created was reflected in formal education and in compliance with UNESCO recommendations, as well as other international and national treaties such as the PNEA, the BNCC and the PCNs, which highlight the need to develop EA actions integrated to the different curricular components and therefore, to the curricula of public and private educational institutions, whether in Kindergarten, Elementary School, High School, Higher Education, Special Education, Professional Education and Youth and Adult Education.

With this, since the creation of Law Nº 9.795, the organizational structure to encourage EA in Brazil has been promoted. Initially, the PNEA intended to make the citizen, from the school environment, a protagonist in the promotion of knowledge. In this direction, the teaching action enables the formation of reflective, critical subjects, responsible for their environmental and social obligations. Therefore, it is up to the government to implement actions and strategies in order to encourage and foster the consolidation of this law in different spheres.

In this direction, the PNEA is configured as a way to go, instructing the environment and presenting EA as a right and a duty of/for every citizen. Thus, it is understood that the consolidation of this law is directly associated with public policies, through the direct inclusion of its precepts by government agencies.

Ainda na direção da trajetória da EA no Brasil, a Conferência das Nações Unidas sobre Desenvolvimento Sustentável – Rio+20, organizada pela ONU e realizada no Rio de Janeiro, foi decisiva na formulação de políticas públicas nacionais. Nela, participaram 120 Chefes de Estado, mais de 12 mil delegados, aproximadamente 300 representantes governamentais e mais 300 convidados do nosso país. Como resultado, foi elaborado o documento: O Futuro Que Queremos, o qual contempla uma síntese dos compromissos assumidos pelos seus signatários. Nele, no Quadro de Ação e Acompanhamento, está contido o subtópico Educação (parágrafos 229-235), o qual estabelece as diretrizes para o desenvolvimento sustentável. Tal documento, ainda permanece na pauta dos organismos nacionais e internacionais, à medida que a “educação deve afirmar valores e estimular ações que contribuam para a transformação da sociedade, tornando-a mais humana, socialmente justa e, também, voltada para a preservação da natureza” (BRASIL, 2017, p. 8). Corroborando, Leff (1999) ensina que a educação ambiental adquire um sentido estratégico na condução do processo de transição para uma sociedade



sustentável. Trata-se de um processo histórico que reclama o compromisso do Estado da cidadania para elaborar projetos nacionais, regionais e locais nos quais a educação ambiental se defina através de um critério de sustentabilidade que corresponda ao potencial ecológico e aos valores culturais de cada região[...] de uma educação ambiental que gere uma consciência e capacidade próprias para que as populações possam se apropriar de seu ambiente como uma fonte de riqueza econômica, de gozo estético e de novos sentidos civilizatórios; de um novo mundo no qual todos os indivíduos, as comunidades e as nações vivam irmanados em laços de solidariedade e harmonia com a natureza. (LEFF, 1999, p. 128).

Portanto, para a ampla efetivação da AE na escola ainda é uma tarefa contínua, à medida que a nossa cultura escolar ainda não a absorveu de forma integral. Sabemos que é nessa mudança de atitude e nova perspectiva de cultura escolar que devemos fortalecer nossa educação e relação saudável com o ambiente.

#### **4. Basic Principles of the National Environmental Education Program (PRONEA)**

The Basic Principles of the National Environmental Education Program (ProNEA) have characteristics linked to the guidelines of the Ministry of Environment and MEC. Among them, transversality and interdisciplinarity, spatial and institutional decentralization, socio-environmental sustainability, democracy and social participation, improvement and strengthening of education systems. Hence, the importance of “Analyzing and discussing the role of national environmental regulation, control and inspection bodies and international agreements for the promotion and guarantee of sustainable environmental practices” (BRASIL, 2017, p. 562).

Such is the importance of the Basic Principles of the National Environmental Education Program (ProNEA), that it ensures the instrumentalization of environmental management, since the program assumes the task of stimulating public and private agents, to foster critical awareness and reflective on environmental problems and how to solve them. If it is not possible, or at least, that they are able to propose alternatives to make society more sustainable. Among its principles are respect for freedom and appreciation of tolerance; Humanist, holistic and democratic, participatory and emancipatory approach; Conception of the environment in its entirety, considering the interdependence between the natural and the built environment, the socioeconomic and cultural, the physical and the spiritual, under the focus of sustainability; Link between ethics, aesthetics, education, work and social practices; - Freedom to learn, teach, research and disseminate culture, thought, art and knowledge; Democratization and interactivity in information; -Valuing school and extra-school experiences; -Pluralism of ideas and pedagogical concepts; Guarantee of continuity and permanence of the educational process; Permanent critical and constructive evaluation of the educational process; Equal conditions for accessing and staying at school; Coordinated approach to local, regional, national and global environmental issues; Recognition and respect for genetic, species, ecosystem, individual and cultural plurality and diversity; Search for excellence in internal and external actions (PRONEA, 2005, p. 8).

In addition to formal educational institutions, one can observe the implementation of these principles in the activities of civil society organizations committed to EA. Among others, there is the Environmental Education Center (CEA) of the Instituto Felinos do Aguai, located in the surroundings of the Aguai

Biological Reserve, in the municipality of Siderópolis (SC). In it, EA programs based on Ecopedagogy are developed, developed with the aim of promoting meaningful learning, giving meaning to everyday actions, through lectures, events on ecological dates, production and dissemination of educational materials, educational projects and campaigns, courses, interpretive trails and visitation to the EA Center. In other words, it is a space destined to the development of EA activities with educational institutions, organized groups, and the community in general, contributing to the dissemination of the reserve and the enhancement of local culture. This initiative guarantees the prerogative that The environmental issue is, in itself, interdisciplinary, since it involves the natural world and the social world. Both are complex. To face complex problems, we need to think together, collectively, having as object of study the point of integration of scientific actions. For example, the understanding of an environmental problem will converge interdisciplinary perspectives, that is, the common point to all areas of the sciences involved will be the socio-environmental problem (GONÇALVES, 2019, p. 42).

In this sense, it is evident that the performance of the Basic Principles of the National Environmental Education Program (ProNEA) goes beyond the exclusivity of the public sphere, by “[...] promoting the articulation of educational actions aimed at protection, recovery and improvement activities environmental, and to enhance the role of education for cultural and social changes [...]” (PRONEA, 2005, p. 21).

## **5. Conclusion**

The study presents the trajectory of twenty years since the implementation of the Environmental Education Law, nº 9.795, of April 24, 1999 and its importance in guiding education professionals, students and professionals in the tourist trade on Environmental Education. This law legally represented the evolution of EA in the country, by articulating the teaching and learning processes in different contexts and spaces, to the environmental issue.

It was evident that EA was and continues to be important in the affirmation and commitment of Brazilian education to environmental issues. Its trajectory is linked to the movement that has taken place in other countries, especially in the last 20 years. In addition, the importance of education professionals in the development of pedagogical strategies that involve actions in the direction of citizen education with a view to the environmental issue, by developing integrated actions with other social spheres, guided by public policies that break with the developmental model society and consumption of natural resources.

Furthermore, it was proved that the guidelines discussed in the twenty years of EA legislation are centered on the promotion of quality of life, environmental sustainability and critical and participatory social education. In this sense, it is understood that, using knowledge about environmental problems, citizens can act consciously in preservation, proposing resolutions or actions to mitigate the problems, favoring the preservation of ecosystems and the maintenance of natural resources.

In addition, in addition to professionals working in educational institutions in formal educational processes and the academic community, other specialists were included and should be aware of the importance of Law Nº 9.795, such as those linked to the tourism sector who lead people through terrestrial or marine parks, biological reserves, environmental education centers, among others. These

professionals, when acting directly as interlocutors between the natural space and the population, must be aware of legal issues and have specific training to contribute to the promotion of AE.

Finally, the need for environmental education practices in the different social sectors was highlighted and the importance of tourism was reaffirmed as a possibility of environmental training for the population, while at the same time making use of environmental education tools to consolidate further this thread. From this perspective, it was identified that it can stimulate and spread knowledge about environmental and social responsibility. Thus, EA contributes to the development of a new perspective on the protection of environmental issues.

## 6. References

- [1] BECK, Ulrich. A reinvenção da política: rumo a uma teoria da modernização reflexiva. In: GIDDENS, A; BECK, U.; LASH, S. Modernização reflexiva: política, tradição e estética na ordem social moderna. São Paulo: Ed. Da Unesp, 1997.
- [2] BRASIL, Ana Maria; SANTOS, Fátima. O ser humano e o meio ambiente de A a Z. São Paulo: Brasil Sustentável Editora. 4ª Edição. 2010.
- [3] BRASIL. Base Nacional Comum Curricular- Educação é a base – Ensino Médio. Brasília, MEC, 2017. Disponível em:  
<[http://basenacionalcomum.mec.gov.br/images/historico/BNCC\\_EnsinoMedio\\_embaixa\\_site\\_110518.pdf](http://basenacionalcomum.mec.gov.br/images/historico/BNCC_EnsinoMedio_embaixa_site_110518.pdf)>. Acesso em 23 de fevereiro de 2021.
- [4] BRASIL, Secretaria de Educação Fundamental. Parâmetros Curriculares Nacionais terceiro e quarto ciclos do ensino fundamental: introdução aos parâmetros curriculares nacionais / Secretaria de Educação Fundamental. – Brasília : MEC/SEF, 1998.
- [5] BRASIL. Lei nº 9.795, de 27 de abril de 1999. Dispõe sobre a educação ambiental, institui a Política Nacional de Educação Ambiental e dá outras providências. Diário Oficial da União, Brasília, 28 de abril de 1999. Disponível em: [http://www.planalto.gov.br/ccivil\\_03/leis/l9795.htm](http://www.planalto.gov.br/ccivil_03/leis/l9795.htm). Acesso em: 04 jun.2021.
- [6] BRUGGER, Paula. Educação Ambiental ou adestramento ambiental?. 2º Ed. Revista e Ampliada. Letras contemporâneas: Florianópolis/SC. 1999.
- [7] COSTA, Nadja Maria Castilho da & COSTA, Vivian Castilho da. Educação Ambiental pelo Ecoturismo, em Unidades de Conservação: uma proposta efetiva para o parque estadual da pedra branca (PEPB) – RJ. In: PEDRINI, Alexandre de Gusmão (org.). O Ecoturismo e a Educação Ambiental. Rio de Janeiro: Papel Virtual, 2005 p. 39-65.
- [8] CRESWELL, John. Projeto de pesquisa: métodos qualitativo, quantitativo e misto. 3 ed.

Porto Alegre: Artmed. 2010.

[9] DIAS, Genebaldo Freire. Educação ambiental, princípios e práticas. 8.ed. Gaia, 2003.

\_\_\_\_\_. Elementos para Capacitação em Educação Ambiental. Ilhéus: Editus, 1999.

[10] GADOTTI, Moacir, 1941 – Pedagogia da terra. São Paulo : Peirópolis, 2000. – (Série Brasil Cidadão)

[11] GONÇALVES, Teresinha Maria. O TRABALHO INTERDISCIPLINAR EM EDUCAÇÃO AMBIENTAL: REFLEXÃO SOBRE A PRÁTICA DOCENTE. Revbea, São Paulo, V. 14, No 3: 41-49, 2019.

[12] GOTTARDO R. M. S. A Educação Ambiental no Contexto da Secretaria Municipal de Educação: um estudo de caso do período 1977 a 2000. 2003. Dissertação (Mestrado). Universidade Presbiteriana Mackenzie. São Paulo. 2003.

[13] GIDDENS, Anthony. Mundo em descontrole. 3. Ed. Rio de Janeiro: Record, 2003.

[14] GIL, Antônio Carlos. Como Elaborar Projetos de Pesquisa. 4. ed. São Paulo: Atlas, 2002

[15] HANNIGAN, John. Sociedade Ambiental: A formação de uma perspectiva social. 1995.

[16] LEFF, E. Educação Ambiental e desenvolvimento sustentável. In: REIGOTA, M. (Org.). Verde Cotidiano: o meio ambiente em discussão. Rio de Janeiro: DP&A, 1999.

[17] LOUREIRO, Carlos Frederico B. Trajetória e Fundamentos da Educação Ambiental. 2. ed. São Paulo: Cortez, 2006.

[18] MARCONI, Marina de Andrade. LAKATOS, Eva Maria. Técnicas de pesquisa: planejamento e execução de pesquisas, amostragens e técnicas de pesquisas, elaboração e interpretação de dados. 3.ed. São Paulo: Atlas, 1996.

[19] EREIRA JÚNIOR, José de Sena. Cúpula mundial sobre desenvolvimento sustentável, realizada em Johannesburgo, África do Sul. Brasília: Câmara dos Deputados, 2012. Disponível em: <<http://www2.camara.leg.br/documentos-e-pesquisa/pdf>>. Acesso em: 16 jun. 2021.

[20] PORTO-GONÇALVES, Carlos Walter, O desafio ambiental. Organizador Emir Sader. 3. ed. – Rio de Janeiro: Redord, 2012.

[21] ProNEA, Programa Nacional De Educação Ambiental. Ministério do Meio Ambiente. Brasília: MMA, 2005. Disponível em: <<http://portal.mec.gov.br/secad/arquivos/pdf/educacaoambiental/pronea3.pdf>>. Acesso em: 05 jun. 2021.

[22] PLANALTO, Lei nº 9.795, DE 27 DE ABRIL DE 1999, 1999. Disponível em: <[http://www.planalto.gov.br/ccivil\\_03/leis/l9795.htm](http://www.planalto.gov.br/ccivil_03/leis/l9795.htm)>. Acesso em: 04 jun. 2021.

[23] ROSA, Tarcísio Roldão da. Das Unidades de Conservação ao Projeto Geoparque Caminhos dos Canyons do Sul (SC/RS). 2016. 150 F. Dissertação (Mestrado em Planejamento Territorial e Desenvolvimento Socioambiental) – FAED – UDESC, 2016.

[24] SAMPAIO, Carlos Alberto. Turismo: uma busca de outra racionalidade. Rio Grande, Revista Ambiente e Educação, n. 8, 2003 p. 131 – 141.

[25] SANTOS, Elizabeth da Conceição; MEDINA, Naná Mininni. Educação Ambiental: Uma metodologia participativa de formação. 3ª Ed. Editora Vozes: Petrópolis, 1999.

[26] TOZONI-REIS, Marília Freitas de Campos. Formação dos educadores ambientais e paradigmas em transição. Revista Ciências e Educação. v 8, n 1, 2002.

[27] TELLES, Marcelo de Queiroz.; ROCHA, Mário Borges.; PEDROSO, Mylene Lyra.; MACHADO, Silvia Maria de Campos. Vivências Integradas com o Meio Ambiente: Práticas de Educação Ambiental para Escolas, Parques, Praças e Zoológicos. São Paulo: Sá Editora, 2002.