

# Campo Grande/MS Environmental Education Centers: Multiple Spaces of Dialogues and Practices for Collective Eco-Education and Environmental Management

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**Abstract:** This article deals with urban parks, known as linear parks, and the Environmental Education Centers of Campo Grande/MS. It aims to highlight the legal instruments that support the promotion of community environmental education in these spaces. Environmental education actions involve the entire community to raise awareness of current problems. These actions bring knowledge, experiences, and guidance on the sustainable environment. Based on document analysis, the text brings the context of the four Environmental Education Centers in Campo Grande, the participatory activities from 2009 to 2020, and the legal instruments that underpin the activities. The survey found that the Municipal Environmental Education Program exists, but the Environmental Education Centers do not yet have a Political Pedagogical Project (PPP).

**Key words:** environmental education centers, legal instruments, participatory activities, Campo Grande/MS

## 1. Introduction

Given the present state of environmental degradation and the urgency of quality in human life, environmental education stood out as a necessary and urgent awareness tool in favor of socio-environmental issues. Critical awareness has been collaborating in this process, considering all current demands.

Actions executed and applied by the public power proved necessary to face the disorderly urban expansion, such as creating Environmental Education Centers (CEAs), becoming a reality in Brazilian states. According to Silva (2004) [1], the first Environmental Education Centers (CEAs) created in Brazil were in the State of São Paulo and of Rio Grande do Sul in the 1970s.

Campo Grande is a city rich in water resources; it has ten hydrographic basins, areas where the urban parks and the infrastructure of the CEAs are. The four Environmental Education Centers are CEA Imbirussu, CEA Anhanduizinho, CEA Polonês, and CEA Florestinha. A CEA aims to disseminate environmental education practices and knowledge related to the current environmental problems.

This article aims to identify the legal instruments that support the actions of the public power carried out in the CEAs, verify the existence or not of the Political Pedagogical Project, programs, and projects of Environmental Education of the CEAs and how they work and contribute to the environmental management of those spaces. All official documents analyzed are available on the website of the City of Campo Grande (MS).

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## 2. Material and Method

Scientific research seeks to understand the phenomena and conflicts of practical life and, for this, makes inquiries, linking thought and action. As the method of data collection, document analysis was used, which according to Lüdke and André (1986) [2]: “Document analysis can be a valuable technique for approaching qualitative data, either by complementing the information obtained by other techniques, or by unveiling new aspects of a theme or problem.”

Documents research is in its essence [3]: “documents that have not undergone analytical treatment, that is, that have not been analyzed or systematized.” Bardin (2016) [4] also states that treating the material means encoding it, and it corresponds to a transformation of the raw data of the text, which allows us to achieve a representation of the content or its expression, leading us to a more accurate description of the phenomenon.

This documental analysis had as objects of study, the following municipal legal instruments: Municipal Decree n° 13.252/17, Law n°. 3.612/99 updated by Decree n° 14.114/20, the Agenda 21 of the Municipality of Campo Grande (2004) [5], the Municipal Environmental Education Program (2018, 2019, and 2020) and data on the participatory activities of the CEAs. All the documents analyzed are available on the website of the Municipality of Campo Grande.

The Brazilian Network of Environmental Education Centers [6] defines CEA as the activity that has the following dimensions: 1) Physical space; 2) Equipment; 3) Educational team; 4) Pedagogical Political Project (PPP); 5) Sustainability strategy. According to Filheiro and Garcia (2018), the CEAs in Campo Grande do not have a Political Pedagogical Project (PPP) to guide their actions, regulating them.

In Brazil, these spaces have several denominations, resulting in multifaceted scenarios according to regional characteristics. According to the Implementation Manual for CEAs [7]: “The objective of the Environmental Education Centers is to gather

and systematize information and knowledge related to the environment, and make it disseminated to the general public, as well as to implement regional Environmental Education programs and projects, aimed at students from public and private institutions at different levels of education.”

According to the classification typology of the CEAs Network [6], the Environmental Education Centers of Campo Grande classify as Interpretation and Visitor Centers (Class 1). In Campo Grande, these spaces are inserted in linear parks, as they seek to maintain the city’s green structure.

Linear parks are included in the urban park category, according to the Green Corridor concept, as they are linear spaces; they are part of the landscape as a whole and connect different areas; they are multifunctional spaces; promote sustainable development; complement the physical and landscape planning of the grounds [8]. In Campo Grande, the Linear Parks have the following objectives: “to protect the banks of streams, their riparian forests, and springs; recover degraded areas; improve the sanitary conditions of the surroundings; reduce floods and provide recreational areas for the population” [9].

These spaces are planned for multiple purposes, including ecological, recreational, cultural, aesthetic, and social, providing sustainable use. In Campo Grande, these spaces integrate urban and natural elements, focusing on expansion and the constitution of fundamental components in the city’s green structure.

The urban parks of Campo Grande present the following chronology [9]: 2000: Linear Park of Anhanduí; 2003: Linear Park of Sóter; 2006: Linear Park of Bandeira; 2011: Linear Park of Imbirussu; 2012: Cônsul Assaf Trad Municipal Park. Campo Grande is rich in water resources, counting with ten hydrographic basins, areas where the Urban Parks and the infrastructure of all the Environmental Education Centers are. Urban Parks have multiple functions, as they add environmental, economic, and social values.

### **3. Results and Discussion**

#### *3.1 Environmental Education Centers in Campo Grande/MS*

The CEAs in Campo Grande are currently under the administration of the SEMADUR (Municipal Secretariat for the Environment and Urban Management), placed in the DFPE (Inspection, Sustainable Policies, and Environmental Education Division) - Environmental Education sector. The operationalization of Environmental Education policies and projects has been carried out by the Municipal Agency for the Environment and Urban Planning (Planurb) through the Inspection Sector for Green Areas and Environmental Stances and Inspection of Sustainable Policies and Environmental Education (DIMA).

The internal regulations of the Municipal Agency for the Environment and Urban Planning, Municipal Decree n° 13.252/17 state in Art. 34 that the Environmental Education Sector, directly subordinate to the Environment Division (DIMA), is responsible for: planning, preparing, and operationalizing plans, environmental education programs, projects, and actions; and to foster partnerships with bodies, entities, or institutions in public and, or private sector, within the scope of Environmental Education [10].

The Municipality of Campo Grande created the Municipal Environment Fund in 1999 (Law n° 3.612/99), updated by Decree n° 14.114/20, to promote environmental projects and programs [11]. The Municipal Environment Fund (FMMA) links to the Municipal Environment Council and the Planurb. The FMMA provides the annual budget for the management and the activities of the CEAs.

The National Environmental Education Policy (PNEA), instituted by Law n° 9.795/99 [12], determines that: “Environmental Education are the processes through which the individual and the community build social values, knowledge, skills, attitudes, and competencies aimed at the conservation

of the environment, a good for the common use of the people, essential to the wholesome quality of life and their sensitivity”.

The National Environmental Education Policy instructs the States and Municipalities to define guidelines, standards, and criteria for Environmental Education in their sphere of competence, yet respecting the principles and objectives of the PNEA.

The Agenda 21 of Campo Grande [5] had the goal of promoting sustainable development, improving the quality of life indexes, adopting social, economic, and environmental initiatives that would result in fair planning to meet human needs. The document already provided for environmental education actions through formal and informal education.

In this context, in 2015, the City Hall instituted the Municipal Environmental Education Program, of a strategic and transversal character, since it aims at the development of education and culture of environmental preservation, including the interaction and articulation of the civil society actors, in the adoption of environmentally correct and socially just habits and postures.

As of 2017, the Municipality of Campo Grande has annually published the Report on Environmental Education Actions in the Municipality of Campo Grande/MS — Municipal Environmental Education Program (PMEA), containing the annual Environmental Education activities and actions carried out within the scope of the Municipality.

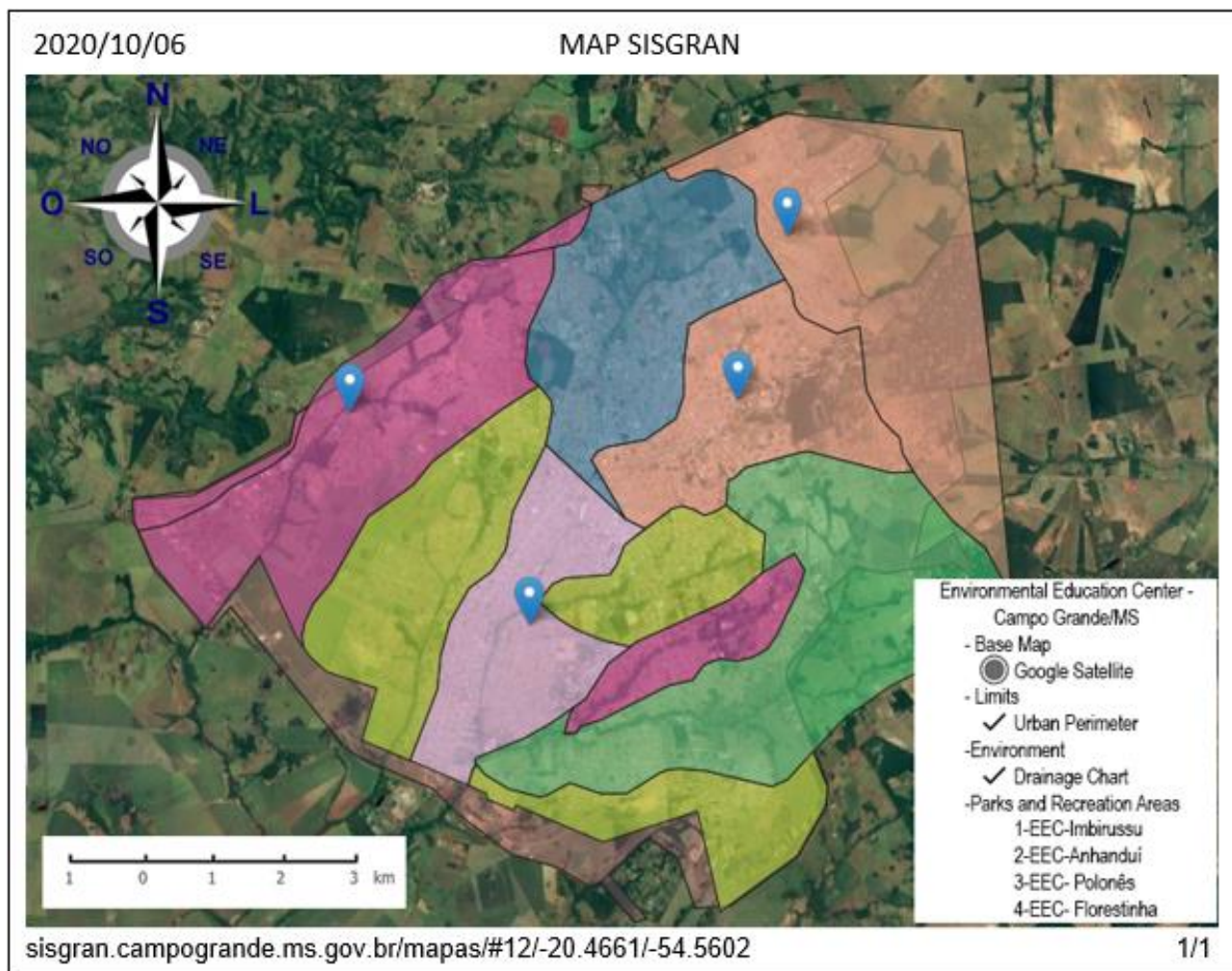
The Municipal Environmental Education Program contains a set of principles, objectives, and guidelines inherent to the continuous and multidisciplinary process of environmental education in the municipality [13]. Namely:

- Environmental education must be broad, multidisciplinary, and intersectoral. Its basic assumption is the protection of the environmental good, the greater good, fundamental for the quality of life and, therefore, for this reason, it constitutes the rights and duties of the citizen;

- Fundamental right of the population, which closely links to the basic principles of human dignity;
- Application related to decision-making practices and ethics, which can lead to improving people's quality of life;
- Based on dialogue and the presentation of solidarity and participatory alternatives, which observe the vision of totality and the whole;
- Individual and collective education should be encouraged permanently and responsibly in the preservation of the balance of the environment, as an inseparable value of the exercise of citizenship itself.

The Municipal Environmental Education Program has four areas of activity: Environmental Education Centers (CEAs), Itinerant Environmental Education, Strengthening Collective Spaces for Reflection and Action, and Events. The activities and actions developed in the four axes take place through partnerships and agreements with private companies, public agencies, NGOs, and universities.

According to Sisgran [14], Fig. 1 identifies the four Environmental Education Centers (CEAs) in Campo Grande: 1) Imbirussu; 2) Anhanduizinho; 3) Polonês; 4) Florestinha.



**Fig. 1** Location of the Environmental Education Centers in Campo Grande/MS [14].

The Municipal Environmental Education Program [13] states that the Odilza Fernandes Bittar Environmental Education Center opened in 2011 (CEA

Imbirussu). On the banks of the Imbirussu Stream, the area is rich in vegetation. The CEA has a physical structure with an auditorium, multipurpose spaces, a



Forest Garden, ecological trail, Science laboratory, observatory, library (green room), telecentre (digital inclusion), art room (dance and sports), and shared living spaces.

The Anhanduí Ecological Park, created through Law nº 3.762/00 [15], is considered the first municipal urban preservation unit. With approximately 15 hectares, at the confluence of the Bandeira Stream and the Anhanduí River, it has physical and biological characteristics that allow its classification as a *vereda* ecosystem, therefore an Ecological Reserve as recommended by CONAMA Resolution nº 004/85 [16]. In 2007, its administrative headquarters was inaugurated, with a physical structure equipped with two rooms, a kitchen, bathrooms, and an arena theater. In 2012 the Park received an auditorium with a capacity for 50 people and an additional space. In 2013, the Anhanduí Ecological Park went through revitalization for implementing the CEA Anhanduí, which develops socio-ecological educational activities, such as local and itinerant Environmental Education, lectures, contemplative ecological trails, and planting of seedlings aiming at local, sustainable development [13].

According to the Municipal Environmental Education Program [13], the Ecological Park and CEA Anhanduí have the following objectives: To promote the recovery and preservation of the *vereda* ecosystem area, valuing the physical and biological aspects of this environment; Protect the places where the appearance of water occurs due to the outflow of the water table (waterhole, water spring); Preserve the feeding, reproduction, overnight and rest areas of the Cerrado fauna in general; Protect the headwaters and banks of streams, ensuring the conservation of the points where water recharges occur; Develop, through studies, methods, and techniques, the recovery and preservation of *vereda* ecosystem areas; Enable the development of monitored contemplative activities, social technologies, and Environmental Education, in addition to allowing scientific actions.

The Leonor Reginato Santini CEA (CEA Polonês) opened in 2011. Located on the banks of the Sóter Stream, the CEA includes an auditorium, a multipurpose space, a sustainable house, a hiking trail, shared living rooms, and an area for walking, and the experience of sustainable practices in Environmental Education [13].

The Cônsul Assaf Trad CEA (CEA Florestinha) opened in 2012. In the Cônsul Assaf Trad Municipal Park, it occupies an area of 25 hectares. There was an erosive process there, later revitalized. The CEA has a structure of rooms, amphitheater, lakes, and trails. This CEA develops the Florestinha Project, which aims at students from public schools from kindergarten to elementary school. The project consists of socio-environmental work carried out by the Environmental Military Police of the State of Mato Grosso do Sul, since 1992, recognized by the United Nations Children's Fund (UNICEF), working with children between 7 and 16 years old, teaching them to be citizens with environmental sensitivity [13].

According to the Environmental Military Police (2017) [17], the project offers these thematic workshops:

- 1) Planting of native seedlings, with lectures on the importance of vegetation, problems related to deforestation, erosion;
- 2) Energy House, with a talk on energy saving, energy matrix, impacts on the environment, and renewable energy sources;
- 3) Paper recycling, with a lecture on the problems related to solid waste;
- 4) Visit the museum of stuffed animals and fish, and learn about fauna, fishing, trampling of wild animals, trafficking;
- 5) The artificial assembly of the water cycle, with lectures related to the water on the planet;
- 6) Presentation of the puppet theater and plays on environmental issues, such as water, deforestation, forest fires, and solid waste.

As it is a socio-environmental project, its activities seek collective action, reflection, and the acquisition of social values, through critical education, originated in the democratic and emancipatory ideals applied to education. Thus, they overcome the depoliticized, uncritical, naive, and naturalistic view, still present in Brazilian pedagogical practice.

Critical reflection on environmental problems, one which seeks to acquire individual and social behavioral values, corresponds to Critical Environmental Education. Selbach (2014) [18] corroborates this idea when he states, “(...) promoting sustainable development models and the practice of attitudes that are both economic and preservationist, with the hope of positive and evident reflexes with the quality of life for all”.

### *3.2 Multiple Spaces for Dialogues and Practices for Collective Eco-Education and Environmental Management*

The authors Pazos and Porto (2001) [19] defend the need to recognize a specific identity for the CEAs since these centers can contribute with different intervention models and other forms of learning from those that occur in other educational areas.

The CEAs aim to contribute to the promotion and support of environmental education as they develop

activities for sustainable practices and reflection. They happen through participatory methodologies, such as lectures, debates, events, meetings, plays, technical visits, ecological practical jokes, field classes, training courses, and scientific research.

The Municipal Environmental Education Program expects participatory activities will promote skills that contribute to a project of a society that integrates knowledge in the environmental, ethical, cultural, social, political, and economic dimensions, boosting dignity, care, good living, and valuing all forms of life on the planet.

The Environmental Education Centers aim at elementary and high school students from public and private schools, college students from the public and private universities, the surrounding community, and the general population; to participants in projects carried out by the Municipality of Campo Grande and its partners.

The Florestinha Project has developed activities in the Capital and countryside of the State of Mato Grosso do Sul; Fig. 2 demonstrates the Environmental Education services provided by the Florestinha Project between 2009 and 2017: 120.058 services with an average of 1.340 annual services.

**Table 1 Environmental education services Florestinha between 2009 and 2017 [17].**

Year	Services	Meaning
* 2009	3.750	* only puppetry and recycling was developed.
** 2010	11.436	** introduction of planting and recycling.
** 2011	14.525	
** 2012	6.844	
2013	11.917	
2014	7.870	
*** 2015	11.862	*** five workshops — two projects in operation in Campo Grande.
2016	21.705	
2017	30.149	
Total	120.058	

The themes worked on by the project were: urban afforestation, deforestation, erosion, renewable energy sources, solid waste, trampling and trafficking of wild animals, water resources, Brazilian flora and fauna, environmental crime, environmental impact, and awareness.

Fig. 3 shows the numbers of activities developed in the Anhanduizinho, Imbirussu, and Polonês CEAs for 2011 and 2019. The objective is to demonstrate the numbers of the participatory activities carried out in the CEAS in the analyzed period. The data on participatory activities among the CEAs are disparate, as they were scheduled according to the CEAs' service calendar, considering the location, physical infrastructure, and the target audience of each CEA.

The CEA Anhanduizinho has data on participatory activities between 2014 and 2019, data made available by the space manager. The CEA Imbirussu has data from 2016 to 2019, and the CEA Polonês from the years 2011 to 2019. The Imbirussu and Polish CEAs lack the data on participatory activities for the years 2017 and 2018, as they were not made available by the Municipality of Campo Grande.

Fig. 3 highlights the number of participatory activities in the CEAs in Campo Grande, from 2011 to 2019. The analysis shows that CEA Anhanduizinho is the one with the largest number of participatory activities carried out, followed by CEA Polonês and CEA Imbirussu, with the smallest number.

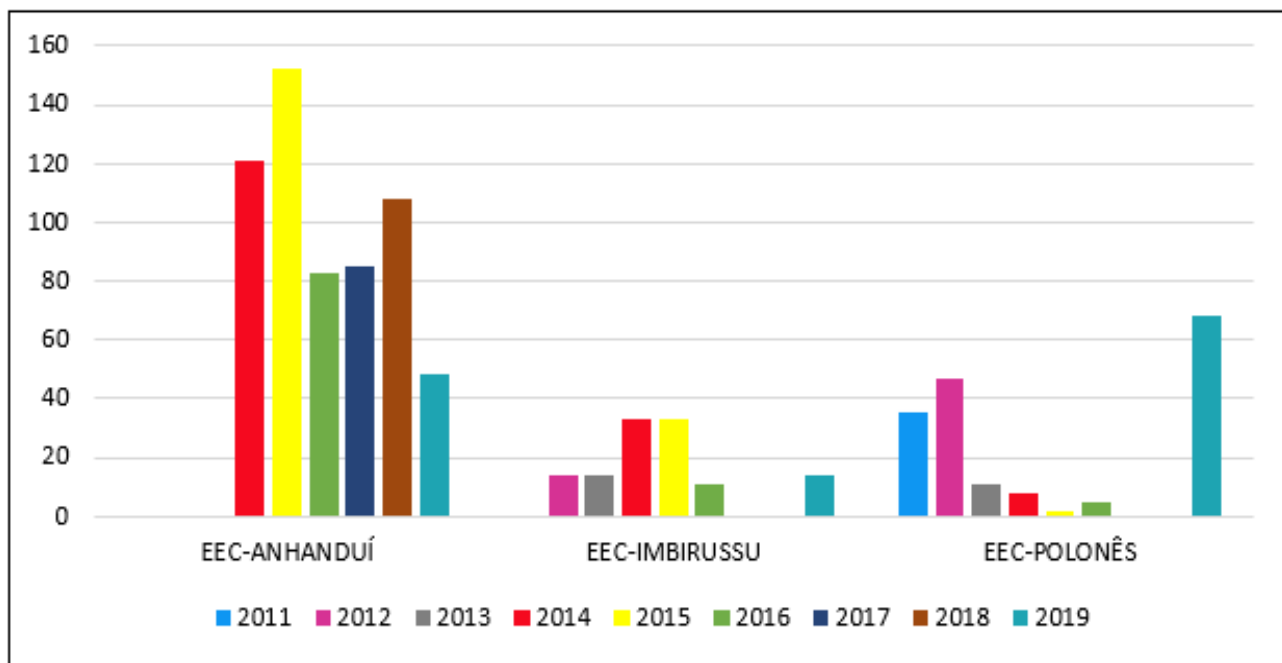


Fig. 3 Participatory activities carried out in the CEAs in Campo Grande, from 2011 to 2019.

Considering that the CEAs are in different regions of the city and serve different audiences, those might be possible reasons for the discrepancy in the number of participatory activities in these spaces.

These activities promote articulations in the various sectors of society around actions related to Environmental Education, aiming at forming citizens aware of their rights and duties, capable of committing

themselves to minimize impacts in the current socio-environmental issue.

The National Curricular Guidelines for Environmental Education [21] mention that there are concerns about climate change, the degradation of nature, the reduction of biodiversity, and socio-environmental risks, considering the current national and global context of human needs.

According to the Report on Environmental Education Actions in the Municipality of Campo Grande/MS [13, 22, 23], the topics discussed in these spaces are Environmental Education, selective waste collection, solid waste, composting, recycling, community gardens, fires, wildfires, ecological trail, urban green areas, urban afforestation, water resources, conservation units, preservation, inspection, and environmental management, flora and fauna, dengue, soils, among others.

The analysis of participatory activities and debates held at the Environmental Education Centers in Campo Grande leads us to affirm that these spaces can be seen as multiple spaces for dialogues and practices for collective eco-education and environmental management, considering the aforementioned legal instruments.

Filheiro and Garcia (2018) [24] see that the great challenge of the CEAs is to use the available resources to leverage Environmental Education, moving from conservatism to a more complex world reading. The appropriation of knowledge regarding environmental causes needs to be inserted in this critical context to change the socio-environmental reality we find ourselves.

The documents research in this study pointed that the CEAs in Campo Grande are carrying out environmental education actions and practices, but not yet developing a more complex world reading, based on critical education, involving participation and social responsibility.

Given this context, the CEAs of Campo Grande must have a Pedagogical Political Project (PPP), as the PPP can build a broader conception of the role that the CEAs can fulfill in the local society. This discussion necessarily dialogues with the issue of PPP, insofar as it provokes environmental educators and CEAs to reflect the Environmental Education practiced, the desirable collectivity they want to build, and where one intends to arrive with the actions of the CEAs.

There is a perception that in the case of the CEAs in Campo Grande, critical and emancipatory Environmental Education can contribute to the preservation and restoration of urban spaces, such as parks, watersheds, and springs, in the mediation of conflicts and defense of those who suffer from the consequences of the current environmental impacts and degradations installed in these spaces.

Finally, Environmental Education, as it is strategic and transversal must be committed to articulate, continuous, and permanent educational processes that ensure a humanistic, historical and critical approach to the concept of the environment in its entirety, contextualized globally and locally, promoting the commitment to inclusion, participation, emancipation and socio-environmental justice.

#### **4. Conclusion**

Campo Grande has four Environmental Education Centers, distributed in different urban regions. These spaces are in hydrographic basins, water spring areas, inserted in urban parks, also known as linear parks. The CEAs have physical infrastructure and managers to work with the participatory actions and practices of Environmental Education carried out in these spaces.

In Campo Grande, the Municipal Secretariat for the Environment and Urban Management, SEMADUR, administers the CEAs, and the operationalization of Environmental Education policies and projects are under the Municipal Agency for the Environment and Urban Planning.

The Municipal Environmental Education Program started in 2015, was built over the years through different lines of action and participatory activities planned and implemented considering the schedule and target audience of each CEA. The Municipal Environment Fund annually provides the funds destined for the CEAs.

The CEAs have developed several participatory activities, pondering local, national, and global socio-environmental problems in debates, reflections,



meetings, field classes, ecological pranks, and other activities.

However, these activities have a conservationist nature, as they have not promoted the complex reading of the world necessary for critical education, which transforms the spaces lived through participation, control, and social responsibility.

The CEAs in Campo Grande do not yet have a Political Pedagogical Project that guides and regulates their actions. The PPP could raise discussions and reflections in favor of new paths in Environmental Education. One can notice that the walk around the PPP of the CEAs is long, complex, and challenging. Discussions are urgent, but it is necessary to deepen the concept and disseminate it to the Brazilian CEAs. These will indeed act in the popularization of the theme around environmental educators and society.

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