



The essentiality of curricular environmental education in schools for the realization of the Right to Sustainability

La esencialidad de la educación ambiental curricular en las escuelas para la aplicación de la Ley para la sostenibilidad

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Abstract: Curricular Environmental Education in schools plays a fundamental role in promoting the right to a sustainable environment. It is a concept that goes beyond simply teaching about ecology and preservation, being a process that aims to form conscious citizens, capable of understanding the interdependence as well as the integrality between human beings and the environment. Teaching about the environment is important in several aspects. Firstly, it helps to raise students' awareness of environmental issues, making them aware of the challenges and threats the planet faces, such as climate change, pollution and biodiversity loss. This encourages empathy and concern for the environment. Furthermore, environmental education provides tools so that students can act sustainably in their daily lives. The purpose of this theoretical essay is to provide a study on environmental education and its direct impact on decision-making at a political level and on the promotion of environmentally conscious public policies in the field of school education. Research shows that citizens educated in this area are more able to actively participate in environmental issues, pushing more for sustainable policies and making informed decisions in elections. Environmental education in schools is essential to ensure that future generations have a healthy and sustainable environment, becoming a crucial tool in realizing the right to a sustainable environment. In the essay, the methodology of theoretical construction is used based on a bibliographical review, with exploratory research.

Keywords: *Teaching; Sustainability; School Curriculum.*

Resumen: La Educación Ambiental curricular en las escuelas desempeña un papel fundamental en la promoción del derecho a un medio ambiente sostenible. Es un concepto que va más allá de la simple enseñanza sobre ecología y preservación, siendo un proceso que pretende formar ciudadanos conscientes, capaces de comprender la interdependencia así como la integralidad entre los seres humanos y el medio ambiente. La enseñanza sobre el medio ambiente es importante en varios aspectos. En primer lugar, contribuye a sensibilizar a los alumnos sobre las cuestiones medioambientales, haciéndoles conscientes de los retos y amenazas a los que se enfrenta el planeta, como el cambio climático, la contaminación y la pérdida de biodiversidad. Esto fomenta la empatía y la preocupación por el medio ambiente. Además, la educación ambiental proporciona herramientas para que los alumnos puedan actuar de forma sostenible en su vida cotidiana. El propósito de este ensayo teórico es ofrecer un estudio sobre la educación ambiental y su impacto directo en la toma de decisiones a nivel político y en la promoción de políticas públicas con conciencia ambiental en el ámbito de la educación escolar. Las investigaciones demuestran que los ciudadanos educados en este ámbito son más capaces de participar activamente en cuestiones medioambientales, impulsando en mayor medida políticas sostenibles y tomando decisiones informadas en las elecciones. La educación ambiental en las escuelas es esencial para garantizar que las generaciones futuras tengan un medio ambiente sano y sostenible, convirtiéndose en una herramienta crucial para la

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realización del derecho a un medio ambiente sostenible. En el ensayo se utiliza la metodología de construcción teórica a partir de una revisión bibliográfica, con investigación exploratoria.

Palabras clave: *Enseñanza; Sostenibilidad; Currículo Escolar.*

INTRODUCTION

In a context of capitalist industrialization, children and young people's direct contact with natural elements has diminished, as people have increasingly restricted and urbanized spaces, which weakens individual and collective awareness of ecological responsibility. Human action, in the unbridled pursuit of technological progress, continuously and almost always irreversibly modifies the space around it. As a direct result, the levels of environmental degradation reach critical and alarming levels year after year.

It's worth noting that Brazil alone is one of the select group of 12 (twelve) countries that are home to 70% (seventy percent) of all biodiversity on planet Earth, and it also has the largest river system in the world, with the largest and most varied continental biodiversity on the planet (Varella, 1997).

In this way, the Brazilian education system, embodied in the public and private schools subject to the National Common Curriculum Base (BNCC), has to understand and adopt appropriate methodologies so that they can seriously address the proposals for ecological and sustainable development disseminated at local and global levels. In this context, the problem arises of whether the absence of the subject of Environmental Education in school curricula mitigates the effectiveness of environmental protection.

As a result of the absence of this subject, children and teenagers become mere spectators of television reports and news, without any practical study or awareness of what Environmental Education is. So, what is its importance for the planet, society and the community, precisely at school, the *place* that should be prioritizing training on the subject in order to create environmental awareness from an early age?

Based on the idea that Environmental Education in schools should be implemented as a compulsory subject, and not just in a one-off way, in the form of interdisciplinary projects. The inclusion of Curricularized Environmental Education can prepare the student community to exercise citizenship, enabling them to experience ethics and respect for life, in its various conceptions, in social, cultural, political and economic processes, with an integrative character aimed at overcoming anthropocentric ideologies.

The association of Curricularized Environmental Education and schools reinforces an imperative of the Sustainable Development Goals (SDGs) as it adopts a practice focused on education and actions that culminate in sustainability. Maintaining the environment and education is one of the ways of working towards the SDGs on a global scale.

The aim of this theoretical essay is to present the theme of Environmental Education and demonstrate the need for it to be included in the basic school curriculum in order to provide more concrete and secure protection for the environment, with a focus on the constitutional precepts relating to fundamental rights and guarantees on the subject of the environment.

THEORETICAL BACKGROUND

Environmental Education Curriculum

Faced with the progress of the global environmental crisis, especially the climate crisis, which has already reached catastrophic records, to reduce Curricularized Environmental Education to the *status of* a cross-cutting theme to be addressed in a complementary way within the school curriculum of the basic subjects, denying it autonomy, is to incur the mistake of making the approach precarious and reducing urgent and complex issues.

In fact, it is not possible to conceive of Environmental Education in isolation, without an interdisciplinary interpretation, nor as an alternative model for complementing conventional school education; it needs to be given autonomy, made compulsory and effective in classrooms, at all levels of education, with a serious and committed approach to local and global reality.

Today, it is no longer possible to refer to Environmental Education in a generic way, without qualifying it with the precision that the moment demands. In the late 1980s and early 1990s, many concepts succeeded in defining what Environmental Education is, exploring different perspectives and using names such as education for sustainability (O'riordan, 1989; Iucn, 1993), ecological literacy (Orr, 1992), education for sustainable development (Neal, 1995), education in the environmental management process (Quintas; Gualda, 1995), or even ecopedagogy (Gadotti, 1997).

In Brazil, Sorrentino (1995) was the pioneer in the task of scrutinizing Environmental Education in the context of the basic curriculum, identifying the existence of four strands: Conservationist, outdoor education, environmental management and ecological economy. In Portuguese legislation, Curricular Environmental Education was born as a principle and instrument of the National Environmental Policy, in article 2, item X of Law 6.938/81, which established it. Reinforcing everyone's right to environmental education, also provided for in the Federal Constitution of 1988 as an attribution of the State (art. 225, §1, item VI, CRFB/88), Law No. 9.795/99, with a conservationist focus, indicated the principles and objectives of EAC, indicating the actors responsible for its implementation, its spheres of action and main lines of action, by creating the National Environmental Education Policy (PNEA).

Article 1 of the PNEA defines Environmental Education as "the processes through which individuals and the community build social values, knowledge, skills, attitudes and competencies aimed

at conserving the environment, which is a good for the common use of the people, essential to a healthy quality of life and its sustainability". Article 2, in turn, states that the EAC "is an essential and permanent component of national education, and must be present, in an articulated manner, at all levels and modalities of the educational process, in a formal and non-formal way". Contrary to this, the National Education Guidelines and Bases Law (Law 9394/96) makes rare mention of environmental issues.

A tripartite conception of Environmental Education as education about the environment, in the environment and for the environment, is proposed by Canadian Lucy Sauv  (1997), also among the pioneers, who created a classification with complementary perspectives that relate to pedagogical practices and are divided into three strands:

Environmental perspective: focused on the biophysical environment, since environmental quality is deteriorating, threatening the quality of human life, and committed to preventing and solving environmental problems. With a stance defined by the expression: "What planet will we leave our children?"

Educational perspective: focused on the individual or social group, given that human beings have developed a relationship of alienation from their surroundings, and aimed at developing autonomy, a critical sense and ethical values. It is defined by the expression: "What children will we leave to our planet?"

Pedagogical perspective: centered on the educational process, considering traditional teaching methods to be too dogmatic and imposing, this strand focuses on the development of a specific pedagogy for Environmental Education, with the school opening up to its surroundings. Defined by the expression: "What education will we leave our children on this planet?"

All of these perspectives converge in the realization that it is only possible to protect nature if, at the same time as breaking with the conventional model, we transform society, because reforming it alone will not be enough to achieve the ecological balance we so desperately want (Layrargues, 2002). Observing the three perspectives mentioned above is fundamental to building an effective Curricularized Environmental Education.

However, when analyzing the ecological and sustainable teaching practices implemented in the Brazilian school network, it is necessary to take into account the lack of concrete practical results that can be attributed to environmental education, and from this to think about the environmental education we want to adopt. There is an urgent need to develop a Curricularized Environmental Education that points to viable solutions in the private and public spheres, which moves away from passive training and is more akin to popular education, transforming students into active agents in all processes.

In this context, it is important to adopt Environmental Education as an autonomous subject, and not just approach it in the form of projects inserted into conventional subjects, so that with exclusive weekly timetables, specific activities and assessments in the curriculum, the entire school community can be encouraged to think about education and the environment from a provocative perspective, focusing on the exercise of citizenship and access to environmental goods, emphasizing its collective character and community responsibility for local and planetary sustainability (Angelis; Baptista, 2020).

The adoption of a subject aimed at teaching environmental law in the Brazilian common curriculum, its implementation, needs to be more than an imitation of the classroom, it is necessary to overcome the traditional model, so that teachers, management, staff, parents and students become environmental educators with a critical reading of reality, forged from permanent and continuous dialogue, at all levels of education, to assume an alliance to confront the global environmental crisis, by strengthening social resistance to the model of human-environment relationship that is worsening with the technological revolution.

In this unavoidable task, it is essential to effectively reaffirm the commitment to changing values that can and should be developed both at school and within the family, in order to foster creativity, reasoning and a sense of social responsibility, through dynamic and participatory activities that unite theory and practice in the same subject, in order to overcome the view of the environment as a secondary or irrelevant issue, making young people and children aware that its conservation is an urgent necessity for maintaining life on the planet.

Right to a sustainable environment

Some rights are considered fundamental to human dignity and freedom, and serve as protection against the violation of people's rights. Historically, the evolution of these guarantees has led to countless benefits for the community: Individual, political and social rights, among others. Despite this, it highlights new problems and global concerns that have arisen, such as the necessary notion of environmental preservationism, since the planet has been showing strong signs of depletion and scarcity of natural resources for some time (Lenza, 2023).

The right to a sustainable environment is a human right guaranteed to all Brazilian citizens, elevated to the *status of* a fundamental right, since as Masson (2020) explains, human rights can be identified at an abstract level and are not provided with any normativity, while fundamental rights are human rights that are already positive and standardized and have sanctions if they are not complied with as required by law.

Within this theme, the classifications of the generations or dimensions of the right emerge for a better understanding of the subject. The right to a sustainable environment is a fundamental and complex concept that addresses the relationship between human beings and the environment that surrounds them. It is a third generation fundamental right, since "these are rights that are not concerned with protecting individual interests; on the contrary, they are rights attributed generically to all social formations, since they seek to protect interests of collective or diffuse ownership, which concern the human race" (Masson, 2020, p.242). The Brazilian legal system, in its Charter, details this emblematic trans-individual right in art. 225 of the Federal Constitution (1988), an important provision that provides for the objective right to a fair and balanced environment for all citizens, bringing the role of the State in actions to promote and enforce it:

Art. 225: Everyone has the right to an ecologically balanced environment, which is a common good and essential to a healthy quality of life, and the public authorities and the community have a duty to defend and preserve it for present and future generations.

VI - promote environmental education at all levels of education and public awareness of environmental preservation;

Ratifying the importance of the right to the environment, in addition to providing for its treatment in terms of environmental impacts and the types of services within the environmental field, art. 170 of the Federal Constitution (CF) addresses the defense of the environment and implements that:

The economic order, based on valuing human work and free enterprise, aims to ensure a dignified existence for all, in accordance with the dictates of social justice, subject to the following principles:

VI - protection of the environment, including through differentiated treatment according to the environmental impact of products and services and their production and provision processes;

As such, the state is concerned about the population's perception so that there is greater engagement and that, from the earliest years of public education, citizens have access to information so that they can work to preserve their fundamental right to a sustainable environment.

The lack of public awareness and negligence on the part of the state end up generating a violation of the fundamental guarantee described in art. 225, CF/88. Faced with all the problems faced in the country and around the world, there is a lack of compliance with the means by which the aforementioned rights would be made effective. Even with the creation of the National Environmental Education Policy

(PNEA), what was proposed by the Constitution has not been achieved, since there is no compulsory subject in the common bases, consequently there is no joy in the prospect of such rights. Awareness is the act of understanding something that is not known. What we don't know can be biology, the geography of the environment, but the most important thing is to know the history, so that we can form a critical sense and a human view of the environment in which we live. Given this premise, we can see the interdisciplinarity that permeates the fundamental right and the need for a robust and compulsory subject in basic education.

Based on this, we need to reflect on the pitfalls along the way. Some people even think that there is no room for discussions like these in Brazil, because there are more serious problems to be discussed. What these people haven't yet thought about is that, for example, the Brazilian nation owns part of the world's lung, the Amazon rainforest. The country's biodiversity is rich beyond measure, but there is no basic environmental education to preserve the resources. The result of this can be seen in the news and headlines that indicate the daily catastrophes that occur on national territory. In addition to all the problems of environmental degradation, pollution of water resources, out-of-control climate change, among others, people are not being made aware that all this could get worse and be irreversible. What should be the school's role ends up not being anyone's role and children grow up without the slightest guidance on how to be critical and careful with the environment in which they live. The Brazilian Ministry of Education (MEC) lists some measures that can be used to mitigate these environmental difficulties, such as:

Pay special attention to the process of training environmental educators, both in terms of initial training and continuing training. To this end, it is essential to expand relations and partnerships with higher education institutions, especially public universities, which have been largely absent to date, in order to promote short, medium and long-term courses. Stimulate debates and propose the reorganization of degree courses, including pedagogy, as a way of ensuring that environmental education is present or even compulsory in initial teacher training courses. Encourage postgraduate qualifications by increasing the number of elementary school teachers with master's and doctoral degrees. Encourage state and municipal policies that guarantee teachers' release to take part in courses and make more time available for environmental education projects and programs (MEC, 2006).

This expands and encourages the entire teaching and student body of the institution. The teacher is the greatest authority in the classroom. It's important that they are always well-informed and trained to

better understand and ease students' doubts, but in practice this doesn't happen. Teachers are often not trained to deal with projects that work on environmental conservation.

As there is no compulsory subject on the subject, projects are the way to ensure that teaching is put into practice. The local situation is analyzed in order to draw up the project's objectives. In the Northeast, for example, actions to preserve water resources are constantly being worked on, precisely because of the scarcity of water in the region. Each location has its own reality. These projects provide access to unknown information and enable the student community to take a critical look at the situation and see what was previously hidden. As well as providing access to new information, work projects at school make the student community aware of the reality of the planet.

It's important to note that not only schools have a responsibility to raise awareness among the generations, but that society as a whole must sign up to this commitment. Even today, legislation has been a great mystery to the people, as many still believe that only those so-called 'experts' who have drawn up the country's legal rules can discuss it. It is everyone's right to have a healthy and sustainable world to live in, but this will only happen if the legislation is obeyed.

Essentiality of a sustainable environment

As we have seen, the sustainable environment, as a value that is extremely important to proper social coexistence, deserves the attention of both the constituent assembly and the infra-constitutional legislator, who has established legal provisions to repress conduct that damages the environment, opting to hold the perpetrators responsible in the criminal, civil and administrative spheres.

Thus, for there to be an effectively sustainable environment, it is necessary for the state to take preventive action, given that most environmental damage is irreparable or difficult to repair. In this sense, there are a number of possibilities for the state. In the Brazilian case, the choice was made to hold agents responsible. Noronha (2013), when dealing with the preventive function of liability, states:

This function of civil liability is parallel to the sanctioning function and, like the latter, has similar aims to those found in criminal liability, performing, like the latter, functions of general and special prevention: by obliging the injured party to make reparation for the damage caused, it helps to curb the commission of other harmful acts, not only by the same person but above all by any other. This is especially important with regard to damage that can be avoided (culpable damage). Particularly with regard to trans-individual damage (which, as we shall see below, is damage that affects property that is of interest to the generality of the people who make up a community [8.1.4]), especially damage resulting from environmental violations, the need for "exemplary" punishments through civil liability has been much emphasized,

as a way of coercing people, companies and other entities to take every possible precaution to prevent such damage from occurring.

Although the author is referring specifically to civil liability, in both the criminal and administrative spheres, accountability also has these contours of not being based on mere retribution, but on sanctioning in order to prevent possible future acts that cause damage to the environment, and the terms can therefore be interpreted extensively.

It is true that the protection given by the legislator is not the result of chance, but of the obvious need to raise awareness among society as a whole and its governments to change their behavior, because a balanced environment is inextricably linked to the future of humanity itself.

In the criminal sphere, Law No. 9.605 was passed in 1998, which typified various types of conduct harmful to environmental sustainability, culminating in custodial sentences; restrictive sentences; and fines, to be applied according to the case and the requirements of the law itself. The legal provisions show the intention of avoiding the first case, by substituting restrictive sentences for rights - of which the following are types: community service; temporary ban on rights; partial or total suspension of activities; cash payment and home confinement - or cash payment (Brasil, 1998).

In this way, the custodial sentence will only be applied in the case of a felony crime for which the sentence exceeds four (4) years, as well as if the convict's culpability, background, social conduct and personality and the circumstances of the crime are unfavorable to him. The fine, in turn, still from a criminal perspective, represents an alternative to the other two possibilities mentioned, but just as in the former, there are obstacles that hinder its practical viability.

From an administrative point of view, the legal provision is also found in Law no. 9.605/98, article 72 of which makes it possible to apply the sanctions of a warning; a simple fine; a daily fine; seizure of animals, products and by-products of fauna and flora, instruments, tools, equipment or vehicles of any kind used in the infraction; destruction or destruction of the product; suspension of the sale and manufacture of the product; embargo of work or activity; demolition of work; partial or total suspension of activity; and restriction of rights, in general terms some of which are similar to those imposed in the civil and criminal spheres (Brasil, 1998).

In the civil field, Law n. 6.938/81 establishes that liability must be through the obligation to indemnify or repair the damage caused. In the former, also called reparation *in natura*, there is the possibility of returning the damaged environment to the status *quo*, while in the latter, there is reparation in cash, a more recurrent situation, in which the polluter pays compensation (BRASIL, 1981).

Despite the fact that the legislator has expressed an interest in the issue at various points in time, there are no practical results in terms of its preventive function, but only in terms of its punitive function. In fact, what we see in the country is a continuous and progressive increase in environmental aggression, proving to be inefficient in this respect and requiring the search for measures capable of making up for its manifest failure. In this vein, some researchers on the subject propose tightening up criminal, civil and administrative sanctions, based in part on the thesis that the crime, infraction or damage would occur due to the leniency of the corresponding sanctions.

Despite this position, it is understood that these figures are insufficient when applied in isolation by their very nature. On a daily basis, the national news is flooded with new information on environmental issues: dams bursting, deforestation and fires are constantly in the news, despite the existence of legislation aimed at curbing these practices, making it necessary to look for the roots of the problem in order to tackle it.

Regarding the possibility of toughening legislation, it should be mentioned that this is not a viable solution. As has already been mentioned, it is not the length of the sentence alone that is capable of preventing further damage; if that were the case, crimes punishable by long-term custodial sentences would have ceased to exist, or at least shown a significant reduction. In fact, this thinking is influenced by the old idea of penalization focused on retribution or even revenge, which is not suited to the current legal system. Excessive penalization, far from bringing benefits, would inevitably lead to mass incarceration and an overburdened judiciary (Kubota *et al.*, 2021).

Similarly, trying to stiffen the situation by means of alternatives other than imprisonment, such as fines (whether criminal or administrative *in nature*), compensation or the obligation to make reparations *in kind*, as a solution to the problem is unreasonable, especially in the case of individuals who in many cases don't even have the economic capacity to bear them. In portraying the reality of a significant proportion of environmental offenders in the Amazon region, Schmitt (2015, p. 99) points out:

Normally, when the amounts are higher, the offender doesn't have the means to pay, or prefers to appeal to the courts, or bets on the state's inability to collect the debt. This last situation seems to be the most frequent and is possibly associated with society's perception of the sanctioning instrument.

In the Amazon region, the profile of the legitimate beneficiaries of land reform is made up of people with low incomes who would find it difficult to pay the fine and repair the environmental damage. For these cases, the severity of the penalty seems to be too much and renders the deterrent effect of such a punishment innocuous, because not only will the offender not be able to pay the fine, but he may go back to deforesting in order to produce food for his subsistence. This

trivializes the coercive act and has a negative impact on deterrence, as it shows society that this type of offender is not targeted by the government. On the other hand, if the offender is unable to pay the fine, it will be difficult for him to obtain agricultural credit and he may feel discouraged from remaining in the area and will become part of the statistics on illegal land trading and the rural exodus, increasing the pockets of poverty around large cities.

To this end, although it is necessary to maintain public order, and the legislation is even cited as an international example, sanctions - whether criminal, civil or administrative - do not directly attack the foundations of the problem, and often trigger other problems that reveal the state's deficiency in citizen education, which is incapable of instilling respect for the environment and for itself in society. In view of this, if we still don't have access to a sustainable environment today, it's because society is still not fully aware of its essentiality.

The Greek maxim "educate so as not to punish", formulated around 500 BC, although ancient, is absolutely appropriate to the situation, because given the lack of social awareness of the issue, the most appropriate way to deal with it is not to harshly tighten legislation, but to implement its preventive nature through education, which is responsible not only for passing on information, but for building in individuals the capacity to act according to values and principles (Maneia; Cuzzuol, 2012).

From this point of view, environmental education aims to raise awareness among people from different social groups and communities of the need to adopt environmental balance as a high-level value on which to base their behavior and enable the adoption of effective public policies. The clarification of collective thought and action resulting from its implementation in the practical field of educational institutions is what will guarantee the sustainable environment that everyone wants and needs.

METHODOLOGY

Methodology is the path to be taken to reach a result in a given research project (Demo, 1999). Thus, in line with some of the statements made by Prof. Antônio Carlos Gil (2017), we have designed a methodology that is presented in such a way as to clarify the contours of the research to the reader.

This essay is based on the proposal to call for reflection on the subject of curricular environmental education, pointing out how important it is that there is an institutionalization of the subject of environmental education in primary and secondary schools, promoting an increase in the teaching and learning of this subject, in a more effective way, since using a construction of formal knowledge on the subject, there would be more chances of achieving effectiveness in the practical field of environmental protection and sustainable behavior.

In this way, the research is qualitative in nature, since the approach used to build its reference is based on the problem of how to promote Environmental Education in the Curriculum, using documentary research that bases its references on books and legislation, especially in the legal area, to describe the norms and the need to value the proposal presented throughout the text.

With a descriptive approach to concepts and norms on the subject, we opted to construct a work aimed at the reader's reflection, inviting them to learn a little more about the subject and the importance of adopting curricularized environmental education for schools. The main form of presentation of the text is descriptive, but there are also exploratory aspects about the call for knowledge of the BNCC and its association with Environmental Education.

CONCLUSIONS

Curricularized Environmental Education points to an imperative need for schools all over the world, and not just in Brazil. The academic curriculum of primary and secondary schools has long been outdated, with traditional subjects, and there is an urgent need to make room for environmental education on an ongoing and regular basis.

In the case of sustainability, a concrete fact is the urgent climate crisis, deforestation and global warming, which is directly and indirectly damaging various economic, human and environmental aspects, with growing inconveniences in every corner of the planet. Not just the question of the real increase in temperature (a possible future cause of the extinction of the human species on earth), but also the unsuitability of parts of the planet for living, with excess waste and pollution, causing housing difficulties in some places, as well as disease.

Curricularized Environmental Education is a concrete alternative based on the most efficient formula in the entire history of humanity: basic education. In this sense, the teaching in schools of a subject that includes environmental standards, guidelines to be followed and sanctions aimed at understanding violations that cause damage to the environment serves to discipline arbitrary actions against the environment. In addition, guidelines such as protection, preservation and constant care are fundamental for learning to become internalized in every citizen.

Sustainability is a stage rich in issues that deserve attention now and in the future, and the environmental agenda is one of fundamental importance. An objective fact is the constitutional security offered by article 225 of the Federal Constitution, which makes the environment a fundamental right for all Brazilian citizens, and so it is only through the CAT that we can take effective action to materialize this right.

However, it is important to understand that the CAT is a mechanism that generates results and that it plays a crucial role in making everyone's fundamental rights and guarantees to a harmonious and balanced environment a reality. The idea of building responsible behavior through childhood learning is essential to ensure good results for the environment in the long term.

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