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The presence of environmental education in early childhood education: a study in daycare centers in Santo André/SP – Brazil

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ABSTRACT:

The planet is experiencing a period of worrying degradation that has affected the climate and the health of its inhabitants, highlighting the urgent need for behavioral change, as this concerns the health of our home. This change can be found in Environmental Education. This study aims to analyze how Environmental Education is taught by Early Childhood Education teachers at the Santo André Municipal Daycare Center. Fourteen teachers from two Municipal Daycare Centers in Santo André (São Paulo, Brazil) were surveyed. The research methodology was qualitative, involving bibliographical, documentary, and field research. The results indicate that all teachers are aware that Environmental Education should be included in the school curriculum. Most are aware that Santo André offers training in Environmental Education. Less than half are familiar with Environmental Laws, and none have a specialization or postgraduate degree in Environmental Education. These results suggest that all teachers, from Early Childhood Education onwards, should have training in Environmental Law and Environmental Education to complement and enrich their teaching practices.

Keywords: Environmental Education. Early Childhood Education. Sustainable Practice.

ABSTRACT

The planet is going through a period of worrying degradation that has affected the climate and the health of the beings that inhabit it, showing urgency in changing behavior, as it is about the health of our home. This change is found in Environmental Education. This work aims to analyze how Environmental Education is worked by Early Childhood Education teachers in the Municipal Nursery of Santo André. Fourteen teachers belonging to two Municipal Kindergartens in Santo André (São Paulo/Brazil) were researched. The methodology of this research had a qualitative focus. As for the procedure, Bibliographic, Documentary and Field Research were carried out. The results obtained indicate that all of them know that Environmental Education should be included in the curriculum of schools, most of them are aware that Santo André offers training in Environmental Education, less than half have knowledge of Environmental Laws and none have a specialization or postgraduate degree in Environmental Education. These results suggest that all teachers, from Early Childhood Education, have training in Environmental Legislation and Environmental Education to complement and enrich their pedagogical practices.

Keywords: Environmental Education. Early ChildhoodEducation. Sustainable Practice.

1. INTRODUCTION

There is great concern regarding the abusive and indiscriminate use of natural resources existing on the Planet. The destruction and degradation of natural resources reaches a galloping speed and goes against the vision of environmentalists. Responsible action in relation to the environment indicates that impacts need to be predicted and their effects

minimized, always with the criterion that the consequence of human action in the present will have repercussions in the future.

The emergence of the human species occurred approximately 7 million years ago in eastern Africa, as reported by Richard E. Leakey (1995). The agricultural revolution appears 10 thousand years ago, when man discovered that a seed generated another plant and that this made it possible to produce their own food and finally the first cities began to be built approximately 5 thousand years ago, in regions along river banks as centers commercial and military.

With the emergence of urban populations and the necessary expansion of agriculture, also the points of exchange of goods, which, as reported by Alves et al., (2017) provided an increase in cultivation and consumption when there is a major boost in world population growth, and the immense supply begins to be used uncontrollably of available natural resources.

From this context, different structures emerge for living in society, which guarantees more comfort and tranquility, reflecting the population increase that reaches 5 million of inhabitants. This growth progresses at a frightening rate. In the first year of Christian era, the world's population had already reached 170 million. In the Revolution Industrial and Energy started around the year 1800, the world population reaches 1 billion of inhabitants. Therefore, from the Agricultural Revolution to the Industrial Revolution, approximately 10,000 years for humanity to reach 1 billion people. And these numbers grow alarmingly each period, as shown below:

> The 2 billion inhabitants mark was reached in 1927. 3 billion was in 1960, 4 billion in 1974, 5 billion in 1987, 6 billion in 1999 and 7 billion in 2011. Thus, humanity has added 1 billion inhabitants every 12 or 13 years. The 8 billion mark should be reached in 2023 or 2024. (ALVES et al., 2017, sp).

This brief overview of the emergence of the human species on Planet Earth shows that it took millions of years for the species to stop being nomadic and establish a permanent home. However, after man discovered that he could cultivate his own food and build their own homes, the demographic process grew greatly proportion. With advances, human beings have achieved improvements in their lives, producing more he began to have well-being, improving comfort, health and consequently providing greater longevity. But with these advances, the ecosystem deteriorates. As we find in Caldini (2008, p. 30), “An ecosystem is made up of a community of

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living beings (animals, plants, bacteria and others) and the physical environment in which they are found. The beings living things relate to each other and the environment."

However, in the 19th century man's concerns were focused on the population growth and agricultural production, with the food supply. It was only in first half of the 20th century, with the manufacture and explosion of the first atomic bombs, in Japan, and the frequent environmental catastrophes (storms and erosion), which man began to notice the ecological imbalance it caused by modifying the biosphere. It is understood by biosphere, a "thin layer of the Earth that shelters life", cited by Czapski (2007, p. 269). It is also found in SATO (2018, p. 68) "All ecosystems together form the biosphere".

But it was from the 1960s onwards that young people started movements across Europe and United States that spread throughout the world in the 1970s and 1980s causing new looks and change in behavior.

> ...Mainly composed of young people, and immersed in the countercultural climate, they articulated the influences of the 1968 student movement, the new left and pacifism in an ideal of social and existential change, of contestation against the consumerist and materialist society, having as a utopian horizon a life free from normalizations and social repressions and in harmony with nature. (CARVALHO, p. 46, 2012)

From then on, movements, conferences, world congresses emerged with the aim main objective of seeking an ecologically balanced environment, culminating in decrees and treaties of commitments to the balance of the ecosystem and development conscious on the planet.

Therefore, the concern for changing behavior is enormous. It is recognized that this change needs to reach a significant number of people in a short period of time with daily attitudes, consequently the answer lies in Educational Institution.

> Given this, sustainability must be part of the school routine and the attitudes of its staff, serving as good examples for children. In other words, what is taught to students in theory must be put into practice. It's no use for the teacher to talk about the importance of recycling in class if the school itself doesn't conduct selective waste collection and doesn't have recycling bins scattered around the school. (VIEIRA, 2020, SP)

As a way of bringing information to as many people as possible and implementing policies that can help preserve the environment, Environmental Education emerges, which aims at the conservation, preservation and sustainable use of natural elements, addressing their different aspects involving cultural, economic, social, political, ecological aspects and ethics, in an interdisciplinary and multidisciplinary manner.

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Early childhood is the time when most of our knowledge is acquired and the stage of development in which personality is formed, is believed to be the ideal time to have contact with Environmental Education.

Thus, we visualize a research work that investigates the existence or not of Environmental Education within Early Childhood Education. Despite advances in inclusion in Education Children, in the approval of laws that determine the development of Environmental Education and knowing that they are present in the pedagogical documents, it is still not possible to ensure that teaching practice reflects the guidelines of the MEC or Municipal Education Departments. In the search to reduce this gap between the Laws and practice and qualifying the education of children, research into the practice of Environmental Education in Education emerges Nursery child.

2. THEORETICAL FRAMEWORK

2.1 Environmental Education

Understanding the large-scale ecological drivers of climate change behavior regarding the appropriate and sustainable use of our ecosystem, is directed for Education. This way it is possible to reach the population efficiently and in quantity, and thus, achieving behavioral change. Because, according to RAMOS (2019, p.72). “Education is the opportunity to fully develop human potential. Education itself does not promote all the conditions for human development, but without it there is no sustainable development”.

Environmental Education is capable of changing behavior, transforming a society and developing an ecologically informed citizen, as we see in the quote from Oak:

> As an educational activity, Environmental Education has been an important mediator between the educational sphere and the environmental field, engaging with the new problems generated by the ecological crisis and producing reflections, concepts, methods, and experiences that aim to build new foundations of ecological knowledge and values for this and future generations. The legitimization of this set of environmental concerns and practices in contemporary society is the fertile ground in which we can see the emergence of an ecological subject (CARVALHO, 2012, p. 25/26).

Environmental Education is commonly focused on solving local problems, establishing integrated relationships between human beings, society and nature, with the aim of aiming for local and global balance, aiming to improve the quality of all levels of life. It is observed that some people listen and accept ideas, however, other people present

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resistance to changing their habits. This difficulty in changing habits is understandable behavior, because for thousands of years it has been taught that Nature is inconvenient for development, vegetation is weeds, land is dirt, water is inexhaustible and they need make room for modernity, capitalism, and profit. These concepts need to be revised.

Environmental Education is the way to change human habits, However, it is not an easy path to follow, it requires much more than reading and telling stories, it is necessary to touch, to sensitize. As Moacir Gadotti says:

> The challenge is to re-enchant children, adolescents, young adults, and adults so they realize their belonging to the planet. One doesn't learn to love the Earth simply by reading books or hearing words that highlight its beauty and importance; personal experience is fundamental. It requires profound pedagogical work based on everyday life, on subjectivity, on "reading the world" in each context, in its different dimensions (political, cultural, economic, social, environmental), on the relationship between the closest and the most distant, and on the themes that are common and general to the planet. (GADOTTI, 2010, p.8)

2.2 Environmental education vs. early childhood education

Environmental Education involves all areas of knowledge, in a interdisciplinary and multidisciplinary and is a search for change in behavior, habits, customs that are rooted in human beings. Thus, it effectively reaches the student, developing and re-educating the ecological perspective that was lost during development industrial and technological. Environmental Education allows the development of a critical eye towards events and emerges for the ecosystem, directing care for it. We only care than we know.

Children in early childhood have the greatest mental development of their existence, assimilating facts and knowledge that will be part of the rest of their lives, building their identity. Therefore, the most important phase for acquiring understanding and sustainable understanding. This phase is the one that presents the greatest receptivity to learning, as Mozart Neves Ramos says: “In early childhood, responses are faster, more intense and more lasting, in contrast to those seen in youth, which are, in their time, relatively slower, less intense and less lasting” (RAMOS, 2019, p.66).

The first and most important stage of Basic Education is Early Childhood Education, offered in public or private educational institutions, aiming to care and educate, has the purpose “[...] the integral development of the child in its physical, emotional, intellectual, linguistic and social, complementing the action of the family and community [...]”, as indicated in Resolution No. 5/2009, which sets National Curricular Guidelines for Early Childhood Education (BRAZIL, 2010), specifically in article 5.

In this way, Early Childhood Education must be aligned with the Guidelines due to its nature. mandatory and because they contemplate the socio-historical-cultural conception, by confirming the need for comprehensive training of the subject.

According to Dr. Beatriz Ferraz (2018):

> ...the importance of Early Childhood Education must be considered as the beginning of the entire school learning process, given that, according to neuroscience studies, approximately 80% of an adult's brain is formed during the first three years of life, as well as emotional control, social skills, language, and arithmetic. Therefore, we believe in Early Childhood Education that considers the affective, emotional, social, and cognitive specificities of children aged 0 to 5 years, through a sensitive approach, attentive listening, and clarity regarding child development, prioritizing the quality of the experiences offered to children ("Pedagogical Approach - Vision of Early Childhood Education - Santo André", 2018).

Thinking about all this complexity and the fact that children have their brains in the middle of the information acquisition phase, it is believed to be the ideal phase to start the development of ecological awareness.

Early life care is important for early human development and in the early school years are fundamental for the development of the child's physical and mental health for the rest of their life. It is precisely at this age that it becomes important develop ethical, cultural, social, historical and ecological values. As we see in statement below by Marta Pinheiro:

> The development of the central nervous system begins in utero and is influenced by genetic and environmental factors. Cognitive preconditions are provided by biological inheritance (which defines the macrostructure) in the form of potential; upon this potential, learning and memory processes act, shaping the child's brain (microstructure), endowed with an excess of synapses. Competitive processes between neurons, resulting from progressive and regressive events that overlap and interact, determine the brain's definitive structure and function (PINHEIRO, 2007, p. 45-46).

School education aimed at children, in Nursery, presents a Didactics focused on care and education. Basic and essential care in early childhood is interconnected with education. All actions carried out in daycare, no matter how simple, that is, it aims to take care of educational procedures and knowing that they are in full learning it is believed to be the ideal time to introduce Environmental Education. Also because it is in the first 36 months that the individual develops the capacity for assimilation and learning.

> Neurology research shows that early childhood is a crucial period in brain development. Babies begin learning about the world around them very early, beginning with the prenatal, perinatal (immediately before and after birth), and postnatal periods. (RAMOS, 2019, p.65)

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It is typical of children to be curious and to show a desire to discover everything they see. forward. They are natural scientists and this needs to be taken advantage of in the best way, with investment for the future. Adequate motivation is needed for the knowledge makes sense in learning. The sooner she experiences experiences environmental factors, the better these experiences will be incorporated into their behavior. Children will be also great transmitters of learning to their families.

The fact that Environmental Education is crucial for our research sparks interest. survival, be guaranteed by law and still not present deep incorporation school. Therefore, the topic arises to unveil the incorporation of Environmental Education in Early Childhood Education classes in the municipal network of Santo André/Brazil.

Planet Earth is formed by a natural grouping of living beings and non-living beings. living beings that are interconnected in a large network, this is the Environment in which man takes away its survival. Knowing the importance of the Ecosystem for the survival of all species, including humans, and there are laws that guarantee Environmental Education the Project is viewed with the purpose of researching whether Environmental Education was incorporated in Early Childhood Education at the Municipal Daycare Center in Santo André (São Paulo/Brazil) in 2020.

3. METHODOLOGICAL FRAMEWORK

3.1 Research Focus

According to the tools used in the research, the study corresponds to the approach quantitative, descriptive level and design is non-experimental.

The quantitative method is represented by an investigation that starts with the researcher. He develops a set of steps that follow a methodologically organized order, where It is not possible to skip any phase. Starting with an idea, it defines objectives and research questions that leads to a theoretical perspective. From the questions, hypotheses are raised, a The plan is drawn up, the variables are measured, the measurements are analyzed using statistical methods, and conclusions are drawn. It is a well-structured and closed method, as we see in the quote. below:

> *The quantitative approach (which represents, as we say, a set of processes) is sequential and probative. Each step precedes the next one and we cannot "play" or evade steps. The order is strict, although right from the start, we can redefine any phase. It starts from an idea that is being developed and, once delimited, objectives and research questions are derived, literature is reviewed and a framework for a theoretical perspective is constructed. From the questions we establish hypotheses and determine variables; bring a plan to test them (design); if you understand the variables in a certain context; measurements obtained using statistical methods are analyzed, and*

> *extracts a series of conclusions regarding hypotheses (SAMPIERI, 2014, p 4 and 5).*

The type of research is descriptive, this is the most common and presents the value of variables and the aim of obtaining accurate measurement or in-depth description, as the author states:

> *Often, the researcher's goal is to describe phenomena, situations, contexts and successes; This is, detailing how it is and manifests itself. With descriptive studies we seek to specify the properties, characteristics and profiles of people, groups, communities, processes, objects or any other phenomenon that is submitted to an analysis. Just as exploratory studies fundamentally serve to discover and prefigure, descriptive studios are useful to accurately show the angles or dimensions of a phenomenon, success, community, context or situation. (SAMPIERI, 2014 p. 92)*

According to Sampieri, there are three types of drawing: experimental and non-experimental. or multiple. As we see below:

> *In general terms, we do not consider that one type of investigation — and consequent designs — is better than another (experimental versus non-experimental). As Kerlinger and Lee (2002) mention, both are relevant and necessary, as they have their own value. Each one has its characteristics, and the decision about which class of investigation and specific design we need to select or develop depends on the planning of the problem, the scope of the study and the formulated hypotheses (SAMPIERI, 2014, p. 129).*

Non-experimental research is characterized by studies that are carried out without manipulation, composed of a deliberate set of variables and in which only the phenomena are observed in their natural environment for analysis, as stated by Sampieri (2014, p.152).

4. TYPE AND LEVEL OF INVESTIGATION

The type of investigation used will be descriptive, which prioritizes the observation of facts without interfering, using questionnaires, interviews and observations to carry out fact-finding of a specific group.

4.1 Procedure

The interview was conducted using questionnaires with open and closed questions. A dialogue will take place between the interviewer and other people to answer or provide answers. that the observation of the documents could not supply, aiming to fulfill the objectives proposed. These interviews or questionnaires were distributed via email with the help of from Google *Forms.*

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4.2 Research Field

4.2.1 General - Santo André

The city of Santo André (São Paulo/Brazil) was chosen for being an engaged city in environmental activities and be within the Atlantic Forest environmental conservation area. The The municipality is located in the eastern region of the state of São Paulo, 57 km away from the coast Paulista and its foundation dates back to the discovery of Brazil.

> The municipality's name goes back to the ancient village of Santo André da Borda do Campo, which existed in the Greater ABC region. This village was founded by João Ramalho, who married the indigenous woman Bartira, daughter of Chief Tibiriçá of the Guaianases tribe. On April 8, In 1553, his request to transform the region where he lived into a town was granted by Governor-General Tomé de Sousa. (SANTO ANDRÉ, 2021, sp)
> The name "Santo André" only resurfaced in 1910, with the creation of a district along the São Paulo Railway or Santos-Jundiaí Railway. At that time, the region constituted the station neighborhood of the municipality of São Bernardo. (SANTO ANDRÉ, 2021, sp)

The municipality is bathed by the Billings Reservoir, one of the largest and most important water reservoirs in Greater São Paulo with a useful capacity of 11.21 billion liters of water, designed in 1925 by engineer Billings from the Light company and located near the Anchieta Highway. The municipality's vegetation is the existing Atlantic Forest mainly in preservation areas.

4.2.2 Specific – Paranapiacaba Daycare Center

The specific field of research consists of two daycare centers in the interior of municipality of Santo André and belonging to environmental preservation regions. A Unit The school is the Paranapiacaba Nursery, located in the village of Paranapiacaba, opened on the day 06/27/2012. The daycare center serves 60 children distributed across the nursery, 1st initial cycle and 1st cycle final, which correspond to the age of four months to three years and eleven months. The Daycare serves children who live in the Village itself (sixteen), but the vast majority of children (forty and four) come from nearby neighborhoods, requiring school transportation.

> Teachers take advantage of sunny or clear weather to take the children out into the neighborhood, once they've settled into their routine. The village is very peaceful, free of traffic, and where children meet relatives and acquaintances. It's a great place to stimulate the senses in young children, sharpening their hearing, taste, sight, smell, and touch. (PPP/PARANAPIACABA, p.16, 2020)

4.2.3 Specific – Professor Sueli Leal Barros Daycare Center

The Professora Sueli Leal Barros Daycare Center is located in the Parque Andreense neighborhood and was opened on April 16, 2016. The daycare center operates in a mixed period, that is, it has

care for children in the morning, afternoon and also full-time,
serving 206 children distributed across the nursery, 1st initial and final cycle, 2nd initial and final cycle corresponding to the age of four months to five years and eleven months. The territorial dimension the neighborhood is extensive, so public transportation is offered to students who live far from the school.

> With this in mind, and because our region is a protected area for water sources, the need to promote environmental education from an early age becomes evident, but from a perspective beyond the valorization/construction of identities, thus encompassing real needs and demands and broadening the worldview. It is necessary to establish a connection between actions and reactions that occur in both more urbanized areas and protected areas, extending to the entire community, whether through parents/family members, the School Council, the Children's Council, or other organizations existing in the neighborhood. (PPP/BARROS, p.15, 2020)

4.3 Procedure in the Santo André Network

In order to carry out research with teachers at daycare centers in Santo André, if necessary, request approval from the Resource and Project Management Department Specials.

The Directors of the School Units were aware of the research and were very requests for appropriation and dissemination of the research. With the intention of informing educators of the ongoing research and its relevance to Education, each DUE entered into contact with your group of teachers through the social network WhatsApp, as it is a way that is within everyone's reach, allows immediate responses and is currently being widely used, also in Education.

In this way, the questionnaire prepared in Google Forms was sent to the directors from the EU so that they could forward them to the teachers. The responses were received, analyzed and organized by the researcher to organize the data.

FINAL CONSIDERATIONS

Knowing the existence of global, federal and municipal laws and decrees that guarantee Environmental Education and that a change in behavior is the way to have a tolerable future, it was envisioned to research the incorporation of Environmental Education into Education Infant, the initial phase of children's school life and fundamental for the appropriation of knowledge and acquisition of values, in addition to being multipliers of environmental awareness. Early childhood is the time when a large part of knowledge is acquired and the phase of development in which personality is formed, it is believed to be the ideal time to initiate contact with Environmental Education.

The specific objectives are:

1-Identify what knowledge educators have about Environmental Education and its laws from the Municipal Daycare Center of Santo André (São Paulo/Brazil), where it was observed that in relation to the knowledge of laws on Environmental Education comprises 57.1% of teachers, while 42.9% are unaware of the laws on Environmental Education.

2-Describe the Environmental Education practices of Early Childhood Education teachers of the Municipal Daycare Center of Santo André (São Paulo/Brazil), in which it is observed, through the testimonies from teachers who developed Environmental Education in Daycare Centers occurs effectively where eleven teachers claim to work on the environmental theme, and two state that some projects are carried out and toys are built with scrap and one third teacher did not participate in the school routine on the reference date of the research.

Regarding the performance of early childhood education teachers at the municipal daycare center in Santo André, it is clear that Environmental Education was present in the experiences and projects developed with children in the pedagogical practices of 85.7% of teachers; It is found that 71.4% of teachers prioritized outdoor spaces during teaching; It was prioritized that children could run freely by 92.9% of teachers; It was given the opportunity that children observe the different plants, their colors, smells and textures for 100% of the teachers. The observation of rain and its smell by children was provided by 50% of the teachers, the observation of the different colors and smells of flowers was made possible by 78.6% of teachers, the observation of birdsong and their different species was provided by 64.3% of the teachers, the observation of insects and their varieties was provided by 64.3% of teachers, the discovery of different flavors of nature was provided by 78.6% of the teachers. These were beautiful experiments that were provided by more than half of the teachers.

However, observation of the movement of clouds and their different shapes by children was given the opportunity by only 28.6% of teachers, the observation of the movement of water for children was provided by 35.7% of teachers, observation of the movement of the sun by children was provided by 21.4% of teachers, the observation of the different shades of the sky was used by 28.6% of the teachers.

3- Identify the importance of educational practice in Environmental Education for Early Childhood Education teachers at the Municipal Daycare Center of Santo André (São Paulo/Brazil). The all of the teachers surveyed understand that Environmental Education must be included in the school curriculum. Among the teachers, 92.9% are aware that the city

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Santo André has an Environmental Education school. Among the teachers, 85.7% have knowledge that the city of Santo André offers training in Environmental Education.

At this point, an analysis was made of the questionnaire answered by the teachers, where it was found in the Personal Information that all are female, half, 50%, of the teachers are women aged between 31 and 41 and live in different cities surroundings of Santo André.

Regarding Academic Training, all of them have a degree, of which eleven have as training in their curriculum the Pedagogy course. All have postgraduate degrees, including five of them with two or more postgraduate degrees. This fact shows that they are teachers concerned with improving their knowledge. As for specialization, only two do not have it. The others have specialization in Education, Literacy, Literacy, Early Childhood Education, Psychopedagogy, Special Education, Inclusive Education, Psychomotricity.

Regarding career, it can be seen that 57.1% of female teachers have been teaching for 16 years. or more, 71.4% have been working for the Santo André city hall for between 6 and 15 years and 42.9% have been between 6 and 10 years old in early childhood education. It is noted that almost half have little time in Early Childhood Education.

When asked about the environmental care that teachers take in their residences, all responded with attitudes focused on caring for the environment. However, the that was most evident, that is, what appeared most as care measures environmental measures were: recycling, water reuse, conscious use of light and reuse of oil, peels and/or other foods.

All of the teachers surveyed agree that the child's contact with nature must be provided by the Department of Education, by the daycare management team and by the daycare teacher. All of the teachers surveyed believe that contact with the elements of Nature is important at this stage of the child's development. However, totality does not develop environmental pedagogical practice.

Considering that all the teachers surveyed believe that Education Environmental issues should be included in the school curriculum, is aware that the city of Santo André owns an Environmental Education school and is aware that the city of Santo André offers training in Environmental Education, the question remains, why do none of them have it? postgraduate or specialization in Environmental Education?

It is noted that almost half have little time in Early Childhood Education, only a few projects are carried out, there are those who build toys with scrap believing that are working on Environmental Education and most of them do not know Environmental Laws.

Thus, this data shows us that these teachers need knowledge of laws
Environmental and Environmental Education to complement and enrich your teaching practices
and thus the need for training for teachers entering Education is observed
Children's in Santo André.

The Teacher has a fundamental role in the transmission and construction of knowledge.
There can be no more important and noble mission for the teacher than to build knowledge
about the planet we inhabit, our home, and develop care for it. We only care
than we know. Whoever makes us alive we must do more than care for, we must appreciate and cherish.

Since November 30, 2007, that is, fourteen years ago, the Law was enacted
of State Environmental Education, and we still find professionals in Education who
are unaware of Environmental Laws and who do little or nothing to develop Environmental Education in their
classrooms.

Law number 9795 (1999), which states in its 1st paragraph of Article 10 – “Education
environmental education should not be implemented as a specific subject in the teaching curriculum”, explains
a problem. Because, after 22 years of its enactment, there is little engagement from
population in relation to the environment in which they live. Political and practical practices are necessary
educational measures more aligned with the ecosystem.

For Environmental Education to be developed as an educational practice
integrated, interdisciplinary and permanent way, professionals need to receive in their
Undergraduate courses in Environmental Education. Conclusion: Education professionals
need to learn how to develop Environmental Education.

It is observed that these teachers need to have knowledge in
Environmental Legislation and Environmental Education to complement and enrich your practices
pedagogical.

However, it is concluded that Environmental Education at the Municipal Daycare Center of Santo André is
worked by most teachers who are committed to such a group of children
small and a recent discipline that is seeking space in Education. The effort is noticeable
and dedication to developing simple but impactful activities for children.

The Early Childhood Education teachers at the Santo André Municipal Daycare Center (São
Paulo/Brazil) managed to develop, in the face of their difficulties (such as knowledge),
innovative practices in Environmental Education.

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