Chapter 57

The teaching of environmental education and the genesis of institutional change in teaching practice in higher education institutions

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ABSTRACT
The higher education institutions (HEIs) were called to become the disseminators/spreaders of Environmental Education to their students, a subject that prompted this research, which analyses the genesis of the institutional change in the teaching practice related to Environmental Education at institutions of higher education. It is quantitative research, with descriptive analysis. A survey, forwarded through Google Forms, was prepared for professors associated with the area of the Applied Social Sciences from 2 HEI, one public and another private. The focus was on the institutionalization or not of Environmental Education in their teaching practices. The period used to conduct the survey was from August to October 2019, resulting in 30 responses, which after the analyses had the hypothesis H1 was validated, that is, EE is not yet institutionalized un HEIs, undermining the proposals of Federal Law 9.795/1999 and the State Law 17.505/2013 by encouraging the training of professionals/teachers, allowing in more professional/critical citizens to be placed in the job market annually, meeting the prerogatives of SDG4.

Keywords: Environmental Education, Higher Education Institutions, Faculty.

1 INTRODUCTION

The perception of the non-renewal of environmental resources motivates attention to its semantics. Despite the concern about the environment being recurrent for decades, in a short time, the sciences have become more present to motivate ecological awareness in everyone and especially in academia (GRÜN, 2014). The environmental crisis becomes more present in discussions that converge on sustainability. Prerogatives that allow us to observe whether professors are environmentalists from this genesis to be interlocutors with future professionals. Premises that can be worked through the Institutional Theory, promoted by Scott (1995), which in his view, it is through it that the transformations occurred in institutions are perceived (CARVALHO, 2005).

In compliance with Art. 225 of the CF, the National Environmental Education Policy was enacted, through Federal Law 9.795/1999, defining it as necessary for social actors to build their values, knowledge, skills, attitudes, and competencies, with the environment as an asset essential to people's lives (BRASIL, 1999). Concerns became prominent, leading several authors to express their views on the impacts to which the environment is subjected, such as Reigota (2008) who, when writing Environmental Education beyond itself, demonstrated his concern about the ways that Brazilian politics took care of the environment and, consequently, with environmental education. Morais, Pereira, and Durão (2015) clarify that environmental education is not yet integrated into curriculum structures in Portugal, but that some projects and actions are already being watched. To Souza (2016), higher education institutions (HEIs) train professionals in the most varied professional practices, so preparing them with a critical sense allows for reviewing how environmental issues are being addressed. Guerra et al. (2017) bring the look to the university environmental nation, which the discussion should become more active, covering the curriculum, research, extension, and campus management, continuously and dynamically. This praxis allows sustainability values to be rooted beyond institutional walls.

In 2007, the Ministry of the Environment, together with the Ministry of Education, structured the mapping of the institutions involved in teaching, research, extension, and management activities related to the National Policy on Environmental Education (PNEA). Work that allowed the integration of these sectors to envisage alternatives to “think about the world, the relationship between people and between society and nature” (OLIVEIRA et al., 2007, p. 5). Taking part in this challenge enhances the responsibility of facing the restructuring of environmental policies, which, according to research by Vilar, Almeida and Lima (2008, p. 538), resonates better among young people. These are the ones who respond in greater depth, as education and environmental awareness emerge as weapons in the defense of the natural environment and help to bring man and nature closer together, guaranteeing a future with better quality of life for all.

Based on these attributions, this research analyzed the genesis of institutional change in teaching practice regarding the teaching of Environmental Education in Higher Education Institutions (HEIs). This paper is justified since understanding the process of institutionalization of Environmental Education in the academic sector becomes relevant since the educational and dialogical process also includes the assumptions for the formation of environmental educators. And these, by disseminating knowledge among students in their various areas, from institutional elements, promote the incorporation of environmental practices in business strategies (SANTOS; PORTO, 2013).

Taking into account the prerogatives of the Sustainable Development Goals, disseminated through the 2030 Agenda, which in its SDG 4 advocates the promotion of quality, inclusive and equitable education for all, without distinction. And in its goals, there is an allusion to the need to increase the contingent of qualified teachers with training and skills regarding the development of tools that contribute to the process

of sustainable awareness (BRASIL. MMA, 2016; SPAREMBERGER; FIGUEIREDO; MONTEIRO, 2017).

2 DEVELOPMENT

2.1 ENVIRONMENTAL EDUCATION AND HIGHER EDUCATION INSTITUTIONS (HEIs)

By contextualizing Environmental Education (EE) one goes back to its history and for Barbieri (2004) the 60s were promising in questioning unbridled capitalism, culminating in the book Silent Spring, by Rachel Carson, interposing reflections on the excessive use of pesticides (BARBIERI, 2004). The 70s lead to new environmental reflections finding support in works published by UNESCO. In 1972, at the United Nations Conference on the Human Environment, held in Stockholm, it was recommended to study Environmental Education in an interdisciplinary way, to allow people to generate harmony with the environment (UNDP, 2016). According to Barbieri (2004), the Belgrade Charter promotes a quantitative leap regarding the objectives of EE, recommending guidelines, such as the need for Environmental Education to be a continuous process with gains for both nature and human beings.

The creation of the World Commission for the Environment and Development in the 80s presented the Brundtland Report allowing new reflections in the Conference of Rio de Janeiro – Eco/92. The ecological awareness promoted served as the north for the analysis that something more was needed as a process of world integration, initiated with the Recommendations of the Intergovernmental Conference of Tbilisi in 1977 (PNUD, 2016).

Art. 225 of the Federal Constitution promulgated in 1988 in Brazil and Federal Law 9.795/1999, determine that Environmental Education is offered to all and at all levels, promoting the maturation, care and preservation of the environment by all (BRASIL, 1999; 2006). Law 17,505/2013 enacted the National Curriculum Guidelines (DCNs) so that the Political-Pedagogical Projects of educational institutions would encourage Environmental Education at all levels (PARANÁ, 2013).

Prerogatives that demonstrate that educational institutions cannot exempt themselves from the responsibility to transmit knowledge, having as a predisposition the triple bottom line of economic performance (BRASIL. MMA, 2016). This development is only possible based on the commitment that economic activity assumes, such as being fair in economic and social matters, generating protection and improvement to the environment (CERQUEIRA; FACCHINA, 2005; JACOBI; RAUFFLET; ARRUDA, 2011).

The university community needs dialogue – a bridge to the effective environmentalization of Environmental Education, a process that runs through the curriculum, research, extension and management (GUERRA et al., 2017; OLIVEIRA et al., 2007). Pedagogical aspects influence the professional and social practice of EE (REIGOTA, 2008). Still, according to the author, the paths for researching the subject are extensive and if not based on ethical principles and respect for the pedagogical part that Environmental Education requires, there is a risk that everything will be just a fad, a pedagogical adventure.

Environment and education instigate new knowledge to contribute to social processes that intensify in the face of political demands and advances provided by technology, revealing new environmental risks (JACOBI, 2003). Situations that challenge environmental educators concerning values and behavior, in the promotion of citizen subjects, since Environmental Education is related to training people, enabling learning and strengthening moral values (JACOBI, 2003; BRASIL, 2006).

2.2 INSTITUTIONAL THEORY

Assuming that it is in the classroom that the discussion regarding the semantics of EE takes place, it is necessary to analyze how this knowledge is being passed on, that is, the level of institutionalization regarding perception, proposals, lines of research, dissemination and interdisciplinarity. This emphasis allows the analysis of how much there is an evolution of the perspicacity related to Environmental Education by the faculty, researchers, academics and community (GUARIDO FILHO, 2008). Premises of the Institutional Theory when proposing the analysis of the change of a situation within an environment and, from this, explaining how the structures and actions are legitimized, also establishing the result that was reached, taking into account the model proposed by Burns and Scapens (2000), through the categories: codification, incorporation, reproduction and institutionalization (BURNS; SCAPENS, 2000; CARVALHO, 2005; PEREIRA, 2012).

According to Souza (2016), education is a complex field for EE, as it arises to generate changes in the paradigms of current society, as proposed by SDG 4 - that citizens become reflective and critical of the differences that can be provided to the environment (BRASIL. MMA, 2016).

Prerogatives of the Institutional Theory, since the understanding of the routinization of habits, is only possible from the observation of the actions that are carried out (CARVALHO; VIEIRA; SILVA, 2012; GUERREIRO; PEREIRA; FREZATTI, 2008; KELM et al., 2014).

Still, according to the authors, this system is capable of generating explanations and useful alternatives to the social phenomena that occur, even in different times and contexts, as happens with the evolution of studies and research related to EE. This collective learning allows for changes in political-pedagogical projects (PPP) and generates new knowledge opportunities beyond conceptual and pedagogical boundaries (REIGOTA, 2008). Taking into account that Environmental Education cannot be seen as a fad, it lacks dialogue, ethical principles, respect and a lot of pedagogical work. Fernandes et al. (2004) presented the EA regarding the environmental perception that it is necessary to have for protection and care for the environment. In the authors' view, the duality generated between man and the environment needs to be studied, as the future of humanity will only be guaranteed when everyone is imbued with the same respect for the environment.

The subject related to EE has come a long way to reach classrooms and universities, environments that must have enough structure to form communities of qualified researchers on the subject (REIGOTA, 2008; KELM et al., 2014). It is observed that the institutional theory supports the study due to the

sociological and institutional perspective, as its theoretical constructs are in line with the ecological and network perspective, a favorable environment that involves the teaching offered in Higher Education Institutions (CARVALHO, 2005). It is in the internal environment of HEIs that the institutionalization of Environmental Education is present and from this its diffusion will take place, allowing from the habitualization developed by teachers in the classroom to be sedimented among all (SOUZA, 2016).

Taking into account that education is in the midst of a crisis of modern reason – conditioned between money and power (AHLERT, 2003), developing Environmental Education in higher education with the vision of the SDGs is a challenge. Still according to the author, educating with attention focused on sustainability is new in the academy, a connection that must be sought to allow education to generate the liberation and emancipation of the subject as a critical citizen and active in caring for the environment. Higher education must have the vision that this environment is a privileged space to create alternatives regarding the citizen and responsible posture with care for the environment.

2.3 ENVIRONMENTAL EDUCATION AND DRS

For Schneider (2010) sustainability emerges during debates and desires from various classes, such as scholars, academics, and political mediators who position themselves and influence sustainable rural development in Brazil. There was the idea that the DRS was aimed at backward regions because when they were unable to modernize in a scaled production line, they needed State intervention, a situation that did not inspire research in their surroundings. However, the 1990s allowed a new look at this reality and the topic began to be discussed through studies, books and research. A FAO/INCRA project, in 1994, separates family agriculture from employers, designing it. The 1995/96 Agricultural Census was added to this study, allowing the academy to develop other studies, such as measuring the size and role of family farming in the country (ASSIS, 2006; SCHNEIDER, 2010).

Positions that allowed discussions influenced by social, political and economic transformations, unfolding in government actions to recognize local economies. Family farming becomes fundamental in generating and adding value, fertilizing the potential of alternative farmers (SCHNEIDER, 2010). Breaking with monoculture led to a redesign of agricultural production systems with positive results, considering ecological, agronomic, economic and social issues (ASSIS, 2006).

Maintaining this process of qualitative development of economic, ecological and socio-cultural assets enabled equal access to more people, maximizing the economic growth of family farming (ASSIS, 2006). Modernizing the sector, allowed a new rural. For Schneider (2010) the combination of agricultural activities brought up proactive families, integrating agriculture with commerce and services, the rural with the urban, generating what was called an inter-spatial combination.

It appears that combining Sustainable Rural Development with Environmental Education is opportune, as caring for and maintaining information about the Environment and its sustainability is everyone's obligation (ASSIS, 2006; SCHNEIDER, 2010).

3 METHODOLOGY

This study was structured by adopting the quantitative method. Through Google Forms, a questionnaire was applied to teachers of two higher education institutions, one public and the other private, from August to October 2019. Taking into account the perception of teachers regarding the institutionalization of Environmental Education in their training and applicability in the classroom, the hypotheses that led to the development of the study are established, to be confirmed or refuted.

Taking into account the Mapping of Environmental Education that surveyed 22 HEIs (14 public and eight private), with questionnaires sent to about 100 teachers/researchers in the EE area, in the period 2004/2005, they concluded that the HEIs that establish projects and EE programs become promoters of EE actions (OLIVEIRA et al., 2007). Based on these prerogatives, the Ho hypothesis was established:

Ho – Environmental Education is institutionalized in teaching practice in higher education institutions (HEIs).

To establish hypothesis H1, the bibliographic study by Souza (2016) was taken into account, in which the author focused her attention on the study of Environmental Education by professors at HEIs, concluding that incorporation is still a challenge for institutions.

H1 – Environmental Education is not yet institutionalized in teaching practice in higher education institutions (HEIs).

This study was carried out exclusively with teachers of applied social sciences. At the public HEI, the Center for Applied Social Sciences (CCSA) is made up of Business Administration, Accounting and Economic Sciences courses, with a contingent of 36 professors. The CCSA at the private institution is made up of Business Administration and Accounting courses, with a staff of 18 professors.

To achieve the objective of the article, a questionnaire adapted from Fernandes et al. (2004). For the objective questions about knowledge, training, content in the curricula, changes in the PPP and awareness of the importance of Environmental Education, the following scales were assigned: 1) I disagree, (2) I disagree more than I agree, (3) I don't disagree and neither agree, (4) agree more than disagree, and (5) strongly agree.

As for the perception that academics are having about the established importance of Environmental Education, the 2030 Agenda and the SDGs, a scale of 1 to 5 was used, with 1 being a little and 5 being a lot. Also, teachers were asked about which bodies are involved with environmental causes. Concluding with the question regarding the partiality of economic and social development with the environmental impact. The material was made available by Google Forms to 54 teachers, with 30 respondents returning. The results were analyzed from the perspective of descriptive statistics, seeking to quantify both the didactic practice about the environment/sustainability in the academic environment and the perception of the student's level of knowledge concerning environmental issues.

4 DATA DISCUSSION

4.1 PRESENTATION OF HIGHER EDUCATION INSTITUTIONS

To verify the institutionalization of teaching on Environmental Education in Applied Social Sciences courses in Higher Education Institutions, the results obtained are presented. The study was carried out in a public and a private HEI for professors in the field of Applied Social Sciences.

The public educational institution has a center composed of Business Administration, Accounting and Economic Sciences courses, with 36 professors, including permanent and temporary professors. The teaching grid of the courses was changed between 2014 and 2016, just like the DCNS implemented from 2005 onwards. and State Law 17,505/2013, with the proposition that the new demands should be regulated during the year 2017, the courses in this institution follow the bachelor's degree and are fully face-to-face (UNIOESTE, 2016a, b, c).

Following the regulation and alteration of the Political-Pedagogical Project (PPP) of the undergraduate course, a total workload of 3,102 hours was granted, distributed over four years. The Environmental Management subject with 68 hours is the designated for the study of Environmental Education within the Administration course (UNIOESTE, 2016a). The Accounting Sciences course was implemented in 1976 and in 2016 the course's new PPP was approved, aiming at the gradual implementation of the new modalities from 2017 onwards. workload. The Economic Sciences course has a five-year grade, having deliberated norms for EA, complying with the Resolution of the National Council of Education – CNE/CP 01/2012. According to the analysis in the PPP of the course, it does not have any discipline specifically addressing EA. The courses passed the evaluation of the National Student Performance Examination in 2019 and the Business Administration and Accounting courses obtained a grade of four, while Economic Sciences was reduced to two, due to the new evaluation procedures.

At the private university, the CCSA has 18 professors, arranged between Business Administration and Accounting courses. The workload is distributed over four years of teaching, both with a score of four in Enade. According to the Teaching Plan (PE) of the courses, the disciplines are offered between face-to-face and distance learning (EaD), and both have the discipline with the designation of Socio-Environmental Responsibility that is offered in EaD, with 80 hours of workload each course.

It is observed that in both institutions, the assumption of Federal Law 9.795/1999 is violated, which in its Art. 2nd assigns that EE, as it is essential to the quality of life and sustainability, must be worked on at all levels and modalities in the education process (BRASIL, 1999). Morais, Pereira and Durão (2015) also found that formal education in Portugal has not yet included the teaching of EE in curriculum structures.

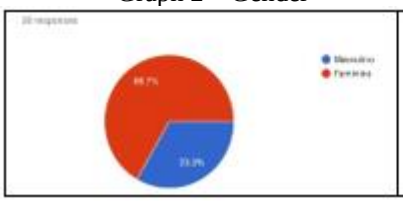
It is attested that the model proposed by Burns and Scapens (2000) cannot be measured, since not even the first category is being observed about the collegiate bodies of the two institutions.

4.2 ANALYSIS OF THE PROFILE OF PROFESSORS AT HEIs

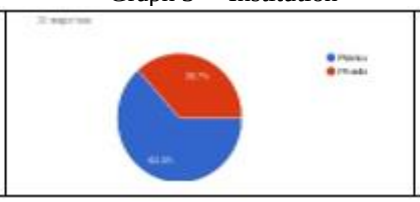
When assigning the questionnaire to the teachers, it was noticed that they oscillate between 26 and 46 years of age. Since the largest number is in the average age of 40, corresponding to 63%, it is understood that these are professionals with a more consolidated career in the teaching area.

It was observed that 20 of the respondents are female professors. Therefore, the predominance of women, in the stereotype of being a teacher, remains in force, as can be seen in Graph 2:

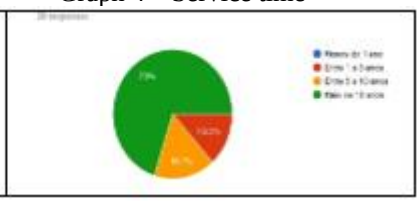
Graph 2 – Gender



Graph 3 – Institution



Graph 4– Service time

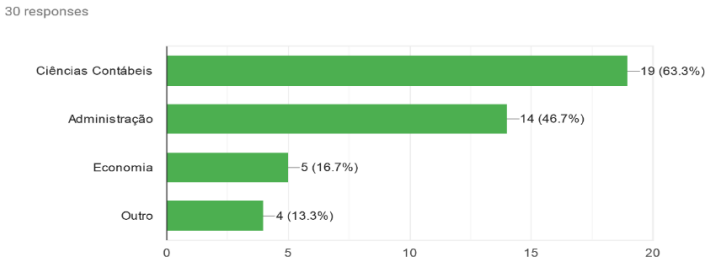


Source: the authors, 2019

Of the respondents, 19 work at the public institution and 11 teach at the private HEI. When asked about the time they have been in the profession (Graph 4), the predominance was for more than ten years, that is, 21 professionals. It is noticed that they are professors with a consolidated career in the courses, a situation that can be the generator of unwillingness to new formations. However, it is considered that the new norms and structuring dynamics for teaching should occur through training courses offered by the Centers and Collegiates.

As for the courses in which these professionals work, it was noticed that the highest incidence was in Accounting and Administration.

Graph 5 – Courses in which they are professor



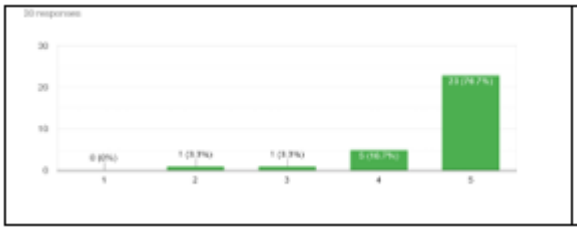
Source: the authors, 2019

The interactivity of professors between courses allows knowledge of subjects related to Environmental Education to be fostered, including between disciplines. But when the courses focus on a single discipline, it is clear that issues about sustainability and the environment will not necessarily be addressed. As well as the subject of the discipline to sustainable development, it can be flawed in its explanation. This situation is in line with Souza's (2016) conclusion that the responsibility of HEIs must go beyond making curricula greener, these should, yes, habitual (PEREIRA, 2012) the principles of sustainability in academic activities.

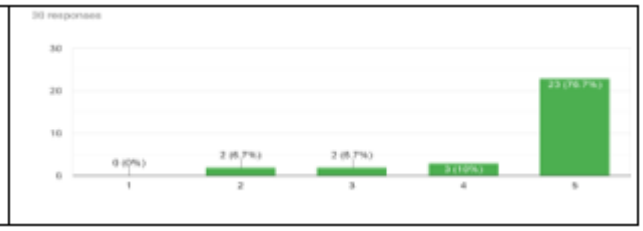
Souza's observations (2016) allow evaluation the question regarding the specialization that professionals have on the subject of EE. Of the 30 respondents, 24 said they had no training in Environmental Education. Of the six who know the subject, two are graduates in Biological Sciences and two knew it in stricto sensu, without clarifying which areas. One respondent has a PhD in Production Engineering and the other in Regional Development, courses that include a sustainability bias.

When asked about the essentiality of awareness about EE in professional training (Graph 6) and the need to link the contents to the curricula (Graph 7), a high level of agreement was observed in the answers.

Graph 6 - Essentiality of EE in the profession



Graph 7 – EA in CVs



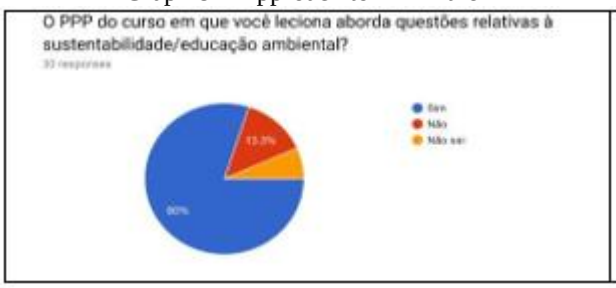
Source: the authors, 2019

Making the subject known through professional training are the prerogatives of Federal Law 9.795/1999, which is supported by Item VI of Art. 225 of the Federal Constitution, establishing that the promotion of EE must occur at all levels of education (BRASIL, 1999; 2006). Conclusion by Souza (2016) when clarifying that academics must be prepared, as education and citizenship are inseparable. The third step in the Institutional Theory proposal – is reproduction, that is, when even not knowing the origin of the typifications, they lead to widespread knowledge (PEREIRA, 2012).

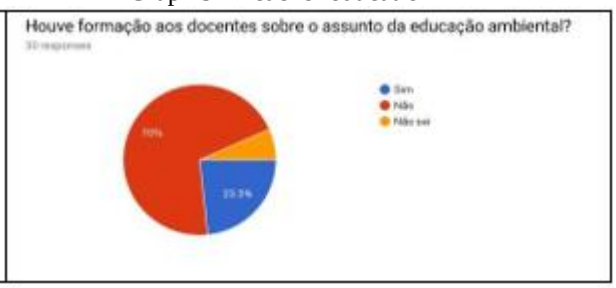
Answers that lead to the question sought to know if the environmental issues worked in the institution make academics take this knowledge to the work environment. The answers were varied, but 33.3% said they completely agree, while 26.7% explained that they neither disagree nor agree. Percentages that demonstrate that professors still do not have enough knowledge about the importance of this theme. Observation proven by Morais, Pereira and Durão (2015) when they wrote that EA, in Portugal, is also far from providing new understandings. Structuring actions within HEIs, according to Souza (2016), are still short of all their reality, lacking environmentalization and professional training so that environmental issues can guide more concrete actions.

Notes that are confirmed by the analysis of the questions shown in Graphs 8 and 9. They were asked about the sustainability approach in the PPP of the course, and if, therefore, there was training for them based on the changes introduced.

Graph 8 – Approach to EA in the PPP



Graph 9 - Teacher education in EE



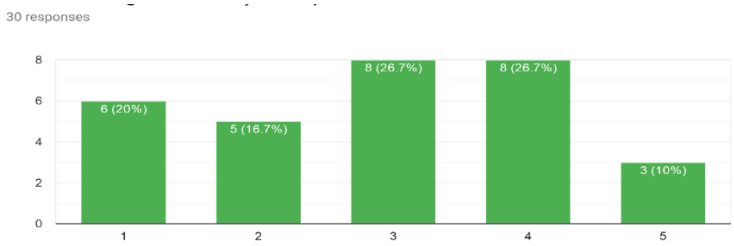
Source: The authors, 2019

It was observed that 24 respondents emphasized the approach of Environmental Education in the PPP, but 70% stated that there was no training on the subject for them. A situation was proven by Souza (2016), when he clarifies that Rio de Janeiro, even though it was the scene of two meetings with world leaders reflecting on sustainability, not even then did public universities incorporate discussions about EE in teaching practice. Still according to the author, these subjects are restricted to specific disciplines, which generates reductionism in academic/professional knowledge.

Despite the little knowledge that teachers expressed having about Environmental Education, when asked if they work on something related to this subject in the classroom, 16 people answered yes and even that they have already supervised related course completion papers (TCC) the theme of the environment/sustainability. Criterion that allows observing that professionals assimilate knowledge, passing it on to academics and that, when they incorporate this new look, they are sensitized to the point of opting for the TCC, taking environmental issues into account (SOUZA, 2016).

To corroborate these answers, it is necessary to link the next two questions. Explaining the importance of the 2030 Agenda in the semantics that SDG4 attributes that quality education is a promoter of knowledge and skills for sustainable development and how they evaluate the transmission of this learning by academics. The responses were very varied, as shown in Graph 10.

Graph 10 – The SDGs and the transmission of quality education



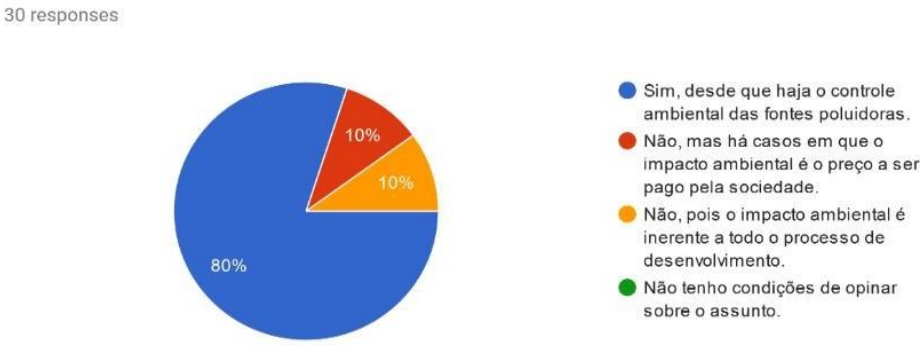
Source: the authors, 2019

Taking into account the 30 respondents, 63.4% denote superficiality about the subject, eight go beyond an average situation and only three have more in-depth knowledge. Perceived validation when questioned about the perception that academics have with EE, 21 teachers oscillated between scales 1 and 3, that is, demonstrating that they have little knowledge on the subject. Finding made by Guimarães and Serafim (2018) that when applying a questionnaire among students and professors of courses at FAE São

José dos Pinhais (PR) about the 2030 Agenda and the SDGs, they report the difficulty in disseminating the research due to the limited knowledge among students and even teachers.

The authors suggest that the subject should be further worked on, using methodologies that involve everyone in the practice of sustainable actions. in terms of economic and social development to the detriment of environmental impacts. In the opinion of the respondents, 14 observe that commerce is the least involved, with 10 respondents from the public HEI and four from the private HEI. And who participates the most, in the opinion of 18 professionals, is still society in general, with 10 from the public institution and eight from the private one. Answers that generate reflection on the issue of economic and social development to the detriment of environmental impacts, as can be seen in Graph 11.

Graph 11 – Economic and Social Development and Environmental Impacts



Source: the authors, 2019

Modernity brought with it a concern for development at any cost. Society is more concerned with environmental and social issues. This question brought another reflection regarding the response of the professors, with a noticeable difference of opinion between the HEIs. The answer: “yes, as long as there is environmental control of polluting sources”, had 24 respondents, 17 professors from the public institution against seven from the private HEI. This disparity must be taken into consideration, as it is perceived that the economic bias overlaps with the environmental and social ones. Taking into account that the Triple Bottom Line is strongly radiated within the 2030 Agenda and among the 17 SDGs, spreading that development must occur, but with sustainable actions to strengthen the construction of peaceful, just and inclusive societies, ensuring that the Planet is protected , as well as the natural resources within it, so necessary for the quality of life of all its inhabitants and even future generations (BRASIL. MMA, 2016). Actions that demonstrate that quality education must go hand in hand with sustainable economic growth.

5 FINAL CONSIDERATIONS

Aiming to analyze the genesis of the institutional changes in teaching practice with the teaching of Environmental Education in HEIs, an analysis was carried out in the Pedagogical Projects of the Applied Social Sciences courses of two institutions, one public and the other private. To meet this analysis, it was observed that the courses at the public HEI underwent changes to the PPP between 2014 and 2016 with the

prerogative of gradually implementing them from the year 2017. But, only in the courses of Administration and Accounting Sciences, there are disciplines with foreshadowings of EE, as for the Economic Sciences course, there is no mention of any subject related to the environment, sustainability or Environmental Education. However, when the professors were asked about training in EE, 14 of the professionals from the public HEI replied that they had not undergone training. Reflection observed when asked if they work on this subject with academics and only eight people answered yes, but superficially.

In the private HEI, there are courses in Administration and Accounting and both have the Socio-Environmental Responsibility discipline, with a workload of 80 hours, offered in EaD. Of the eleven respondents of this HEI, seven said they had no training against only six who claimed to have had some kind of contact with issues related to Environmental Education.

Situation that confirms hypothesis one (H1) raised: Environmental Education is not yet institutionalized in the HEIs studied. Taking into account the Institutional Theory that learning is a continuous cognitive process, training needs to be encouraged in all HEI courses, since the construction of knowledge regarding EE must meet the prerogatives of the National Policy on Environmental Education (PNAE) , corresponding to Law 9.795/1999, which added to what was proposed in the Federal Constitution of 1988, in its Item V - that public and private institutions must propose training programs for professionals, allowing the educational process on the environment to have repercussions on the entire work environment (BRASIL, 1999). As well as the Law of State Policy on Environmental Education of Paraná No. 17.505/2013, in Art. 17 (PARANÁ, 2013), clarified that HEIs must incorporate in their Institutional Development Plans (PDI), projects, actions and resources so that EE is included in the principles and values of management, teaching, research and extension.

It is concluded that even supported by laws, the environmentalization of issues related to Environmental Education is still far from becoming institutionalized within HEIs. Therefore, it is left as a possibility for further studies, the deepening of the issue related to the training of teachers in EE, but in more areas and with a greater number, as it may be possible that in the human sciences, this subject is more sensitive, contrary to the that was perceived in the courses of Applied Social Sciences.

Taking into account that education is the principle that allows the citizen to emerge to new knowledge, integrating Environmental Education in all disciplines becomes urgent. Role coated to the educator who, therefore, must be made up of new knowledge, all the time. Only in this way, rationality regarding strategies for the environment can be passed on wisely and ethically by knowledge professionals.

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