



ADDITIONAL TECHNICAL REPORT

Environmental Education

OUTPUT 1.5

“COMMUNITY FOREST MANAGEMENT: A SUSTAINABLE ALTERNATIVE FOR THE MAUES STATE FOREST, AMAZONAS STATE”

PD 454/07 REV. 3 (F)

INTERNATIONAL TROPICAL TIMBER ORGANIZATION (ITTO)

GOVERNMENT OF BRAZIL

AMAZONIAN INSTITUTE OF RESEARCH AND DEVELOPMENT (IPDA)

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Summary

The Environmental Education Course was held from 22 to 23 of September 2014 at the headquarters of the Union of Rural Workers of Maués - STTRM, City and Municipality of Maués and was attended by the residents and community of the State Forest Maués.

Environmental education is shown as an orientation tool for awareness of individuals facing environmental problems, becoming a participatory process where the student assumes the central position in the learning methods.

It is shown in modern times as a guidance tools for the awareness of individuals facing environmental problems and that's exactly why this practice is of extremely importance.

The problems caused by population growth, urbanization, industrialization, deforestation, erosion, air pollution, global warming, depletion of the ozone layer, among others, forced the world to reflect on the need to promote environmental education.

The current situation is very worrying and should be taken seriously because the consequences will reach everyone, without distinction.



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 technologies and methods that facilitate the process of awareness of the seriousness of environmental problems and the urgent need to seriously turn 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 actions of environmental education based on the 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, Tamayo (2000) says it becomes "more a necessary mediation tool between cultures, different behaviors and interests of social groups in order to construct the desired transformation. "

The educator has the role of mediator in the construction of environmental benchmarks and should know and use them as instruments for the development of a social practice centered on the concept of nature. The diversity of ratings about the environmental education is as wide as the diversity that inspires many environmentalism variations. Canadian sauvé Lucy (1997) discusses some of these, which may be complementary to each other, unlike existing variations environmentalists.

In means of Environmental Education, its understood that it is the processes through which the individual and the collectivity build social values, knowledge, skills, attitudes and competencies aimed at preserving the environment. So environmental education is essential and it's a permanent component of national education, and needs to be present at all levels and modalities of the educational process, in formally and informally

2. Methodology Applied

The Environmental Education Course for participants of the communities presented concepts on the subject by means of a literature review on its various applications especially the Forest Sector.

For this course we used visual aids, booklets and application exercises on the theme, seeking to evaluate the Community knowledge in everyday life.



3. Presentation of Data

The theme presented in the Course emphasized environmental education, addressing concepts and the subject's relationship with other themes in vogue today, such as global warming, proper disposal of waste, sustainable development, among others.

The proposal was to present the theme to empower the current state and the knowledge and practices of communities. Therefore, in the working groups we had the discussion with the direct interaction between community.

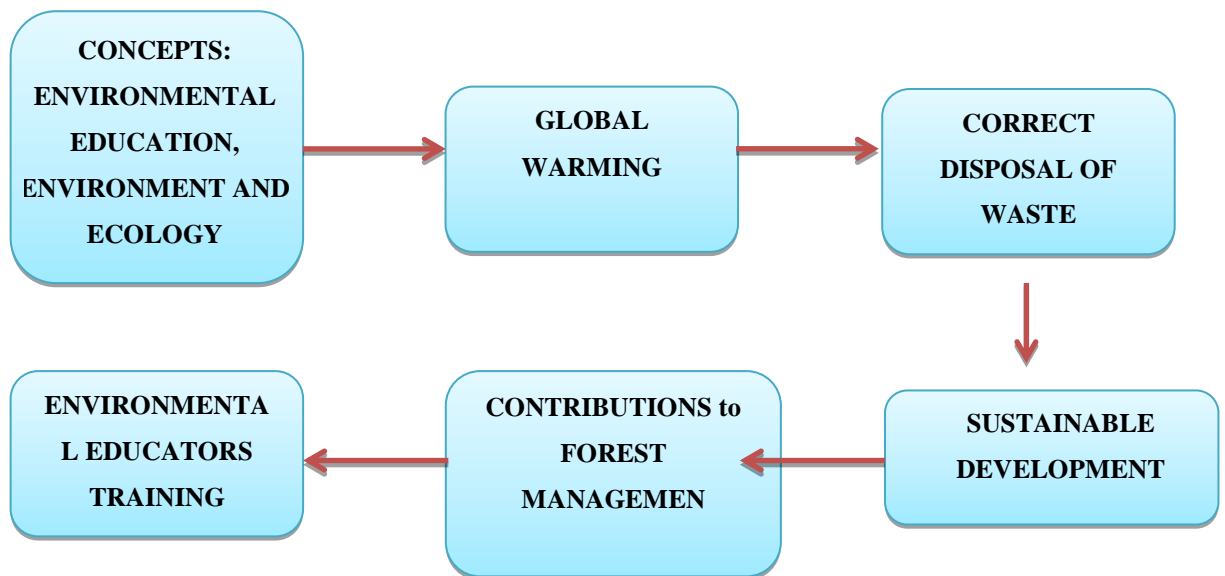


Figure 1 - Simplified diagram of presentation of data

4. Analysis, Data Interpretation and Results

The classification performed and discussed by Sauv  (1997) concerns the perspectives that illuminate the pedagogical practices, divided between giving more emphases 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.

A Pedagogical Perspective is centered in the educational process, this line leans on the development of a specific pedagogy for Environmental Education, through global and systemic perspective of reality, the opening of public spaces to its surroundings, the use of the methodology resolution of specific local environmental problems.



5. Conclusion

The completion of the Environmental Education Course was important for participants to broaden awareness to the problems occurring by the lack of information on environmental issues and how to solve such problems.

The permanent educational activity contributes to the educational community t awareness of its global reality, the kind of relationships that human beings establish with each other and with nature.

The absence of environmental attitudes entails environmental degradation by improper waste disposal, out of control forest fires, pollution of springs, rivers and lakes.

With the obtained knowledge obtained it grants participants not only become an environmental agent, but also an environmental educator propagating the knowledge obtained from sustainable practices.

6. Recommendations

Conduct further training courses on environmental education involving new community residents and environmental agents.

7. Implications of Practice

The knowledge that environmental educators have are of utmost importance as it is essential to spread good practices aimed at environmental conservation.

We have as concern in forest management, proper disposal of waste generated by wood processing. Communities can rely on a person trained and able to take action to reduce environmental impacts.



Changing attitudes starts when knowledge is acquired and spread, so its important the participation of actors of different ages, especially young people.

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Anexos

ATTENDANCE LIST

CURSO DE CAPACITAÇÃO EM EDUCAÇÃO AMBIENTAL



DATA: 22 e 23 de Setembro de 2014

HORÁRIO: 09 às 12H - 14 às 17 horas

LOCAL: Auditorio do Sindicato dos Trabalhadores (ao) Rurais de Manaus

Nº.	NOME	INTITUIÇÃO	COMUNIDADE
01	Francisco martins correa	ascalba	São Raimundo
02	Jaimison de Nazaré Michiles		São Raimundo
03	Paulina silva da Paz		São Sebastião
04	AGENOR BORGÊA MOTA		S. SEBASTIÃO PAJURA
05	Elzilene da Silva Paes		S. Sebastião Pajura
06	maria Izabel araújo de almeida		S. Sebastião pajura
07	Maria Inete araújo de oliveira		São Raimundo
08	GRENACHE Reis da Silva		S. Sebastião do Pajura
09	Luiz Gonçalo Rodrigues Cavalcante	ASCAPABA	Pontos Alegre
10	Albildo Farias da Silva		

Instituto de Pesquisa e Desenvolvimento Amazônico - IPDA
CNPJ: 04.044.884.0001-37

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Nº.	NOME	INTITUIÇÃO	COMUNIDADE
11	Alu da Adem Sans os Santos	STTRM	Urupadi
12	Maria Isaura Batista Rodrigues	STTR de Manaus	São Pedro
13	Bethiane Rodrigues Lima	ASPAFEMP	São João-Parauari
14	Regina Ruardia Ramos de Lima	STTR.	São Manoel: Manaus mini
15	Amelin de Souza Gomes	STTRM	Baselina
16	João do Regato B de Souza		
17	Daniela Silva	IPDA	Manaus

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