

SUSTAINABLE EDUCATIONAL SPACE: CONTRIBUTIONS TO SOCIAL TRANSFORMATION

ESPAÇO EDUCADOR SUSTENTÁVEL: CONTRIBUIÇÕES PARA A TRANSFORMAÇÃO SOCIAL

ESPACIO EDUCATIVO SOSTENIBLE: CONTRIBUCIONES A LA TRANSFORMACIÓN SOCIAL

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RESUMO

Detalhamos, neste texto, o conceito Espaço Educador Sustentável sob a ótica da Educação Ambiental Transformadora. Para isso, utilizamos o pensamento crítico na análise de documentos oficiais nacionais que trazem esse conceito e a reflexão de Loureiro (2012) para sustentar a abordagem emancipatória da Educação Ambiental. Como resultados, inferimos que os documentos oficiais, mesmo com variações textuais, utilizam a necessidade da abordagem tríade espaço físico, gestão e currículo para a representação do conceito de espaço educador sustentável (EES). Ainda, neste conceito, o espaço físico é reconfigurado para melhor apropriação dos bens ambientais, bem como para a criação de espaços de interação e convívio na escola. A gestão é democrática e participativa e pode contar com a Comissão de Meio Ambiente e Qualidade de Vida para o desenvolvimento das ações e com um projeto-político-pedagógico, pelo qual o currículo é desenvolvido com pedagogias críticas e com ações em prol da sustentabilidade socioambiental. Por fim, defendemos a Educação

Ambiental Transformadora como soporte teórico-metodológico para a transformação de escolas públicas brasileiras em espaços educadores sustentáveis.

PALAVRAS-CHAVE: Políticas Públicas; Educação Ambiental Transformadora; Sustentabilidade Socioambiental.

RESUMEN

Detallamos, en este texto, el concepto de Espacio Educativo Sostenible desde la perspectiva de la Educación Ambiental Transformadora. Para ello, utilizamos el pensamiento crítico en el análisis de los documentos oficiales nacionales que traen este concepto, además de la reflexión de Loureiro (2012) para apoyar el enfoque emancipatorio de la Educación Ambiental. Como resultado, inferimos que los documentos oficiales, incluso con variaciones textuales, utilizan la necesidad de la tríada espacio físico, enfoque de gestión y currículum para la representación del concepto de espacio educativo sostenible (EES). Aún así, en este concepto, el espacio físico se reconfigura para una mejor apropiación de los bienes ambientales, así como para la creación de espacios de interacción y convivencia en la escuela. La gestión es democrática, participativa y puede contar con la Comisión de Medio Ambiente y Calidad de Vida para el desarrollo de acciones, también con un proyecto político-pedagógico, mediante el cual se desarrolla el currículum con pedagogías críticas y acciones a favor de la sostenibilidad socio-ambiental. Finalmente, defendemos la Educación Ambiental Transformativa como soporte teórico y metodológico para la transformación de las escuelas públicas brasileñas en espacios educativos sostenibles.

PALABRASCLAVE: Políticas Públicas; Educación Ambiental Transformadora; Sostenibilidad social y ambiental.

ABSTRACT

We detail, in this text, the Sustainable educational space concept from the perspective of Transformative Environmental Education. For this, we use critical thinking in the analysis of national official documents that bring this concept and the reflection of Loureiro (2012) to support the emancipatory approach to Environmental Education. As a result, we infer that the official documents, even with textual variations, use the need for the triad physical space, management and curriculum approach for the representation of the concept of sustainable educational space (EES). Still, in this concept, the physical space is reconfigured for better appropriation of environmental goods, as well as for the creation of spaces for interaction and conviviality at school. Management is democratic and participatory and can count on the Environment and Quality of Life Commission for the development of actions and a political-pedagogical project, whereby the curriculum is developed with critical pedagogies and actions in favor of socio-environmental sustainability. Finally, we defend Transformative Environmental Education as a theoretical and methodological support for the transformation of Brazilian public schools into sustainable educational spaces.

KEYWORDS: Public Policies; Transformative Environmental Education; Social and Environmental Sustainability.

1. INTRODUCTION

In this text, we aim to detail the concept of Sustainable educational space (EES) from the perspective of Transformative Environmental Education, contributing to the constitution

of a critical epistemology of Brazilian Environmental Education. For that, we resorted to official national documents that introduced the concept of Sustainable educational space in Brazilian public education institutions and, consolidated on Loureiro (2012), we investigated the principles constituent of this terminology.

This concept is present in Brazilian schools throughout the national territory, induced by state actions related to school management and to the training of teachers and managers. The public investment in this idea and in the actions to seek the appropriation of the proposal by the schools justify the analysis. In this way, we answer the questions: What is this space that many schools seek to build? With this concept, what education are we talking about? Which sustainability proposal is conveyed?

Our theoretical-methodological option is represented by critical thinking, of Marxist origin, because we understand that the environmental issue with a view to social transformation must be apprehended by a method that offers, in the words of Marx (1859), the production of concrete knowledge, or in other words, thought is one of the ways to appropriate the concrete through the reproduction of what was thought, however, this is not the genesis of the concrete, for the appropriation of a thought or knowledge, in this method, occurs by the conjectures about the conditions determined for and with a certain population, by the type of child and family, type of community, education and State. Consequently, the apprehension of a certain concept conveyed in the school must involve all these possibilities, and as many others that are necessary for the explanation of the concrete.

Still, we turn to Leff (2002, p. 44-45) to emphasize that the conceptual production of historical materialism "allows to explain the effects of the capitalist mode of production on its ideological and cultural formations and on its ecological sustainability bases".

That said, we understand that the contemporary public school faces secular obstacles with regard to the production of knowledge and didactics. In order to the school to be able to break with historical adversities, it is necessary political attitudes capable of opposing the manufacturing school model and that, through a new didactic, the organization of the current didactic work be overcome (Alves, 2004).

In view of that, understanding the assumptions of Transformative Environmental Education and the educational principles contained in the "sustainable educating space" can be a great contribution to the area, as we find in these theoretical and methodological possibilities to review, comprehensively, the educational practices of the educational institution.

Therefore, in the next topics we will discuss how the official documents present sustainable educative spaces to schools; what are the foundations of a Transformative Environmental Education, and how we can understand a sustainable educational space in the light of this type of education.

This research is of a bibliographic nature and was searched in national official documents available on official government websites, those containing the keywords "sustainable educational space" and "sustainable school", as well as their plural variations in the period from 2009 to 2014. The time frame is justified by the dissemination of keywords

in the National Sustainable Schools Program (PNES). After the reading and file of the documents, we sought the establishment of the relationship with Transformative Environmental Education.

2. THE SUSTAINABLE EDUCATIONAL SPACE IN OFICIAL DOCUMENTS

Trajber & Moreira (2010) understand the Sustainable educational spaces (EES) as

[...] those who have the pedagogical intent to constitute concrete references of socioenvironmental sustainability. That is, they are spaces that maintain a balanced relationship with the environment; they compensate their impacts with the development of appropriate technologies, thus allowing quality of life for present and future generations (Trajber & Moreira, 2010, p. 71).

The introduction of the term “sustainable educational space” in Brazilian public schools took place, largely, through the actions of the National Sustainable Schools Program (PNES).

In addition, the PNES was motivated by confrontations experienced at the Colloquium on Education for Sustainability, of the Energy Matrix for Development with Equity and Socio-Environmental Responsibility working group; the Council of Economic and Social Development (CDES) for provocations established in the National Plan on Climate Change (2008); and in Federal Decree no. 7,083, January 27th of 2010, which provided for the Mais Educação Program (Trajber & Sato, 2010).

According to the National Plan on Climate Change, the Ministry of Education proposed, for coping the climate change, “the implementation of programs for sustainable educational spaces with the readjustment of buildings (school and university) and management, in addition to training teachers and the insertion of the theme in curricula and teaching materials ”(Brasil, 2008, p. 113).

In addition, the report of the aforementioned working group inserted the idea of sustainable educational spaces as a proposal for energy efficiency and determined that:

[...] so that environmental education is effective and contributes to the mitigation of the effects of climate change and the formation of a new citizenship, it was agreed in the discussions among the councilors that educational institutions are incubators of concrete changes in social reality articulating three axes: buildings, management and curriculum (Brasil, 2009a, p. 07).

In the Mais Educação Program, the integral education proposal had as one of the principles:

[...] the incentive to the creation of sustainable educational spaces with the readjustment of school buildings, including accessibility, management, teacher training and the insertion of environmental sustainability themes in the curricula and in the development of teaching materials (Brazil, 2010, np).

The Environmental Education foreseen in educational institutions, according to the National Curriculum Guidelines for Environmental Education (DCNEA), must contemplate the “stimulus to the constitution of educational institutions as sustainable educational spaces, integrating curriculum proposal, democratic management, buildings, turning them references of socio-environmental sustainability”(Brasil, 2012a, p. 05).

Thus, the aforementioned documents encourage the creation of sustainable educational spaces, based on the tripod: buildings, management and curriculum. Therefore, the PNES materialized the propositions and aimed to “encourage Brazilian schools to make their transition to socio-environmental sustainability, becoming sustainable educational spaces” (Brasil, 2014, p. 01).

Thereby, the preliminary PNES document defines sustainable educational spaces as:

[...] those who, in their pedagogical practice, create conditions to promote the culture of socio-environmental sustainability. In other words, they reflect this intentionality in an articulated way in the curriculum, in the buildings, in their management model and in school-community relations, seeking, above all, to enable the experience of the ecological subject (Brasil, 2014, p. 01).

While the report by the Economic and Social Development Council presents EES as “those who maintain a balanced relationship with the environment and compensate their impacts with the development of appropriate technologies, allowing quality of life for present and future generations” (Brazil, 2009a, p. 07).

Despite the congruence in the definitions, we apprehend that the one contained in the PNES was more concerned with detailing, including assuming theoretical assumptions, such as the concept of ecological subject developed by Carvalho (2010).

The tripod physical space, management and curriculum mentioned in all documents is explained in two other texts guiding of actions that integrated the PNES: the book *Let's Take Care of Brazil with Sustainable Schools* (2012b) and the *Sustainable Schools manual* (2013a) that guided the operationalization of the Direct Money at School Program (PDDE) Sustainable Schools.

According to the proposal presented in *Sustainable Schools and Com-Vida: Formative processes in environmental education* (2010) and in “*Let's Take Care of Brazil with Sustainable Schools: educating ourselves to think and act in times of global socio-environmental change*” (2012b), the school when it becomes a sustainable educational space will break with aspects of the logic that sustains contemporary society, as it tends to transform individualism, competition and hierarchy into collectivity, collaboration and cooperation in order to fulfill its role in defense of a society of democratic socio-environmental quality.

This is because in this proposition the physical space, the management and the curriculum take care and educate, in the sense of operating with a careful attitude (Boff, 1999) and with dialogue (Freire, 1979). Specifically,

[...] the physical space takes care and educates, as both the buildings and the wooded and landscaped surroundings are designed to provide better conditions for learning

and social interaction. The buildings are integrated with the natural landscape and local cultural patrimony, incorporating technologies and materials adapted to the characteristics of each region and each biome (Brasil, 2012b, p. 12).

[...] management takes care and educates, as it encourages respect for diversity, mediation through dialogue, democracy and participation. With this, the school collective builds more effective mechanisms for decision making (Brasil, 2012b, p. 12).

[...] the curriculum takes care and educates, as it is guided by a political-pedagogical project that values diversity and establishes connections among the classroom and the different types of knowledge: scientific, those generated in the daily lives of communities and those that originate from traditional people (Brasil, 2012b, p. 11).

The PDDE Sustainable Schools manual (Brazil, 2013a) reconfigures these definitions to link them to financeable items, and proposes:

Physical space: use of construction materials more adapted to local conditions and an architectural design that allows the creation of buildings with thermal and acoustic comfort, which guarantee accessibility, efficient water and energy management, sanitation and proper disposal of waste. These places have conducive areas to the coexistence of the school community, encourage food and nutritional security, favor sustainable mobility and respect cultural patrimony and local ecosystems.

Management: sharing planning and decisions regarding to the destiny and routine of the school, seeking to deepen the contact between the school community and its surroundings, respecting human rights and valuing cultural diversity ethnic-racial and existing gender.

Curriculum: inclusion of sustainable knowledge, know-how and practices in the Political-Pedagogical Project of educational institutions and in their daily lives based on an approach that is contextualized in the local reality and establishes links and bonds with the global society (Brasil, 2013a, p. 02).

Therefore, the principles of the sustainable educational space become applicable, that is, having the school understanding the triad (physical space, management and curriculum), in order to be able to organize itself and thus execute its action plan. In this way, the school is reframed through actions that are supported by the tripod. Consequently, the concept of a sustainable educational space "implies principles and foundations based on pedagogies that make it possible for schools to transform themselves" (Siqueira & Zanon, 2019, p. 553).

Thus, it is possible to rethink a school environment of primacy, in the sense of making it integrating, educating and sustainable, which implies its adequacy in architectural terms, that is, redesigning spaces according to new purposes, but also the curriculum and local decision-making processes consistent with the principles of sustainability (Borges, 2011).

Whereas at the Sustainable School:

[.] the curriculum takes care and educates, as it is guided by a political-pedagogical project that values diversity and establishes connections between the classroom and

the different types of knowledge: scientific, those generated in the daily lives of communities and those that originate of traditional peoples.

[.] management takes care and educates, as it encourages respect for diversity, mediation through dialogue, democracy and participation. With this, the school collective builds more effective mechanisms for decision making.

[.] the physical space takes care and educates, as both the buildings and the wooded and landscaped surroundings are designed to provide better conditions for learning and social interaction ”. (Brazil, 2012b, p. 11-12)

Therefore, the educational practices that will constitute the sustainable educational space are founded on a proposal that requires critical pedagogy, with emphasis on emancipatory and dialectical ones.

We understand that actions aimed at transforming the school into a sustainable educational space will contribute to social transformation because they are part of the core of Critical Environmental Education practices, particularly Transformative Environmental Education, as it refers to “all the relationships that place us on the planet and that occur in society - dimension inherent to our condition as a species ”(Loureiro, 2004, p. 79).

3. THE TRANSFORMATIVE ENVIRONMENTAL EDUCATION

The explanations about Transformative Environmental Education (TEE) brought in this topic are anchored in the works of Carlos Frederico Bernardo Loureiro, especially in the book “Trajetórias e Fundamentos da Educação” (Trajectories and Fundamentals of Education) (2012). TEE is related to that environmental education with an emancipatory content. Thus, human activities related to educational activities are, through dialectics, constantly transformed and, consequently, provide changes both individually and collectively, extending also to local and global, structural and conjunctural, economic and cultural changes.

Consequently, critical, transformative, socio-environmental and popular Environmental Education refers, as a social praxis and process of reflection on life and nature, contributing to the transformation of the way we are inserted and exist in the world, to a single theoretical -structuring practice category: education (Loureiro, 2012, p. 35).

The Transformative Environmental Education essentially seeks conscious political action, the construction of ecological ethics and the sustainability of life, for this reason education is understood as a social praxis that contributes to the construction of another society, which has different civilizing processes than the current ones.

TEE has as one of its foundations, the principle of rational uncertainty postulated by Morin (2002). This implies conceiving environmental rationality as open because the production of knowledge is dynamic and the construction occurs from inquiries about the world, society, the human and knowledge itself. Consequently, in TEE, knowledge is learned through the context, global, multidimensional and complex categories.

Thus, knowledge is apprehended through meaningful words in presented texts that contextualize the conjectural relationships in which the human is inserted. Still, knowledge must consider the human and society as historical and diverse, in a complex relationship in which the union of the parts constitutes the whole.

Transformative Environmental Education presupposes a critical conscience that is not only capable of reflecting the conditions of human existence, but that projects “performance and overcoming the relations of domination and oppression between humans and humanity-nature” (Loureiro, 2012, p. 107).

Still, for a better understanding of the Transformative Environmental Education, we consider it necessary to present the meaning of education, society and nature.

Educating is an ontological human action and “refers to the social processes related to learning - which is translated into the personal dimension by the sensitive perception, reflective capacity and objective and dialogical action in reality” (Loureiro, 2004, p. 76).

For this reason, educating can be a conservative or emancipatory action because education can produce and reproduce social relationships; and / or reflect and position themselves ethically in the ethical and moral codes of coexistence. In other words,

Education is a promoter and resultant of several relationships in each historical context of humanity and, at the same time that it allows the change, through problematizing action, it can, depending on how it is structured and what purpose it serves in society, be a means and reproduction of exclusionary, oppressive and dichotomous ways of living (Loureiro, 2004, p. 77).

In this way, Transformative Environmental Education seeks human fulfillment in society. Society is understood as a collective organization of the human species and, also as a complex unit of cultural relations between nature and the species in question.

Therefore, nature is thought of as a continuous movement of self-organization and creation of the universe and life. We clarify that this movement involves organization and chaos; permanence and variation; junction and disjunction; and conservation and change. And, based on this sense of nature, we make it relevant to say that culture “is the organizational specificity of our species” and society is the “cultural dynamic totality” (Loureiro, 2004, p. 79).

The society intended by Transformative Environmental Education is one of social relations established democratically and that sustain planetary life, disregarding prejudices and inequalities that occur in the exercise of citizenship.

In view of this, social sustainability presupposes participatory management in dimensions such as democracy, equity and diversity - of race, gender, cultural, generational, regional (Moreira, 2011).

To briefly summarize, Transformative Environmental Education makes it possible to redesign the way humans relate to themselves, to other living beings and to the planet; it is based on participatory and democratic modes for the exercise of citizenship, critical capacity, dialogue, the assimilation of different knowledge, and the active transformation of reality

and living conditions; and contributes to the overcoming of social practices that are not equitable and supportive.

4. THE LINK BETWEEN SUSTAINABLE EDUCATIONAL SPACE AND TRANSFORMATIVE ENVIRONMENTAL EDUCATION

We know that the proposal to the transformation of Brazilian public schools into a sustainable educational space was built from the convergence of different collective actions, which involved governmental, non-governmental and civil society agents. Among them we mention: National Plan on Climate Change (2008); the Mais Educação Program (2010); Formative Process in Environmental Education: Sustainable Schools and Com-Vida (2010); the National Curricular Guidelines for Environmental Education (2012); the Children and Youth Conference for the Environment (2012); the PDDE Sustainable Schools (2013); and *latu sensu* Post-Graduation in Environmental Education with an emphasis on Sustainable Educational Spaces (2013), which took place in some universities.

These actions were jointly organized by the Environmental Education Board of Directors of the Ministry of the Environment and the Ministry of Education during the governments of Luís Inácio Lula da Silva (2003 to 2010) and Dilma Rousseff (2011 to 2016). However, we recall that the current government of President Jair Messias Bolsonaro extinguished such boards, causing the dismantling of Environmental Education actions, therefore the process of the possibility of transforming public schools into sustainable educational spaces.

Thereby, actions and discourses contrary to those that contribute positively to the quality of life and the environment are reflected, daily, in addition to aggressions to all forms of life and ecosystems, thus demonstrating that the environmental crisis experienced is "a problem of scientific knowledge" (Morin, 2005, p. 177) and also "of reason, of thought" (Leff, 2009, p. 18).

For this reason, it urges the resumption of the "sustainable educational space" and the understanding by education professionals of what this terminology means and, above all, the impact of practices consistent with this concept. To do so, we resorted to the foundations of the concept, which are to care and to educate. These two verbs in the infinitive, with such precious and important meanings, are available in the General National Curriculum Guidelines for Basic Education and are presented in the CNE/CEB Opinion n. 7, of July 9, 2010, as follows:

Caring and educating means understanding that the right to education is based on the principle of the formation of the person in his human essence. It is about considering care in the deep sense of welcoming everyone - children, adolescents, young people and adults - with respect and, with adequate attention, for students with disabilities, young people and adults who are outdated in the age-schooling relation, indigenous people, African descendants, quilombolas and rural people. Educating requires care; taking care is educating, involving welcoming, listening, encouraging, supporting, in the sense of developing the learning to think and act, taking care of oneself, the other, the school, nature, water, the Planet. To educate is, finally, to face the challenge of

dealing with people, that is, with creatures as unpredictable and different as they are similar, throughout an existence inscribed in the web of human relationship, in this complex world. Educating with care means learning to love without dependence, developing human sensitivity in the relationship of one another, with the other and with everything that exists, with zeal, in a situation that requires caution in the search for full human formation (Brasil, 2013b , p.18-19 – emphasis added).

Both verbs permeate the documents that guided the schools during the processes of the IV Children and Youth Conference for the Environment (2013) and the implementation of the Sustainable Schools PDDE resource (from the year of 2013). In these, the physical space, curriculum and management take care and educate through: buildings with trees and gardens that promote better conditions for learning and interaction; connections among different knowledge and diversity; and of dialogue, participation and democracy.

In that regard, we defend that Transforming Environmental Education is the theoretical way that can sustain environmental practices in sustainable educational spaces. This is because the EAT presupposes participatory methodologies, above all that bring the school closer to the community in which it is inserted and curricular activities integrated with extracurricular ones (Loureiro, 2004).

Still, this defense is supported when Borges (2011) says that the transformation of a school into an educating space presupposes “constantly reaffirming its commitment to quality education, an equitable, diverse, plural and sustainable education” (Borges, 2011, p. 11). That said, educating to transform, EAT's sine qua non status, presupposes social practices that favor public well-being, equity and solidarity.

Borges (2011) also makes reference to the need for dialogue among schools and the existence of public policies, as this will generate new inspiring practices and concrete learning. This is another point observed by the EAT, as it argues in favor of collectivity and the integrated planning of public policies for the consolidation of critical environmentalist perspectives.

Regarding to collectivity, sustainable educational spaces rely on democratic and participatory foundations that can be materialized by the Environment and Quality of School Life Committees (Com-Vida). These are a new organization at school, claimed by young people during the 1st Children and Youth Conference for the Environment (2003), which brings together the foundations that allow the circulation of people's knowledge and feelings, called Learning and Culture Circles, which are centers in which the people discuss their problems, but also in which concrete actions of collective interest are organized and planned (Freire, 1980).

Com-vidas must propose and develop actions to improve the environment and the quality of life involving the school and the community. As a result, Com-Vida contribute to a more participatory, democratic, healthy and lively school space, as it gives voice to students and the school community (Brasil, 2007).

Thus, this Commission provides opportunities for the experience of a sustainable educational space because "it allows the constant exchange of information between

individuals and the environment, so that a large part of the learning processes is subject to this relationship that is established with the environment" (Brazil, 2009b, p. 17).

Finally, we return to our initial questions to say: in this proposal, the space is open, it does not fit into classrooms and breaks the school walls, as it involves educational actions with support from the community and with a view to local environmental problems; education is linked to care for the environment, people, social relationships and interactions with other beings and with the planet; sustainability is socio-environmental, that is, it considers human conditions in/for the environment, providing inclusive and equitable practices that sustain the conditions of life on the planet.

In this way, schools can be spaces with the intention of educating for new forms of interaction in society and with nature, the school building has the potential to educate by itself, revealing in the created environments the premises of caring for people and the environment. Something that, in itself, has a multiplying power, as a window of possibilities that opens, bringing encouragement and hope to the places where they are located (Moreira, 2011).

We defend that the creation of sustainable educational spaces contributes to the praxis of Transforming Environmental Education, therefore, it expands the discussions inherent in the Epistemology of Environmental Education, with regard to a permanent, collective, reflective and liberating educational action.

5. FINAL CONSIDERATIONS

In this article, we aim to detail the concept of Sustainable Educational Space from the perspective of Transforming Environmental Education, contributing to the constitution of the Epistemology of Brazilian Environmental Education. To this end, we learned that the wide dissemination of the terminology occurred through actions of the National Sustainable Schools Program.

The analysis of the concept of sustainable educator space described in official national documents showed that, even with textual variations, the triad physical space, management and curriculum is the foundation of the EES. Still, it revealed that care for the environment is closely related to educational processes.

In the sustainable educational space, the physical space is reconfigured for better use of natural assets, as well as the creation of spaces for interaction and interaction at school. Management is democratic and participatory and can count on the support of students through the Environment and Quality of Life Committee. The curriculum is developed through a political-pedagogical project based on critical pedagogies and actions in favor of social and environmental sustainability.

Transformative Environmental Education contributes to a concrete transformation of schools into sustainable educational spaces when it subsidizes the school and non-school community with principles of emancipatory education. Therefore, it is only possible to transform a social institution, such as a school, when we transform the subjects that are in it and the society in which it is part.

The transformation process takes place through human educational activities, which dialectically provide changes in subjects and in the community. In addition to promoting local changes that are articulated with global changes, that is, the unique experiences provide changes in totality.

That said, we say that the sustainable educational space is a space not only linked to the classroom or the school's interior because it presupposes educational activities that involve the local community and the surroundings. It is an educational because it is linked to caring for people, other living beings and the environment, as well as the relationships existed among them. It is sustainable because it is inclusive, it is diverse, it is supported by actions that consider humanity in its most expressive cultural and environmental conditions.

Therefore, we defend Transforming Environmental Education as a theoretical-methodological support for the transformation of Brazilian public schools into sustainable educational spaces.

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