

SOCIO-ENVIRONMENTAL EXPERIENCES IN THE SCHOOLS OF PARAMIRIM-BA

*Roseli Ramos de Oliveira and Maria Herbenia Lima Cruz Santos

Department of Technology and Social Sciences of the State University of Bahia – UNEB

ARTICLE INFO

Article History:

Received 06th August, 2018
Received in revised form
19th September, 2018
Accepted 06th October, 2018
Published online 28th November, 2018

Key Words:

School Routine, Curricular Constituents,
Students Knowledge Environmental
Education.

ABSTRACT

The Environmental Education developed at school is deemed essential to stimulate the participative and reflective position in the resolution of socio-environmental issues. This study refers to field research conducted in four (04) educational institutions with the objective of verifying the curricular constituents of the Environmental Education presented in public and private schools in Paramirim, State of Bahia, and the understanding of sixth-graders students concerning the environment. The research is classified as exploratory research subjected to the experimental phenomenon with the movie “Rio 2”. Data collection has been obtained through questionnaires. For the students of the “Ulysses Caires de Brito High School”, 40%, and “Arco Iris High School”, 67%, revealed no significant changes in attitudes when attending the sixth year. For the students of the “Ulysses Caires de Brito High School”, 26.3%, and “Vereador Arlindo Francisco de Souza”, 22.2%, it is a transversal approach. Environmental Education should be productive so that students could employ the specific knowledge acquired in the classrooms in situations that arises in their daily life in the resolution of issues.

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Citation: Roseli Ramos de Oliveira and Maria Herbenia Lima Cruz Santos, 2018. “Socio-environmental experiences in the schools of paramirim-ba”, *International Journal of Development Research*, 8, (11), 24097-24100.

INTRODUCTION

The educational practice aims to provoke new understandings and new challenges that lead to the quest for knowledge. Education, as a process of construction, should be part of the lives of young people and adults, always promoting the development of intellectual capacity, a continuous process that enables the practice of freedom (FREIRE, 2007; 2008). When entering school, children, teenagers, and adults already bring along informal learning that is joined to the knowledge of school environment that drives training in the formal context. The contextualization of education should take into account the renewal of the curricula and the demands of the contemporary world (LOPES, 2013). Accordingly, the Law of Directives and Basis of National Educational, No. 9.394/96, of 20th December 1966, in its article 26, establishes that the curricula should have a common national database to be complemented in each teaching system and a diversified part in each educational establishments, required by the regional and local characteristics of society, culture, economics, and learners.

*Corresponding author: Roseli Ramos de Oliveira,
Department of Technology and Social Sciences of the State
University of Bahia – UNEB,

Considering the law, it remains up to schools to add in the school context, themes that motivate and give meaning to the teaching/learning process (BRASIL, 1996). The Administrative Ordinance No. 1.128/2010 (Curricular Reorganization of Elementary Schools of the State Public Network in Bahia) that restates the diversified character for elementary schools can establish relations between formal disciplines and city life that regulates the Environmental Education (EE). This approximation between disciplines, according to the law, must be through the transversal links between the subjects and the fields of health, sexuality, family and social life, environment, work, science and technology, culture and languages (BAHIA, 2010). Therefore, the curriculum of city schools have the thematic axis of environment: natural resources, as the objective of complementing the learning of the joint national base, in Art. 2, Clause 1, hereinafter, all disciplines whose name is Environmental Education or Environmental Study are extinct, in the curricular matrices of the public School of the State Network of Elementary Education (BAHIA, Ordinance No. 1.128, 2010). Contradicting this determination, the schools of Paramirim-BA develop EE as a discipline. The teaching/learning process is in permanent construction and needs to meet the expectations of society concerning the changes.

To achieve this, it is necessary to suggest paths and strategies with the purpose of making adjustments to ensure the desired educational transformation and to produce effects determined in the subjects. This way, this paper aimed to confirm the curricular constituents of Environmental Education presented in public and private schools in city of Paramirim-BA, and the comprehension of sixth-grader students concerning care for the environment.

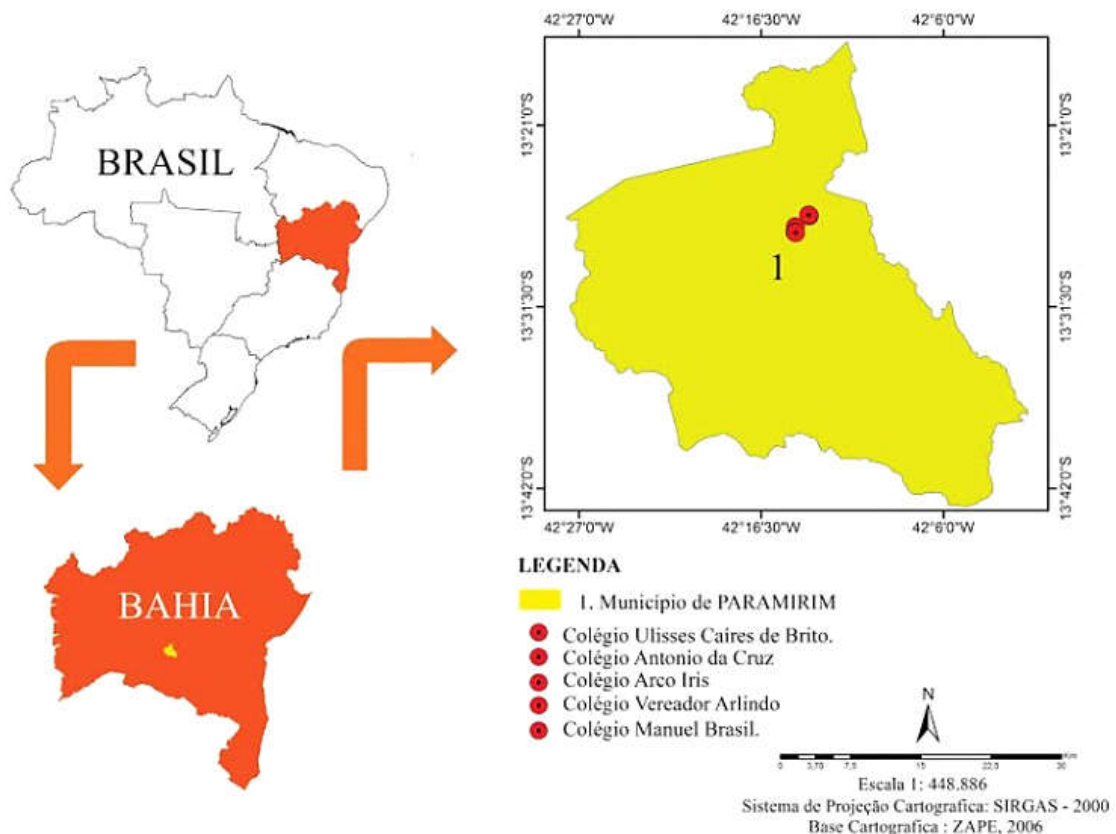
MATERIALS AND METHODS

The study was carried out in Paramirim-BA, a city located in the drought polygon, southwest of the state of Bahia; the city has 22,184 inhabitants and about 2,906 school-age children (IBGE, 2016). The research was carried out at the private School Arco-Iris (CAI), and in the public schools, Ulysses Caires de Brito College (CUCB), Colegíio Vereador Arlindo Francisco de Souza (CVAFS) and Manoel Brasil College (CMB). The field activities occurred during July and September 2017, after clarification on the research proceeded with the invitation to students to watch the exhibition of the film "Rio 2" produced by 20th Century Fox, exhibited in Brazil in 2011.

residue). At the end of the session, six students have been selected: three who tossed paper on the floor, and three who did not, resulting in a sampling of 78 students who subsequently responded to the questionnaire elaborated with 20 questions and applied with the duration of approximately thirty minutes. After getting the quantitative data collected through the survey with multiple-choice questions were arranged in a table in the Microsoft Excel program organized in a spreadsheet. The quantitative data were tabulated and subsequently transformed into percentages, tables, and figures.

RESULTS

For students from CUCB, 26.3% and CVAFS 22.2%, these recognize the development of as a transversal theme. The results are contradictory through the findings of the research that showed the EE with a discipline called environment. The results of the CUCB 40.0% and CAI 67.0% revealed that the students did not have significant changes in attitudes when attending the sixth year, but they find it necessary to insert the theme in the school. The EE, in the formal context, must stimulate the critical and participatory sense to dialogue, suggest and propose changes in the environmental problem.



Localization of the city of Paramirim in Brazil and in the State of Bahia, 2017.

Source: the Author, 2017

Figure 1. Localization of the city of Paramirim in Brazil and in the State of Bahia

The participants were all sixth-grader students of the colleges mentioned totaling 245 students distributed in a 13 classrooms. The reason for being the sixth grade of Elementary School was since it has the discipline of EE in the teaching units of the municipal network, except in the private school system where it occurs in a transversal way. During the sessions that took place in each class on a previously scheduled day, popcorn has been served for all students to observe the behavior regarding the disposal of the waste generated (paper bag and popcorn

DISCUSSION

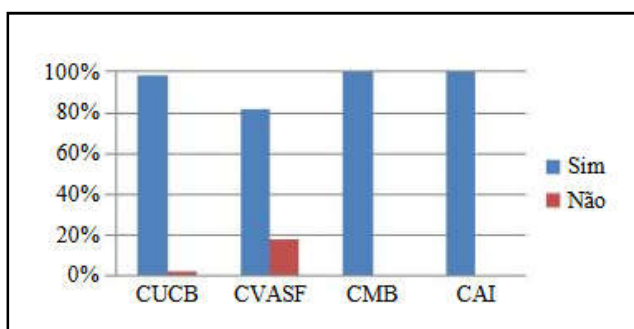
Environmental Education in the students' experience after presenting the procedures of this investigation, the analysis and discussion of the EE in the teaching units was then given. When questioned about the approach, the present study revealed the data of the students, the CUCB 73.7%, CVAFS 77.8%, and the CMB 100.0% the plan was perceived as a discipline.

Table 1. Approaches of EE in the schools of Paramirim-BA

Schools	Disciplinary Approach	Transversal Theme
CUCB	73.7%	26.3%
CVAFS	77.8%	22.2%
CMB	100.0%	0.0%
CAI	50.0%	50.0%

Text 1: Approach of EE as Disciplinary or Transversal Theme in the schools: (CUCB) Colégio Ulysses Caires de Brito, (CVAFS) Colégio Vereador Arlindo Francisco de Souza, (CMB) Colégio Manoel Brasil, (CAI) Colégio Arco-Íris. Paramirim-BA, 2017.

For CUCB, 26.3% and CVAFS 22.2% was considered as a transversal theme the EE should propose interdisciplinary in the purpose of breaking with the fragmentation of knowledge. It is not possible to deal with social education and training without addressing environmental problems. Therefore, it is necessary to adapt the current education model to understand the complex relationships that exist between the various ecological, economic and social factors that interact in time and space (DIAS, 2004). In other researches, a study was conducted at the Anita Grandi Salmon State College in the municipality of Sengés-PR. Five classrooms of Elementary School, representing ninety-six students, were included. The objective was to analyze the work of the EE in the college concerning the form of development of EE, interdisciplinary or isolated. The study shows that 62% of the students did not know the concept of evolution with sustainability (or sustainable), and 33% said that there are no practices aimed at preserving the environment in the College (ABRAÃO et al., 2015). When analyzing the CAI, it was possible to perceive that there was a division of students' opinions 50 % for discipline as curricular constituents, 50% for the transversal theme. It leads to the understanding that, despite not having a specific subject of EE and occurring in a cross-sectional way, confirmed by the pedagogical coordination of the school, this divergence may be in the way it is developed in the school. Another point that draws attention to the research is the insertion or not of the EE in the school.



Text 2: The importance of insertion of EE in the educational institutions: Colégio Ulysses Caires de Brito (CUCB), Colégio Vereador Arlindo Francisco de Souza (CVAFS); Colégio Manoel Brasil (CMB); Colégio Arco-Íris (CAI). Paramirim- (BA), 2017. Source: the Author, 2017.

Figure 2. Environmental Education in the educational institutions

From the answers, the CMB 100.0%, CAI 100.0% and CUCB 95.2% say they find it essential to deal with such matters. The CVAFS students with 77.8% showed a lower result than the others. These results may be justified by the way the EE is approached in the school in the development of activities in the interaction with the other disciplines. Another fact may be related to the distaff of the subjects concerning the local reality. A study similar to this was carried out in the municipality of Parnaíba-PI with 80 students from sixth to ninth grade classes, from elementary school to assess the perception of AE. The authors approached that the problem is

worked few times in the classroom, in a separate way, in some disciplines, especially those related to the environment, and the transversally required by official documents, such as PCNs, does not happen (BRITO et al., 2016). In regard to the question "The school you attend talks about EE?" 97.6 % of the students of CVAFS, CMB, CAI, and CUCB, claim "yes". In this context, EE can understand how the construction of social values, knowledge, skills, attitudes, and competencies focused on the conservation of the environment, well of typical use of the people, essential the sound quality of life and sustainability (BRASIL, 1999, p. 1). Thus, it is necessary to commit teachers to teach beyond the concepts, to train ethical and committed citizens, children who know about environmental problems and who can work in the socio-environmental reality, targeting a sustainable planet.

Students' experiences in relation to changing attitudes: Other results can be verified in the research on the change of attitudes.

Table 2. Principles with regard to the environment in the schools

Schools	Change attitude	No change attitude
CUCB – Urban zone	60.0%	40.0%
CVAFS – Rural zone	94.1%	5.9%
CAI – Urban zone	33%	67.0%
CMB – Rural zone	100%	0.0%

Text 2: Response to the questionnaire: Have you changed some of your attitude and evaluation with regard to the Environment since you started attending the 6th Grade? Paramirim-BA, 2017.

When questioned regarding the change of attitudes, the results presented the opinions of the sixth-grader students regarding the theme addressed. For CUCB 40.0%, CAI 67.0% and CVAFS 5.9% did not get any changes. In the understanding of (MONTEIRO et al., 2017), to overcome the gaps, the EE must interact from the daily practice and in the involvement that favors studies and activities in various contexts, in consonance with the principles of socio-environmental sustainability, that improve the emergence of new values and attitudes (GADOTTI, 2000; GUIMARÃES, 2004). In the opinion of the students of the colleges: CMB 100%, CVAFS 94.1%, CUCB 60.0% and CAI 33.0%, the result presented is that they had changes in attitudes and values regarding the environment after they began to attend the sixth year. Taking into account that these two schools CMB and CVAFS are located in the rural zone, this result may signalize that these participants establish a more significant relationship with nature. Perhaps because they are rural communities and their relatives have the craft of caring for the land through subsistence farming activity. The role of the school as an institution responsible for the integral formation of citizens is indispensable, through an education that responds precisely to reality and gives an adequate response to their problems (DIAS, 2004). The rural schools, concerning the issue of the EE, must go beyond teaching within their rural reality, in this context exceeds the boundaries of the field, it is therefore indispensable that the pedagogical practices propose actions and mobilizations to reach the social link, cultural, economic or environmental. The EE in the school should have the purpose of ensuring the transversal and interdisciplinary approach when addressing the environmental theme, if it is not developed in this purpose is a misunderstanding because it does not advocate the documents, educational policy, and public policies. It is up to the school in its role as a transforming agent to seek a practice that provokes students and motivates in making consciousness concerning EE. An innovative educational proposal is needed to provide

the necessary knowledge to understand and transform the socio-environmental reality.

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