



# **Technical Project Report**

**Training courses on environmental education  
(Output 1.5)**

**"Community forest management: a sustainable  
alternative for the Maués State Forest, Amazonas  
State"**

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## SUMMARY

The product presented is a reflection on the social practices, in a context marked by the continual degradation of the environment and its ecosystem, involves a necessary need to produce the meanings of environmental education. Environmental education must be seen as a lifelong learning process that values the diverse forms of knowledge and forms citizens with local and planetary consciousness. The environmental dimension sets up increasingly as an issue that concerns a group of professionals of the educational universe, increasing the development of different knowledge systems, the training of professionals and the community. Local groups can be much more efficient than the state in the "monitoring" and fulfillment of a particular agreement and control of the use of public property or natural resources. Also, an important part of the environmental problems will be effectively addressed if local people so desire. The purpose of this product is to sensitize and train the Maués State Forest population, about environmental problems, assuming that all people should have the opportunity to access information to enable them to actively participate in finding solutions to environmental problems.



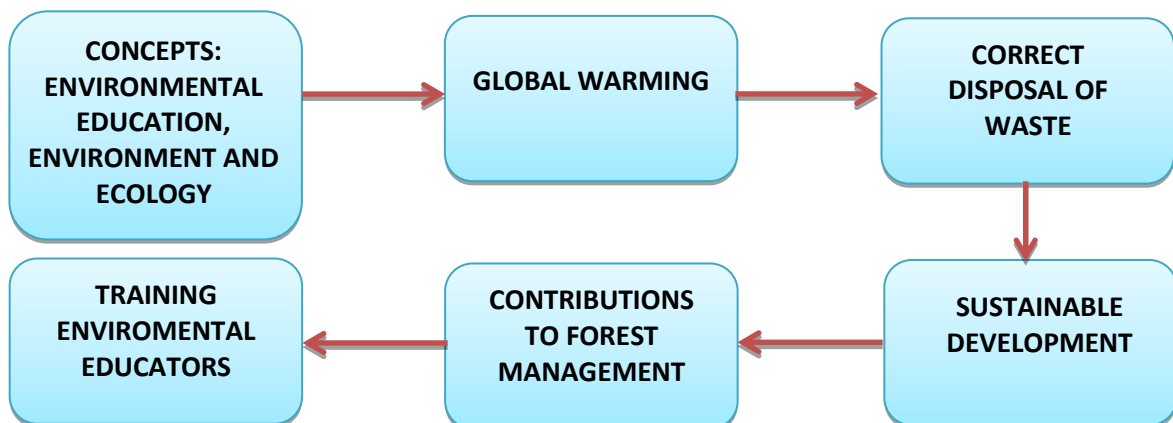
## 1. INTRODUCTION

Environmental education is one of the existing tools for sensitization and training of the general public about environmental problems. With it, we seek to develop techniques and methods that facilitate the process of awareness of the seriousness of environmental problems and the urgent need to seriously turning our attention to them. The document of the International Conference on Environment and Society, Education and Public Awareness for Sustainability, held in Thessalonica (Greece), draws attention to the need to articulate environmental education based on concepts of ethics and sustainability, cultural identity and diversity, mobilization and participation and interdisciplinary practices (Sorrentino, 1998). Environmental education is a necessary condition to modify a growing environmental degradation picture, but it is still not enough, which, in the words of Tamayo (2000), becomes "more a necessary mediation tool between cultures, different behaviors and interests of social groups to construct the desired transformation. " The educator acts as a mediator in building environmental benchmarks and should know how to use them as tools for the development of a social practice centered on the various concept of nature. The classification about environmental education is as wide as the diversity that inspires many Environmentalism variations. The Canadian Lucy Sauv e (1997) discusses some of which can be complementary to each other, contradicting the variations of environmentalism. Education on the environment: it is the acquisition of knowledge and skills related to interact with the environment, which is based on transmitting facts, contents and concepts, where the environment becomes a learning tool. It is considered as an objective of environmental education to reach the general public, assuming that all people should have access to information and the opportunity that will enable them to actively participate in finding solutions to today's environmental problems. The purpose of this product is to form environmental educators in order to educate residents of the communities involved in the project to have attitudes aimed at the conservation and preservation of the environment.

## 2. APPLIED METHODOLOGY

The product was carried out according to the principles proposed in Tbilisi Conference, held in 1977, the former Soviet Union, Environmental Education's main features are: - Integrative Dynamic - is an ongoing process in which individuals and the community increase their awareness of their environment and acquire the knowledge, values, skills, experience and determination that make them able to act, individually and collectively and solve environmental problems. - Transformer - enables the acquisition of knowledge and skills to promote changes in attitudes. Aims to construct a new vision of human relations with their environment and the adoption of new individual attitudes and joint relation to the environment - Participatory - acts in raising awareness and citizen awareness, stimulating them to take part in collective processes. Following these principles, bibliographies on Environmental Education and its various applications were used, including those that can be applied to the Forest Sector. For the presentation of the content taught were used audio-visual aids and practical exercises on the subject, seeking to evaluate the knowledge acquired by the participants.

## 3. SUBMISSION OF DATA





#### **4. ANALYSIS AND INTERPRETATION OF DATA AND RESULTS**

The classification performed and discussed by Sauv  (1997) concerns the perspectives that illuminate the pedagogical practices, divided between giving more importance to education or the environment, although they can also be complementary. The educational perspective is focused on the individual or social group; of the fact that human beings developed a disposition relationship about their surroundings. The pedagogical perspective is centered on the educational process; this line leans on the development of a specific pedagogy for Environmental Education, through global and systemic perspective of reality, the school opened to its surroundings, the methodology resolution features specific local environmental problems.

#### **5. CONCLUSION**

The completion of the training course on environmental education was decisive for participants to broaden their awareness to the problems occurring by the lack of information on environmental issues and how to solve such problems. The absence of environmental attitudes entails environmental degradation by incorrect waste disposal, forest fires, pollution of springs, rivers and lakes. With the obtained knowledge, the participants obtained subsidies to become environmental agents but also environmental educator with the objective of spreading the obtained knowledge.

#### **6. RECOMMENDATIONS**

Perform workshops on recycling and training of new environmental agents.



## 7. IMPLICATIONS FOR PRACTICE

The knowledge that environmental educators have are of utmost importance as it is essential to spread best practice on the environment. We have an example in forest management, proper disposal of waste generated by wood processing. Communities can count on a person trained and able to take action to reduce environmental impacts. Changing attitudes starts when knowledge is acquired and spread, so the participation is of great importance of actors of different ages, especially young people.

## ANEXO(S)

All the data obtained of clarified in this project that were presented on the report must be organized by tables, attachemnets and grafics.





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