

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



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ABSTRACT

The article presents a descriptive and quantitative study whose objective is the analysis of the dissertations that had as object of study the pedagogical practices of Environmental Education in Basic Education, with emphasis on research linked to the stricto sensu graduate programs of the Federal University of Pará (UFPA). It brings as a problem 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 practice on the floor of

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the basic school? The method used was bibliographic and documentary research, 33 dissertations were identified that address the practices of Environmental Education in Basic Education. The result found in this quantity were five productions that directly address the organization of pedagogical work and Environmental Education in Basic Education in the Pará Amazon. It is concluded that the relationship between production and pedagogical practice has been developed linked to specific activities on the floor of the basic school, with the themes of water, garbage and pollution being the most cited so that the so-called pedagogy of projects appears as the most recurrent form of pedagogical practice implemented by schools, almost always with the objective of making students aware of citizenship.

Keywords: Pedagogical work, Pedagogical practices, Environmental Education, Dissertations.

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 Pará Amazon. Thus, the mapping of dissertations and theses that are available in the Institutional Repository of the Federal University of Pará was chosen as an investigation 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 Pará Amazon.

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 Education Sciences (PPGED/ICED/UFPA) 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 research in the form of a dissertation was also presented.

Of these productions made 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 she sought to study the public policy of Environmental Education in Belém, capital of Pará, between 1997 and 2004. His 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 Pará Amazon, the present perspective is based on what the researcher and professor at UFPA, Prof. Dr. Salomão Mufarrej Hage (2005), defines as the 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 the same space, in a contradictory and conflictive way.

In view of this, approaching Environmental Education from the identity of the Amazon of Pará is also to define 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 inserting EE in their education systems, in line with the PNEA. Regarding financing, the forecast of its funding and maintenance is linked to the Multi-Year Plans (PPA) of government entities, given the absence of the definition of specific sources of financing 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 search 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 throughout space.

For example, it would be impossible for a researcher to travel throughout the Brazilian territory in search of data on population or per capita income; However, if he has an adequate bibliography at his disposal, he has no major obstacles to having the required information. Bibliographic research is also indispensable in historical studies. In many situations, there is no other way to know past facts than based on bibliographic data.

In a preliminary moment, it is very useful to sharpen 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 the basic school in the Pará Amazon.

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 Pará Amazon.

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 the basic school.

The intention is to establish a guiding thread between the organization of 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 theme 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 currents of thought regarding Environmental Education; Tozoni-Reis (2012), who analyzes Environmental Education in Brazil (EE) with a Marxist focus 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 to look beyond appearances with regard to the pedagogical practices of Environmental Education on the school floor, collaborating for the understanding of it in its entirety.

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

According to his 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 a careful reading of the abstracts. Of the total located in the institutional repository of UFPA, only five productions achieved the purpose of what was sought to be studied.

The choice for 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 verified protagonism 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 in order 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), which found 53 master's dissertations defended and published in eight (8) UFPA PPGs. 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:

Chart 1 - UFPA PPGs with analyzed texts

Ord.	Graduate Program	Productions
1	Graduate Program in Sustainable Development Planning (PLADES/NAEA/UFPA)	02
2	Graduate Program in 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 scope 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:

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

Ord.	Author's Mention	Advisor's Mention	Programs	Title
1	FURTADO (2020)	LAUREL	Graduate Program in 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 Basic School, Center for Transdisciplinary Studies in Basic Education	Analysis of the ideological aspect of the legitimizing discourse of 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 School, Center for Transdisciplinary Studies in Basic Education.	Process of construction of the political-pedagogical project in a basic school in the Pará Amazon: the issue 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 "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 have arisen in the community, which in this context is linked to solid waste that has interfered with 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 inadequate disposal of garbage near the school.

Precisely this produced a bad smell and promoted several inconveniences for the community, such as the proliferation of insects that carry diseases (FURTADO, 2020).

Another production with a significant contribution was the study by Krauser (2013) about the Parameters in Action Program – Environment, which was instituted by the National Policy of 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 based on the pedagogy of interdisciplinary projects.

When analyzing the public policy of Environmental Education aimed at basic education during the Hélio Gueiros government (1993-1996), Santos (2021) describes in detail the historical, political, and economic context in which the proposal to institutionalize Environmental Education in the municipal network of Belém materialized, based on the speeches of the governors 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 purpose, 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 High School, in Guamá, the Mestre "Raimundo Cardoso" School of Arts and Crafts High School, 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, *Cadernos de Orientação para os Caminhos da Educação* 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 the aforementioned 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 Pedagogical Political Project that guided this work had as a 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 the 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 stand out (NONATO, 2018, p. 66).

According to her experiences in the development of the research, she came to some findings, especially about the importance of aligning the pedagogical actions of science teaching and actions aimed at 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 school routine.

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 the Environmental Education instituted in the municipality of Belém, taking school management and the Pedagogical Political Project as analytical categories, Pinto (2021) is supported by 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 the limitations, and in the way 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 the 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 non-individualized learning.

- It means learning from a knowledge proposed by an author, in which the student also participates.
- Project involves planning, researching, engaging with the object of research, it is broad, involves several topics and covers diversified subjects.
- Learning by project means putting into practice something whose feasibility brings a positive response to the members of the project, because learning will occur through the union between theory and practice.
- It means considering the student as a subject of learning, being active and participating in 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 from the relationship with the social environment, economic and political".

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 EE 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 on 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 on Environmental Education in school. With this, she observed how it was still necessary to mature both the knowledge about the pedagogy of projects, as well as 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 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, as 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 in the guiding notebooks of pedagogical practices in school. Contradictory, because the reality that is revealed from the analysis makes evident the faces that are hidden by the writing of the officers.

Therefore, it is demonstrated with this 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 of 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 an 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 to the practices of Critical Environmental Education reflected in the writing of the school's political pedagogical project, in the curricular proposal and in the teaching and learning process of the students, in order to promote critical awareness and political engagement when analyzing environmental issues.

CONCLUSIONS

Faced with the need to map Environmental Education, school management and the organization of pedagogical work in basic school, 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 justifiable by the specificity that each category has.

The intellectual productions signal the organization of pedagogical work in Environmental Education resulting from interventional projects arising from the experiences of students and the local context, according to Furtado (2020) and Nonato (2018). In the perspective presented by Krauser (2013), EE was organized in interdisciplinary, transversal activities and with insertion in the content of each discipline.

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

Once the survey of the dissertations within the scope of the UFPA PPGs 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 Higher Amazonian Studies (NAEA/UFPA) since 1972.

Considering how Environmental Education had as a milestone Law No. 9,795/1999, which defines the National Policy of 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 Curriculum and Management of Basic School (PPEB), created in 2015.

In these programs, the lines of research that are directly related to 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 of Environmental Education and Development of the Amazon, b) the Graduate Program in Management of Natural Resources and Local Development in the Amazon (PPGEDAM), with the Environmental Management research line, specifying the theme Environmental Education and Sustainability in its research.

Therefore, this initial survey carried out that 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 approaching it in its programs – although it does so timidly, such as through the lines of research related to the management and organization of pedagogical work in the school or, at the planning level, to public organization and 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. As a consequence, this promotes the choice of Environmental Education actions and practices aligned with the perspectives that guide the mentality of the moment, in historical and political terms. This is because the school needs to be organized and structured to contemplate the perspectives pertinent to a certain 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 in 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, since 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 does not depend on the will and decision of its members. According to this logic, it is what 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 social subjects, leading to the belief that 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 so that the school can actually achieve pedagogical practices from an emancipatory and critical perspective. The themes of water, garbage and pollution were the most cited in the academic essay productions, and the way in which the professionals of the basic school have sought to develop it 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 regulations guide on the institutionalization of Environmental Education and its organization in the school, on the other.

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