


Pedagogical work organization and environmental education practices within basic education accounted for in master's thesis from graduate programs at the Federal University of Pará

 <https://doi.org/10.56238/sevened2024.002-028>

Glaice da Silva Nascimento¹, Dilcéia Rodrigues Alves², José Bettencourt da Silva³, Ostelia Regina dos Santos Alves⁴, Raimundo de Jesus dos Santos Souza⁵ and Sheyla Rosanna Oliveira Moraes⁶

ABSTRACT

The article presents a descriptive and quantitative study whose objective is the analysis of dissertations that had as their object of study the pedagogical practices of Environmental Education in Basic Education, with an emphasis on research linked to stricto sensu postgraduate programs at the Federal University of Pará (UFPA). The problem is the data obtained specifically from master's courses in the areas of Teaching and Teacher Training selected in the literature defended between 2005 and 2022 at this institution. The problem question for the construction of the work was: What is the relationship between scientific production and pedagogical

¹ Last Degree: Master's student at the Graduate Program in Curriculum and Management of Basic School (PPEB/UFPA) (2024) and is a researcher member at GEPEDA/UFPA.

Current Institution: Pará Department of Justice and Municipal Department of Education.

E-mail: irmglaice2019@gmail.com

LATTES: <http://lattes.cnpq.br/9754740573904332>

² Last Degree: Master's degree in education from the Graduate Program in Curriculum and Management of the Basic School - PPEB/UFPA and researcher member of GEPEDA/UFPA.

Current Institution: She is a teacher at the Municipal Secretariat of Ananindeua - SEMED/PA, specialist in Education at the State Secretariat of Pará - SEDUC.

Quarry. Zip Code: 66093180 - Belém, PA - Brazil .

E-mail: dilceliarodrigues@yahoo.com.br

LATTES: <http://lattes.cnpq.br/2679148042901010>

³ Last Degree: Post-Doctorate in Education from the Federal University of Paraná (PPGE/UFPR, 2022) and in Education from the Faculty of Education of the Federal University of Bahia (FACED/UFBA, 2016); PhD in Environmental Sciences from the Federal University of Pará (NAEA/UFPA, 2007);

Current Institution: Federal University of Pará

E-mail: Jospitencor@kimile.com

LATTES: <http://lattes.cnpq.br/4719580090813166>

⁴ Last Degree: Specialist in Education from the Faculty of Development and Regional Integration - FADIRE (2015). Specialist in Society, Citizenship and Public Policies from UFPA- Marajó Campus (2012).

Current Institution: Municipal Secretariat of Breves - SEMED.

Professional Address: Avenida Rio Branco, S/N, CEP: 68.800-000.

Breves/PA

Current Institution: Department of Education of the State of Pará - SEDUC, Regional Directorate of Education of Breves.

E-mail: osteliaalves@gmail.com

LATTES: <http://lattes.cnpq.br/1427886031223997>

⁵ Last Degree: PhD in International Relations from the National University of Brasilia (IREL/UNB, 2019);

Current professional institution: Department of Education of the State of Pará (SEDUC-PA)

E-mail: srom12@yahoo.com.br

LATTES: <http://lattes.cnpq.br/7061041213942299>

Orcid iD: <https://orcid.org/0000-0001-5188-2179>

⁶ Last Degree: Master's student in Human Rights at the Graduate Program in Law, Federal University of Pará. Specialist in Fundamental Rights from UFPA, 2023. Specialization course in Public Management and Human Rights

Current professional institution: Public Defender's Office of the State of Pará and Lawyer at the Law Firm RJ Advocacia e Consultoria Jurídica.

E-mail : rajeduc@gmail.com

LATTES: <http://lattes.cnpq.br/7998068723143577>



practice on the basic school floor? The method used was bibliographic and documentary research, 33 dissertations were identified that address Environmental Education practices in Basic Education. The result found from this quantitative were five productions that directly address the organization of pedagogical work and Environmental Education in Basic Education in the Amazon of Pará. It is concluded that the relationship between production and pedagogical practice has been developing in a positive way for education in Pará.

Keywords: Translation of keywords, Separated by point, First letter capitalized, Followed by a period, Avoid repeating words already used in the title.



INTRODUCTION

This article addresses both the practices of Environmental Education (EE) in Basic Education, as well as the collaborations that the organization of pedagogical work produces for the materialization of actions in the basic school of the Amazon of Pará. Thus, the mapping of dissertations and theses that are available in the Institutional Repository of the Federal University of Pará was chosen as a research strategy.

The path of the investigation consisted of carrying out the survey of the dissertations, the detailed reading of the writings and the analysis of the contents manifested in the master's productions that had a direct link both with the pedagogical practices of Environmental Education, and with the management of the pedagogical work in the basic school of the Amazon of Pará.

It was decided to make the time frame from 2005 to 2022, due to the approval of the Graduate Program in Education of the Institute of Educational Sciences (PPGED/ICED/UFGA) in August 2003, after the publication of Ordinance No. 1585 of June 20, 2003 (BRASIL, 2003), which enabled the institution of the PPG, whose first class had graduates in August 2005, when the first researches were presented in the form of a dissertation.

Of these productions carried out in the first class of this program, there are some to highlight. For example, in the field of investigation of Environmental Education, there is the production of the researcher and master, currently, Sandra Cristina Santiago Freitas (2005), with significant contributions to the theme when seeking to study the public policy of Environmental Education in Belém, capital of Pará, between 1997 and 2004. Her research was based on primary sources (ordinances, decrees and laws) that addressed EE in the capital. This finding became a reference for other productions to be encouraged in the field of Environmental Education under the focus of Educational Sciences.

Regarding a specific identity that is sought to be explored in the Amazon region of Pará, this perspective is based on what the researcher and professor at UFGA, Prof. Dr. Salomão Mufarrej Hage (2005) defines it as a peculiarity of this territorial space. This is because the region is characterized by a high degree of complexity, being very different from other regions of the country, since traditional extractive economies, with simple work processes and technology, and industrial activities, with large enterprises that use modern technologies, coexist in the same space, in a contradictory and conflicting way.

In view of this, approaching Environmental Education from the identity of the Amazon of Pará is also defining the place from which research and pedagogical practices are produced. This caveat is necessary because the territory in question is different from what is usually seen in research on Environmental Education developed since the 1980s in the Southeast and South regions.



In relation to Environmental Education in the national context, Law No. 9,795/1999 is a reference, which defined the National Policy for Environmental Education (PNEA), aligning this policy with basic education, reinforcing its importance for the training of students and teachers, with a focus on raising awareness about environmental issues, their organization and participation in the defense of the quality of the environment (BRASIL, 1999).

By relating administrative and pedagogical organization, it was established that formal Environmental Education would be organized by the Ministry of Education (MEC), which delegated to the states, the Federal District and municipalities the autonomy to create the guidelines and means of insertion of EE in their education systems, in line with the PNEA. Regarding financing, the forecast of its costing and maintenance is linked to the Multi-Annual Plans (PPA) of government entities, given the absence of the definition of specific sources of funding for Environmental Education in the PNEA (BRASIL, 1999).

The focus of the analysis of the dissertations aims to identify how the pedagogical work is oriented and guides the actions of Environmental Education in the basic school of the Amazon of Pará. The course of the investigation makes use of bibliographic research, about which Gil (2002, p. 3) expresses:

[...] The main advantage of literature research lies in the fact that it allows the researcher to cover a much wider range of phenomena than he or she could research directly. This advantage becomes particularly important when the research problem requires data that is widely dispersed across space.

For example, it would be impossible for a researcher to travel the entire Brazilian territory in search of data on population or per capita income; However, if you have an adequate bibliography at your disposal, you have no major obstacles in obtaining the required information.

Bibliographic research is also indispensable in historical studies. In many situations, there is no other way to know past facts than on the basis of bibliographic data.

At a preliminary moment, it is very useful to arouse the curiosity of the researcher and provoke concerns about the topic to be studied. Precisely for this reason, the analyzed dissertations allowed us to identify the focus of the authors regarding the conception of Environmental Education and the organization of pedagogical work in basic schools in the Amazon of Pará.

The focus of the analysis of the productions aims to identify how the pedagogical work is oriented and how it guides the actions of Environmental Education in the basic school of the Amazon of Pará.

MATERIALS AND METHODS

The methodology chosen for the construction of this research and to achieve its results was based on the search for the essence of the research object – in this case, the pedagogical practices of Environmental Education in basic school.



The intention is to establish a common thread between the organization of the pedagogical work and the pedagogical practices of Environmental Education on the school floor from the dissertations resulting from research that aimed to address Environmental Education in basic school, which were produced by researchers from the *stricto sensu* graduate programs (PPGs) of UFPA.

To help the understanding of the topic under discussion and its singularities, we opt for an approach based on aspects of the critical theory of Environmental Education, having as a reference the productions of authors such as: Layrargues and Lima (2014), who seek to problematize the categorization of the currents of thought regarding Environmental Education; Tozoni-Reis (2012), who analyzes Environmental Education in Brazil (EE) with a Marxist approach and defends a counter-hegemonic Environmental Education project; and Loureiro (2008a, 2008b) who thinks about Environmental Education from the perspective of an "emancipatory and "critical" education.

That said, the guiding principle that informs the perspective adopted here is historical-dialectical materialism, which brings to this research the necessary movement of looking beyond appearances about the pedagogical practices of Environmental Education on the school floor, collaborating for the understanding of it in its totality.

The selected documents were analyzed in the light of Bardin's (2011) proposal around the Content Analysis methodology, which encompasses analytical dimensions of a linguistic nature and documentary techniques.

According to its guidelines, a survey of the bibliographic material in the UFPA repository was carried out, following the proposed steps of carrying out a thorough reading of the material and the selection of what would be interesting to explore for the construction of the research corpus, and formulation of the hypothesis, indicators and objectives.

The dissertations were then selected based on the use of descriptors and the careful reading of the abstracts. Of the total located in UFPA's institutional repository, only five productions achieved the purpose of what was studied.

The choice of the locus of research is justified by the survey carried out in the Metropolitan Region of Belém with the training agencies in their institutional repositories. It is then based on an already established role of UFPA in the field of research productions related to environmental issues and sustainable development.

It is also pertinent to mention that, since the 1970s, the institution has been investing efforts to carry out research that contemplates the subject matter on which this study is based – a facet that could not be identified in the survey carried out with other regional higher education institutions in this state.



RESULTS AND DISCUSSION

The starting point here is the mapping carried out by Silva (2022), who found 53 master's dissertations defended and publicized in eight (8) PPGs at UFPA. Of this number, a total of 33 addressed the pedagogical practices of Environmental Education (EE) as a theme. By defining formal education, delimiting the field of Basic Education, we arrived at the universe of 15 dissertations and the identification of five programs, as shown in Chart 1:

Frame 1 - PPGs of UFPA with analyzed texts

Ord.	Graduate Program	Productions
1	Graduate Program in Sustainable Development Planning (PLADES/NAEA/UFPA)	02
2	Graduate Program in the National Network for the Teaching of Environmental Sciences (PROFCIAMB/IG/UFPA)	06
3	Graduate Program in Education (PPGED/ICED/UFPA)	01
4	Graduate Program in Teaching in Science and Mathematics Education (PPDECM/IEMCI/UFPA)	02
5	Graduate Program in Science and Mathematics Education (PPGECM/IEMCI/UFPA)	04
Total		15

Source: Silva (2022).

It is possible to observe in Chart 1 that the Graduate Program in the National Network for the Teaching of Environmental Sciences (PROFCIAMB/IG/UFPA) stands out in the number of productions that address pedagogical practices in Environmental Education in basic school, followed by the Graduate Program in Science and Mathematics Education (PPGECM/IEMCI/UFPA), with 4 products.

The two programs add up to a total of 10 academic productions, signaling that the fields of Life and Health Sciences and Exact and Earth Sciences have stood out in this scenario of productions. On the other hand, the field of Human Sciences still has a small number compared to the universe of productions that was analyzed.

By relating the categories Environmental Education, School Management and Organization of Pedagogical Work in the context of schools of the basic education network in the Metropolitan Region of Belém, in the state of Pará, it was possible to find five productions, as shown in the table below:



Table 2 - School Management and Organization of School Work and Environmental Education

Ord.	Author's Mention	Mention of the Supervisor	Programmes	Title
1	FURTADO (2020)	LOUREIRO	Graduate Program in the National Network for the Teaching of Environmental Sciences (PROFCIAMB)	Rational Water Consumption: Use of Didactic Sequence in the School Environment
3	KRAUSER (2013)	AZEVEDO	Graduate Program in Sustainable Development of the Humid Tropics (PPGDSTU)	Parameters in Action Program – Environment at School: evaluation of its effectiveness in the public school system in four municipalities in the state of Pará
4	SANTOS (2021)	SILVA	Graduate Program in Curriculum and Management of the Basic School, Center for Transdisciplinary Studies in Basic Education	Analysis of the ideological aspect of the legitimizing discourse of the environmental educational public policies of the municipal administration of Belém (1993 to 1996)
5	NONATO (2018)	CONTENTE	Graduate Program in Teaching in Science and Mathematics Education	Environmental Knowledge: dialogues and construction of a teaching proposal for Science Education
6	PINTO (2021)	SILVA	Graduate Program in Curriculum and Management of Basic Education, Center for Transdisciplinary Studies in Basic Education.	Process of construction of the political-pedagogical project in a basic school in the Amazon of Pará: the question of participation and the place of Environmental Education in the reality of the Bosque do Outeiro School, Belém, Pará

Source: Prepared by the author based on Silva (2022).

The research carried out by Furtado (2020, p. 36) ended up pointing out how much "the performance of the School Council and its partnership with the school management in the search for the good progress of the educational process and the structural organization of the school building has produced positive results for the teaching and learning of students".

Therefore, this initiative has collaborated to motivate the pedagogical team to reflect on the actions of Environmental Education in the school and the organization of the pedagogical work based on the problems that arose in the community, which in this context is linked to the solid waste that has interfered in the well-being of those who participate in the school and the local community.

When conducting an interview with the school's management team, the researcher noticed how evident was the concern with the rational use of water in the school, as well as the adoption of projects in Environmental Education that focused on addressing the issue of garbage, since one of the problems that was detected in the community was the improper disposal of garbage near the school. Precisely this produced a bad smell and promoted several inconveniences for the community, such as the proliferation of insect vectors of diseases (FURTADO, 2020).



Another production with a significant contribution was the study by Krauser (2013) regarding the Parameters in Action Program – Environment, which was instituted by the National Policy for Environmental Education for the continuing education of teachers in the municipalities of Paragominas, Ipixuna, Dom Eliseu and Ulianópolis, in Pará.

The program focused on the implementation of school practices of Environmental Education in basic education through interdisciplinary, transversal activities, and the insertion in the content of each discipline – which is why the organization of the pedagogical work should be established from the pedagogy of interdisciplinary projects.

On the other hand, when analyzing the public policy of Environmental Education directed to basic education during the Hélio Gueiros government (1993-1996), Santos (2021) describes in detail the historical, political, and economic context in which the proposal for the institutionalization of Environmental Education in the municipal network of Belém materialized, based on the discourses of the rulers of the 1993-1996 quadrennium and the legal norms that justified the need to adhere to Environmental Education as a investment for quality of life and sustainable municipal development.

To achieve this goal, there was investment in the construction and renovation of schools, such as the Bosque Professor Eidorfe Moreira School, in Outeiro, the Ruy Meira Arts and Crafts Lyceum, in Guamá, the Mestre "Raimundo Cardoso" School of Arts and Crafts Lyceum, in Icoaraci, and the Parque Amazônia Educational Complex, in Terra Firme, which became the references of this municipal policy.

In order for this policy to take place in the school context, *Guidance Notebooks for the Paths of Education were organized*, published in 1993, 1994 and 1996, which addressed the stages of implementation in the administrative, pedagogical and execution dimensions of pedagogical practices of Environmental Education in these school units, based on human development, however, within the context of environmental sustainability.

In the school units, the pedagogical work around Environmental Education was based on theoretical and practical actions, according to the proposals of the *Guidance Notebooks*. The Political Pedagogical Project that guided this work had as its theoretical reference the conception of Environmental Education for sustainable development, with the use of resources built by students, guided by teachers, who prepared their lesson plans and chose themes aligned with the education policy instituted by the government of the then mayor. Dr. Hélio Gueiros (1993-1996).

In turn, when analyzing the field of knowledge and practices of Environmental Education in Science education, Nonato (2018) dedicated himself to investigating the pedagogical processes focused on the environmental issue, seeking to establish a dialogue between knowledge and the bases of Science education, having as a locus of research the State Public School of Elementary Education from 1st to 9th grade, "Quinze de Outubro", located in the neighborhood of Guamá.



According to the author's perspective,

The school is accepted by the local community, there is an integration between the management and the pedagogical team that highlights the commitment to teaching-learning and the well-being of students, and this is evident in the way in which the school seeks to maintain the organization and functioning of the school, and the appreciation of the participation of the local community and parents in school activities. As points that still need to be improved and expanded, the need for investment in infrastructure such as laboratories, sports courts, and the need for investment in human resources (NONATO, 2018, p. 66) stand out.

According to her experiences in the development of the research, she came to some conclusions, especially about the importance of aligning the pedagogical actions of science teaching and the actions directed to the environment, with the administrative organization, the integration of the team for the proper functioning of the school and the strengthening of the participation of the community and parents in the daily school life.

He also highlighted how much "awareness is made in the daily action of the teacher-student relationship, in which the humanization of the subjects involved in the educational process is sought through the conception of oneself, the world and the other and the triad relationship between them" (NONATO, 2018, p. 66).

In order to research about Environmental Education instituted in the municipality of Belém, taking school management and the Pedagogical Political Project as analytical categories, Pinto (2021) is based on the legal provisions of the Federal Constitution and the Law of Guidelines and Basis of Education, which define democratic management as a principle of Brazilian education. For the author,

The current PPP of Escola Bosque is an important advance in the search for breaking and overcoming a depoliticized and uncritical view, still very present in the pedagogical practice of schools. This was noted both in relation to the collegial and participatory way in which the PPP was constructed, despite its limitations, and in the way in which the text directs its diagnostic analyses. Thus, some findings were reached throughout the process of elaboration of the PPP, which revealed tensions and power disputes within the school, which reflected in the way pedagogical work was organized with a focus on promoting Environmental Education (PINTO, 2021, p. 9).

Regarding EE and the organization of pedagogical work, Pinto (2021) analyzes the PPP and starts from the following concern: "What does it mean to learn by Project?". The author reached a total of 25 answers, all of them very interesting, of which the following stand out:

- It means building a systematized, planned learning, where the subject is responsible for his development and the development of the environment in which he is inserted; it is a non-individualized learning.
- It means learning from a knowledge proposed by an author, where the student also participates.
- Project involves planning, researching, engaging with the object of research, it is broad, involves several topics and covers diverse subjects.



- Learning by project means putting into practice something whose feasibility brings a positive response to its members, because learning will occur through the union between theory and practice.
- It means considering the student as a subject of learning, an active and participatory being who builds their learning, interacting with their social environment (PINTO, 2021, p. 113).

According to Pinto (2021, p. 113), the understanding of those involved in the construction of the school's PPP is based on the understanding that "learning by project first involves content planning, the issue of theory and practice in the classroom, the interaction between teachers and students, the construction of knowledge based on the relationship with the social environment, economic and political policy."

In the context of Environmental Education, it was possible to notice the absence of speeches that directly addressed nature, the environment or environmental issues; the only element to touch on EA was the statement that mentions the "social environment".

Therefore, in her analytical immersion in the field, the author questioned whether the objective of the PPP is to work with EE. This was not clear in the statements that gave rise to the PPP or in the statements chosen as significant to justify the organization of the proposal for pedagogical work in the school and in the PPP, which is the guiding instrument of actions in the school context.

For the author, there is no clarity in the methodological path to work with Environmental Education in schools. With this, she observed how it was still necessary to mature both the knowledge about the pedagogy of projects and the interdisciplinary actions of EE as a proposal for pedagogical work in the school.

The acts of reflecting on the organization of pedagogical work, thinking about collective work in the school and, from there, rethinking the PPP as a possibility of an emancipatory education and critical Environmental Education are all challenges that provoke and lead this study to enter into complex and contradictory issues.

Complex, because they seek to look at the pedagogical space, in order to see in it essential elements of understanding education, its practices and its connections with the perspectives of Environmental Education – as they are translated into the guiding notebooks of pedagogical practices in the school. Contradictory, because the reality that emerges from the analysis makes evident the faces that are hidden by the officers' writing.

Therefore, it is demonstrated which practices have in fact materialized in the school space that claims to do Environmental Education – especially in those that are placed as a reference for Environmental Education in the institutional context of the Metropolitan Region of Belém.

In view of the considerations about the findings in the mapping carried out, it was possible to evidence the understanding of the role of management as articulator and responsible for the



pedagogical administration of the school. This posture implies the rational use of the resources involved in the process (rationalization) and the coordination of collective human effort (coordination) to promote learning and the formation of students in basic school.

In addition, this organization contributes so that the practices of Critical Environmental Education reflect in the writing of the school's pedagogical political project, in the curricular proposal and in the students' teaching and learning process, with the purpose of promoting critical awareness and political engagement when analyzing environmental issues.

CONCLUSIONS

In view of the need to map Environmental Education, school management and the organization of pedagogical work in basic schools, it is possible to see that a great challenge is being faced, as these are issues that are traditionally analyzed separately.

Thus, when seeking to investigate the productions that bring in their core the articulation between the categories School Management, Organization of Pedagogical Work and Environmental Education, it is observed that there is no integrative approach to the categories, but rather the analysis of two categories or only one of them as they are chosen by the researchers to be explored. This fact is justified by the specificity that each category has.

According to Furtado (2020) and Nonato (2018), intellectual productions signal the organization of pedagogical work in Environmental Education resulting from intervention projects arising from students' experiences and the local context. From the perspective presented by Krauser (2013), EE was organized into interdisciplinary, transversal activities that included the content of each discipline.

From another perspective, Santos (2021) and Pinto (2021) point out that EE pedagogical practices are the result of the teaching, research, and extension tripod, and were contained in the curriculum and in the Pedagogical Political Project as an articulating axis of school activities.

Once the survey of dissertations within the scope of the PPGs of UFPA was carried out, it was identified that this institution had in its repository publications of this nature that addressed the analytical categories selected by the research project.

This fact is justified by the tradition of UFPA, an institution that since the 1970s has been investing in efforts to debate public development policies for the Amazon region. With this, it tries to ensure the preservation of the environment and sustainable socioeconomic development, for example, through the Center for Advanced Amazonian Studies (NAEA/UFPA) since 1972.

Considering how Environmental Education was framed by Law No. 9,795/1999, which defines the National Policy on Environmental Education, and thinking about the interfaces with its applicability in the school context, the debates in the academic field of Social Sciences and



Education in the state of Pará have as reference the productions from 2005 onwards, as a result of the creation of graduate programs such as: the Graduate Program in Education, created in 2003; the Graduate Program in Teaching in Science and Mathematics Education (PPGDOC), created in 2014; the Graduate Program in the National Network for the Teaching of Environmental Sciences (PROFCIAMB), created in 2015; and the Graduate Program in Basic School Curriculum and Management (PPEB), created in 2015.

In these programs, the lines of research that have a direct relationship with Environmental Education are: a) the Program in Curriculum and Management of Basic School (PPEB), which has the line of research Management and Organization of Pedagogical Work in Basic School, which addresses the theme Environmental Education and Development of the Amazon, b) the Graduate Program in Natural Resources Management and Local Development in the Amazon (PPGEDAM), with the research line Environmental Management, specifying the theme Environmental Education and Sustainability in its research.

Therefore, this initial survey carried out, which guided the analyses of this text, demonstrates how the field of Environmental Education is in the process of construction in the scenario of the Amazon of Pará and how much the Federal University of Pará stands out as a pioneer in addressing it in its programs – despite doing it in a timid way, such as through the lines of research related to the management and organization of pedagogical work in the school or, at the level of planning, to the organization and public management.

In the analysis of the texts, it was possible to perceive that the school follows the guiding principles that permeate the administrative and pedagogical organization in this space. Consequently, this promotes the choice of actions and practices of Environmental Education aligned with the perspectives that guide the mentality of the moment, in historical and political terms. This is since the school needs to be organized and structured to contemplate the perspectives pertinent to a given socio-historical environment.

In relation to the school unit, it functions as a social organization in which the management deeply introduces the principles of rationality into the relationships established within it, as well as in other public or private institutions.

Thus, it is evident that, in order to achieve its objectives in the logic of rationality, it is not necessary to question the ends of an action or a practice, because what matters is to define the most effective means to achieve them.

Still in this reflection of the school as an organization, it can be concluded that it has its own functioning, by itself, and is independent of the will and decision of its members. According to this logic, it determines the procedures and knowledge of the actions to be carried out, in addition to indicating the competent people to carry them out.



This is the ideological character of the organization, incorporated by the school, which ignores the social subjects, leading to the belief that the ideas emanate directly from its functioning in an organizational character, as explained in the productions of Furtado (2020) and Nonato (2018).

Regarding pedagogical work and Environmental Education, it is observed that there is still a long way to go for the school to actually achieve pedagogical practices from an emancipatory and critical perspective. The themes of water, garbage and pollution were the most cited in the dissertation academic productions, and the way in which the professionals of the basic school have sought to develop there is anchored in the so-called pedagogy of projects and in the perspective of making students aware of citizenship.

It is noted that, as a space for human formation, supported by management instruments and the social collective, the school is still appropriating the bases of project pedagogy, on the one hand, and what the norms guide on the institutionalization of Environmental Education and its organization in the school, on the other.



REFERENCES

1. BARDIN, L. (2011). *Análise de conteúdo*. São Paulo: Edições 70.
2. BRASIL. (1999). Presidência da República. Lei nº. 9.795 de 27 de abril de 1999. Dispõe sobre a Educação Ambiental e institui a Política Nacional de Educação Ambiental e dá outras providências. Brasília, DF: Presidência da República.
3. BRASIL. Ministério da Educação. (2003). Portaria nº 1585, de 20 de junho de 2003. Brasília, DF: MEC.
4. FREITAS, S. C. S. (2005). *Construção de políticas públicas de educação ambiental em Belém do Pará de 1997-2004*. (Dissertação de Mestrado, Universidade Federal do Pará).
5. FURTADO, S. C. S. (2020). *Consumo racional da água: uso de sequência didática no ambiente escolar*. (Dissertação de Mestrado Profissional, Universidade Federal do Pará).
6. HAGE, S. M. (2005). *Educação do campo na Amazônia: retratos de realidade das escolas multisseriadas no Pará*. Belém: Gutemberg.
7. KRAUSER, H. M. K. (2006). *Programa Parâmetros em Ação – Meio Ambiente na Escola: avaliação de sua efetividade na rede pública de ensino em quatro municípios no estado do Pará*. (Tese de Doutorado, Universidade Federal do Pará).
8. LAYRARGUES, P. P., & LIMA, G. F. C. (2014). As macrotendências político-pedagógicas da Educação Ambiental brasileira. *Ambiente & Sociedade*, 17(1), 23–40.
9. LOUREIRO, C. F. B. (2008a). Proposta pedagógica. In: Ministério da Educação. *Salto para o futuro: Educação Ambiental no Brasil* (pp. 3-12). Brasília, DF: MEC.
10. LOUREIRO, C. F. B. (2008b). Educação Ambiental e Movimentos Sociais na Construção da Cidadania Ecológica e Planetária. In: C. F. B. Loureiro, P. P. Layrargues, & R. S. Castro (Orgs.), *Educação Ambiental: repensando o espaço da cidadania* (4th ed., pp. 05-47). São Paulo: Cortez.
11. NONATO, K. M. O. (2018). *Saberes Ambientais: diálogos e construção de uma proposta de ensino para a Educação em Ciências*. (Dissertação de Mestrado Profissional, Universidade Federal do Pará).
12. PINTO, E. C. R. (2021). *Processo de construção do projeto político-pedagógico em escola básica na Amazônia paraense: a questão da participação e o lugar da Educação Ambiental na realidade da Escola Bosque do Outeiro, Belém, Pará*. (Dissertação de Mestrado em Currículo e Gestão da Escola Básica, Universidade Federal do Pará).
13. SANTOS, T. L. (2021). *Análise do aspecto ideológico do discurso legitimador das políticas públicas educacionais ambientais da gestão municipal de Belém (1993 a 1996)*. (Dissertação de Mestrado em Currículo e Gestão da Escola Básica, Universidade Federal do Pará).
14. SILVA, J. B. (2022). *Educação Ambiental na prática: um estado do conhecimento acerca das ações de EA em escolas da rede básica de ensino na região metropolitana de Belém, estado do Pará - Portaria NEB/UFPA nº 09/2022, de 13 de abril de 2022*. Belém: NEB/UFPA.



15. TOZONI-REIS, M. F. C. (2012). Educação ambiental na escola básica: reflexões sobre a prática dos professores. *Revista Contemporânea de Educação*, 7, 276-288.
<https://doi.org/10.20500/rce.v7i14.1670>