EDUCATING TO MANAGE OR MANAGING TO EDUCATE? A CASE STUDY AT THE UNIVERSIDADE FEDERAL DA PARAÍBA

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ABSTRACT

Objective: To verify the presence of environmental education in the Environmental Policy (Resolution Consuni n°17/2028), in the Institutional Development Plan (IDP) and in the actions of the Environmental Management Commission of the Universidade Federal da Paraíba (UFPB).

Theoretical framework: Some of the paths taken by professionals to regulate Environmental Education enable us to present and discuss the relationship between Education and Environmental Management as an inseparable process.

Method: The methods used were exploratory and documentary research, with a qualitative approach and field research. Data collection analyzed the Environmental Policy (Resolution 17/2028), the UFPB IDP, and conducted structured interviews with the coordinators of the Environmental Management Commission, from 22/09/2021 to 27/10/2021.

Results and conclusion: It can be concluded that the UFPB has not used management or environmental education to educate the academic community in a broad, systematic, regulatory and pedagogical way about the environment, since the CGA's policies and actions exist independently, without connection and institutional support from the UFPB.

Implications of the research: The results and discussions imply the recognition that UFPB may be far from effectively contributing to the agenda of the Sustainable Development Goals.

Originalidade/valor: A originalidade está nos resultados encontrados, os quais darão subsídios para a reformulação da Política Ambiental da UFPB, que tem vigência até 2023. Ademais, enunciar a atuação da Comissão de Gestão Ambiental na UFPB é registrar as memórias sobre o tratamento e a valorização dados à Educação Ambiental dos universitários.

Keywords: Environmental Education, Environmental Management, Environmental Policy, Sustainable University.

EDUCAR PARA GERIR OU GERIR PARA EDUCAR? UM ESTUDO DE CASO NA UNIVERSIDADE FEDERAL DA PARAÍBA

RESUMO

Objetivo: Verificar a presença da EA na Política Ambiental (Resolução Consuni n°17/2028), no Plano de Desenvolvimento Institucional (PDI) e nas ações da Comissão de Gestão Ambiental, da Universidade Federal da

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1 INTRODUCTION

Everything that is accomplished by man was learned at some point, whether in a formal or non-formal way. Given the wide scope and broad possibilities of learning, it is not always possible to separate the learning acquired by formal and/or non-formal education, because in many situations they are embedded, as is the case of environmental education. In this sense, some legislation was drawn up to normalize and guide environmental education practices in the most diverse environments, such as the National Environmental Education Policy, Law No. 9,795/1999 (Brazil, 1999), since "the environmental problem is realized from the perspective of the complexity of the social environment [...]" (Quintas, 2006, p. 17).

Then, "education in the environmental management process must provide conditions for the production and acquisition of knowledge and skills, and the development of attitudes aimed at individual and collective participation" (Quintas, 2006, p. 19). Environmental education is seen as a tool allied to management, starting from a process that must take place before, during and after the elaboration and publication of public policies. In this sense, Higher Education Institutions (HEIs) should have their institutionalized practices to stimulate social participation in the management of environmental resources, since universities stand out for promoting the educational issue with the training of professionals concerned with the environmental impact, besides the examples of a management concerned with environmental sustainability (Ribeiro et al., 2018).

At the Universidade Federal da Paraíba, there is Resolution Consuni nº17/2018 establishing the Environmental Policy of UFPB, Article 4 of which indicates that "UFPB should encourage its management and its actions of teaching, research and extension guided by the
principles and objectives of the National Environmental Education Policy”, by including knowledge relating to environmental education in the curricula of the courses in a transversal way. In this way, it is assumed that the policy can articulate various actions of sustainable management, based on the principle of the insociability of teaching, research, extension and management, aimed at sustainable development.

This being so, Mendonça and Colesanti (2014, p. 4) observed that "in general, the environmental education actions carried out by public bodies, NGOs and companies are conceived in a way that is disconnected from the local reality and devoid of any planning that includes mechanisms for monitoring, evaluating and engaging the target public”. It is therefore important to investigate the treatment that EA has received in the context of public policies and in the projects implemented by the Environmental Management Commission (CGA) of UFPB.

On the one hand, there are Quintas and Guada (1995) who consider it indispensable to use education to educate individuals, without the necessary presence of management. That is, educate the community through pedagogical practices linked to teaching, research and extension, focusing on training citizens and professionals capable of managing diverse environments for sustainable development.

On the other hand, Tauchen and Brandli (2006) position higher education institutions in the implementation of public policies and environmental management systems on all campuses, starting from models for sustainable management. That is, educating the community through management with respect to the rules and focusing on attending to what is established in the various existing public policies for sustainable development.

It is hypothesized that the Environmental Education program, established in the Environmental Policy of UFPB (Consuni Resolution n°17/2018), does not have strategic objectives, goals and methodologies to be achieved at the University. It is not a question of placing the UFPB in a dichotomous position: managing to educate or educate to manage, but of investigating the path or paths that it has followed. To this end, it becomes relevant to analyze how E.A. is placed in its own environmental policy, as well as in the Institutional Development Plan (2019-2023). This raises the problem that UFPB is still in its infancy when it comes to prioritizing objectives, goals and methods to educate the academic community on an ongoing basis, contributing to public environmental management.

This being said, the problem of this article revolves around the relationship between the elaboration of Environmental Education programs in the Environmental Policy (Consuni Resolution 17/2018) and the implementation of the IDP's strategic objectives, as part of the design of the actions of an environmental management education, including the actions of the Environmental Management Commission (CGA) of UFPB. In this, he questions how Environmental Education is placed in Environmental Policy, in the Institutional Development Plan (PDI) of UFPB and in the actions of the Environmental Management Commission of UFPB. The general objective is to verify the presence of Environmental Education in Environmental Policy, in the Institutional Development Plan (PDI) and in the actions of the Environmental Management Commission of UFPB.

The contribution of the study comes from the analysis that is done in the way that E.A. has been constructed and developed at UFPB. It starts from the exploitation of normative documents and then to get to know the perspective of the CGA coordinators' opinion. From the point of view of understanding the EA from the vision of the CGA managers about the awareness of the subjects and the challenges to reach the entire academic community, this study presents data and information that can serve as reflection for the practice of the E.A. in the university context. It also contributes to the management of the UFPB while the investigated IDP is valid until 2023, so that this analysis can contribute to the discussions surrounding the update of the IDP (2024-2028), as well as raising needs for reformulation of the Environmental Policy (Consuni Resolution No. 17/2018). The various actions at UFPB are expected to
converge, above all, focusing on the Sustainable Development Goals (SDGs).

2 THEORETICAL FRAME

2.1 Brief Considerations on Environmental Education

Environmental Education began to be institutionalized at the United Nations Conference on the Human Environment in Stockholm, held between 5 and 16 June 1972. In the Declaration of this Conference, in principle 19, environmental education had its importance, since it was recognized as an essential instrument for solving environmental problems. However, it should not be worked out in isolation, but rather in an inter- and transdisciplinary way, providing support and support for existing areas of knowledge.

In Brazil, the insertion of the environmental theme into the educational systems has as its point of reference Law No. 6,938/1981, which establishes the National Environment Policy (PNMA) that "has as its objective the preservation, improvement and recovery of the environmental quality favorable to life, aiming to ensure, in the country, conditions for socioeconomic development, the interests of national security and the protection of the dignity of human life" (Brazil, 1981). However, it was in 1999 that the law was created that provides for environmental education and establishes the National Environmental Education Policy (PNAE), Law No. 9795/1999, making environmental education obligatory at all levels and modalities of education. Article 9 of this law defines that school environmental education must be developed within the curricula of public and private educational institutions, encompassing:

I - basic education: a. early childhood education; b. elementary education and c) high school;
II - higher education; III - special education; IV - vocational education; V - youth and adult education (Brazil, 1999).

In this context, it is understood that environmental education is one of the interdisciplinary tools that can guarantee environmental awareness and awareness in the personal and professional training of the subject, when still in the academy. For this reason, it should be worked at the university, since it is one of the institutions responsible for the professional formation of citizens, in such a way that the corporate world needs the immersion of these professionals to contribute with the reformulation of its processes, in its productive chain. At this point, one sees education for environmental management, that is, educating the subjects so that they are capable of managing any organizational environment. Law No. 9.795/1999, which establishes the National Environmental Education Policy (PNAE), proposes that environmental education be addressed at all levels of education in a transversal way, that is, not being an isolated content in curricular components, but in the projects of teaching, research and extension (Brazil, 1999).

For this reason, the determination of the Ministry of Education (MEC), through the Proposal of National Curricular Guidelines for Environmental Education (DCNEA) (Brazil, 2012), intends to make possible the approach of the environmental theme in the classroom in the most varied disciplines, being from the area of exact, human, health, among others. "Seen as emancipatory and transformative, the DCN establish that the EA must provide the formation of knowledge and development of attitudes, social values, skills, socio-environmental equity and the protection of the environment" (Sanches-Canevesi, 2021, p. 84). From education, subjects are expected to acquire sufficient knowledge to emancipate and release their behavior that are often indifferent and oblivious to environmental degradation.

Environmental education can take place in various environments, such as at home, at work, in the church, in schools, in parks, etc., because each environment has its own specific form of behavior and therefore education is present in all spaces where there is coexistence and human relationship. However, environmental education tends to be pragmatized and
established in environments that declare themselves as a formal channel for the formation of subjects, called school, university, college or institutions, because it "depends on a centralized educational guideline such as the curriculum, with hierarchical and bureaucratic structures, determined at the national level (Gadotti, 2005, p. 2). It is possible to argue that formal education has trained and improved professionals in the most diverse areas of activity, since educational practice is capable of influencing thoughts and changing behaviors. However, the technical knowledge acquired in formal education must also be tied to the knowledge preached by environmental education, since it sees the opportunity to immerse professionals in the labor market with a differentiated posture, as far as needs and care with the environment are concerned.

In this sense, institutions of higher education are important for society, since they are configured as responsible in forming citizens and professionals and, in this context, they need to take on the commitment to educate the subjects for sustainability. Higher education aims to train professionals to work in industry, commerce, the third sector etc., according to the Law of Guidelines and Bases of National Education, No. 9394/1996, however, it is necessary to stimulate practices of environmental education (Brazil, 1996), because organizations demand for professionals who have a mentality and behavior aimed at preserving the environment.

Universities have sought to train professionals to act in all areas and sub-areas of the labor market from public to private administration, including the third sector and non-profit institutions. However, graduates need to be led to rethink their way of acting in the labor market, in order to minimize the negative impacts of their activities on the environment. The publication of Art. 10 of Law No. 9,795/1995, normalizes the importance of care that must be taken with the environment, so that this environmental education needs to be worked, still, in undergraduate and extended to graduate programs in a transversal way so that the professional becomes aware of the environmental cause and starts to contribute with sustainable practices in daily life. In other words, in teaching plans, the teacher must include in the programmatic content of the disciplines a contextualization that addresses environmental sustainability.

Environmental education is an educational and social praxis that aims to build values, concepts, skills and attitudes that make it possible to understand the reality of life and the lucid and responsible action of individual and collective social actors in the environment (Loureiro, 2000, p. 69). Therefore, considering education as a dialog between the social actors involved in sustainable development through management tools is also to stimulate a critical, transformative and emancipatory education (Quintas, 2004). "Critical in that it discusses and explains the contradictions of the current model of civilization, of the relationship between society and nature and of the social relations that it institutes". To think critically about the way environmental education is handled in universities is to try to establish relationships between theory and practice, between what is said and what is carried out, between the speeches of institutional support and the maneuvers not to carry it out, between what is taught and what is learned, between what is ideal and what is possible.

Finally, Quintas (2004, p. 132) infers that it is necessary to stimulate emancipatory education for sustainable development, due to the role it can have in "taking freedom as a fundamental value and seeking the production of autonomy of subordinate, oppressed and excluded groups". An emancipatory education manages to bring together in its ideology criticism and transformation, because it sets out to look at society in a global manner. To do so, it is necessary to prepare the subjects for an active education, which is capable of problematizing how things work, how people relate to nature, as well as questioning their own attitudes towards the environment. An emancipatory conduct implies that passivity must give way to non-conformism. To be unhappy with air pollution, excessive deforestation, the extinction of various species, the degradation of the soil, the contamination of the oceans, seas
and rivers, the exploitation of traditional communities, amongst other environmental impacts, is to be indignant with the alienation of many people.

A person who is not involved in these problems even perceives himself as an active agent in this process, so that it is necessary to free him from the mentality that the fault lies only with the other. It is recognized here that sustainability education has a role in creating people who are able to criticize the form of their own existence.

2.2 Education and Environmental Management: a necessary debate

Environmental Education and Environmental Management are theoretical fields that are interlinked from their objectives of raising awareness and raising awareness of the sustainability of the environment that, although they require specific and departmentalized actions, they are co-dependent. In this, one can consider Environmental Management as the principle of an Environmental Education of individuals, or Environmental Education as the pedagogical principle and the formation of ecological subjects (Carvalho, 2000), through the automatic and dialogical alternation between education-management-education.

In this line of thinking, "Education in the Environmental Management Process should provide conditions for the production and acquisition of knowledge and skills, and the development of attitudes aimed at individual and collective participation" (Quintas, 2004, p. 131). Educating subjects for the environment is to provide conditions for acquiring information and knowledge about nature and how it works, the origin of various environmental problems, the rights and duties of each living being within a dynamic and interdependent ecosystem, about the finitude of natural resources and how much the practice of exacerbated consumption impacts on the conservation and preservation of the environment, besides being able to diagnose problems and propose solutions. It is to stimulate the liberation of the subject's consciousness from old practices that destroy the environment, starting from a critical self-analysis of their behavior, emphasizing "learning in action, by action and for improvement of it" (Sauvé, 2005, p. 29).

Tauchen and Brandli (2006) state that for a university to begin the first steps towards university environmental management, it is necessary to promote environmental education from teaching, research and extension. In this way, environmental management must be constructed from an environmental education from the perspective of social criticism, which insists "on the analysis of the social dynamics that lie at the base of environmental realities and problems: analysis of intentions, positions, arguments, explicit and implicit values, decisions and actions of the different protagonists of a situation" (Sauvé, 2005, p. 30). In this question, the theoretical current that comes closest to this debate from education for environmental management or vice versa, is that of education for sustainability, since it "presupposes that individuals are capable of understanding and reflecting on the impacts of their decisions and actions on the environment" (Melo, 2012, p. 14). It is an attempt to ally the development of the economy and society from a formation of critical and active subjects aiming to transform oneself and the world.

In order to build a mindset of care and environmental preservation, it is necessary to free oneself from behaviors that are contrary to environmental sustainability. For this, it is relevant to develop and nurture positive emotions and feelings by learning from things about nature, as well as living in the environment and learning from it. According to Cohen (1990 apud Sauvé, 2005, p.19) "there is no point in wanting to solve environmental problems if one does not understand at least how nature "works"; one must learn to come into contact with it, through our senses and other sensitive means". So, learning how nature and the ecosystem work is essential because they "have been organized in subtle and complex ways in order to maximize sustainability. This wisdom of nature is the essence of eco-literacy" (Capra, 2003, p. 231). If
you use the environment to also know the dynamics of the life relationships that exist in it, it is to seek to become literate about environmental education, sensitizing your feelings to the vital sustainability of the Earth, in search of conscious acts.

In literature, it is possible to find some authors indicating and discussing specific theoretical fields as tools for the development of a management. In this, we have Diniz and Lima (2021, p. 91) who investigated environmental biotechnology as an environmental management tool, since it seeks "to assist in the prevention, detection and remediation of environmental pollution and waste degradation, which makes possible integrated environmental protection and associated with sustainable development". Thus, they concluded that environmental issues linked to environmental biotechnology become considerable elements in environmental management strategies (Diniz & Lima, 2021, p. 91).

Camargo and Piranha (2019) pointed to the need for continuous training of public managers to acquire specific knowledge of environmental education linked to their area of activity, to give subsidies to environmental management. Jacobi (2003) goes further when he states that it is necessary to promote environmental education to increase his level of theoretical and empirical knowledge from the relationship with the environment. In addition, Jacobi (2003) says that environmental education is capable of fostering the growth of environmental awareness in order to enable the subject to participate in the highest decision-making process as a co-responsible agent for the supervision and control of environmental degradation agents. First, it starts from the premise that information is one of the initial stages for society to develop individual sustainability practices to encourage collective participation in favor of environmental management.

Thus, it is understood that environmental education should be a guiding principle for environmental management programs, since "its effectiveness is confined to the universe of awareness of subjects and collective engagement in environmental matters" (Layrargues, 1998, p. 30). In this case, Vieira e Silva (2020) stated that the agenda of actions in favor of the change of culture and habits of public servants is based on environmental education, which has a multiplier and transformative effect. Soon, one realizes how incomplete Environmental Management becomes when environmental education is not part of the agenda, because educating the subjects is interfering in individual and collective behavior. On this, the conservationist/recursive current is concerned with environmental preservation from resource conservation, i.e., the "environmental education programs centered on the three "R"s" of Reduction, Reuse and Recycling are part of environmental management (water management, waste management, energy management) (Sauvé, 2005).

The decision-making process is the responsibility of environmental management, since the competent bodies are formalized and set up to decide on strategic objectives, targets and actions. However, it is salutary to consider the need to stimulate and promote a pro-environmental awareness of the community, aiming for a more active and responsible participation. In the case of UFPB, we have the Institutional Development Plan (PDI) that "defines the political-academic horizon of the institution based on the mission of building, producing and disseminating science and technology and training professionals in all areas of knowledge" (UFPB, 2019, p.1). In administrative management, the IDP has outlined as one of the strategic objectives "to ensure good practices of environmental management with Review and implementation of the Sustainable Logistics Management Plan, in addition to the promotion of environmental education programs and campaigns" (UFPB, 2019, p. 18).

Understanding that environmental management is a proposal to solve environmental problems, environmental education should be the center of studies and these problems starting from "identification of a situation-problem, research of this situation (including the analysis of values of the protagonists), diagnostics, search for solutions, evaluation and choice of optimal solutions; the implementation of solutions is not included in this proposition" (Sauvé, 2005, p.
22). Based on this understanding, the question arises as to whether the UFPB has any diagnosis of the problems and the environmental impacts that are brought about by its academic community? The absence of documents indicating the problems indicates that the model adopted is not that of management for education. With this, the opposite is to imagine that environmental education has guided the actions of various projects and programs, in the sense of sensitizing, (re)educating, instructing and raising the awareness of the subjects to participate and promote environmental management throughout the university.

It should be noted that the environmental policy of the UFPB was established by Consuni Resolution No. 17/2018, as:

[...a set of principles and guidelines, aimed at implementing or adapting institutional actions that make it possible to promote the sustainable development of UFPB and society, compatible with a healthy and ecologically balanced environment (UFPB, 2018, p. 2).

Understanding the regulatory acts as a procedure for carrying out education by means of environmental management, the UFPB's attempt to educate the academic community by management is considered, from the moment public policies are drawn up. It is necessary to know, then, how environmental education is seen within this process. In this context, environmental education should be a guiding principle for environmental management programs, since "its effectiveness is limited to the universe of awareness of the subjects and collective engagement in environmental issues" (Layrargues, 1998, p. 30), because it sensitizes the individual to be able to start action, in an act of awareness. Thus, it is indicated that awareness is a stage after awareness, the conscious individual is educated, politicized and guided in a dialog and attitudes that are capable of transforming reality.

3 METHODOLOGY

This article presents an exploratory research that allows "the investigator to increase his experience around a given problem" (Trivinios, 1987, p. 109), as well as to seek information in literature and with experts in the field, including making use of interviews (Saunders, Lewis & Thornhill, 2000). The exploratory research is based on the development by means of a literature review about the publications made around the issue of this article, which deals with the implementation of environmental policies at UFPB from the environmental education of the academic community. In this context, it should be noted that no studies have been identified that relate the implementation of a management for environmental sustainability being conditioned to the environmental education of the subjects that make up the higher education institutions, nor even within the UFPB.

This research is of bibliographic type, which is supported in scientific articles published in the databases of Periodicals CAPES and SCIELO, provided that they address the national and international public policies of environmental management in higher education institutions. The use of documentary analysis makes sense for this research, "[...] since the documents have not gone through any scientific treatment before" (Oliveira, 2007, p. 70). The documents analyzed were the IDP (2019-2023) and the Environmental Policy (Consuni Resolution n°17/2018) of UFPB. These documents provided theoretical support for carrying out structured interviews with the Coordinators of the Environmental Management Commission of UFPB.

In this way, the qualitative approach presents itself as ideal, since it possesses the "capacity to make new aspects emerge, to go to the bottom of the meaning and to be in the perspective of the subject, able to discover new connections and to explain meanings" (Serapioni, 2000, p. 190). Furthermore, the collection of data by means of interviews calls for
a more qualitative treatment, in which one must explore the interpretation starting from speech, under the various contexts in which the managers find themselves.

Thus, an interview with the two CGA Coordinators has taken place since its creation, of the directed or standardized type in which "it is structured from a script and a pre-established order, in which the interviewer applies a questionnaire, with closed and direct questions, in order to avoid deviations of the interviewee" (Silva et al., 2006, pp. 250-251). The interview script was prepared with open questions and, for the clipping of this article, the following questions were used: 1. What makes people claim to be aware of the impact they have on their environment, but not to take sustainable action? 2. Is it possible to implant public environmental policies at UFPB without the community having been (re)educated for environmental sustainability? 3. How to make environmental education a reality in all undergraduate courses?

The interviews were conducted online through Google Meet institutional on 22/09/2021 and 27/10/2021, with audio and video recording, according to prior authorization provided in the Free and Informed Consent Agreement (TCLE). Then, the interviewees’ speeches were transcribed into Word software and allocated in this work according to the evolution of the discussion and document analysis of Consuni University Board Resolution No. 17/2018. According to the TCLE, the identity of the interviewees was safeguarded, so that they were presented as Interviewee 1 and Interviewee 2, which does not correspond to the order or period in which they were in charge of the CGA, nor to the gender, vocational training, or any other information that can be identified.

To analyze the data, Bardin’s content analysis (2010, p. 127) was used, in which the data are "at the disposal of faithful and significant results, can the analyst propose inferences and advance interpretations and purposes of the intended objectives, or that relate to them". From this perspective, the information collected had theoretical inference, allowing for a comparison of the reality found with the theoretical benchmarks. With this method of analysis, the subjects’ responses were grouped according to the meaning and sense of speech, fitting into the context of the content of the documentary analysis. In order to optimize the data and not to repeat the information, the answers of the two interviewees were not put in all the questions, when the meaning was repeated.

4 RESULTS AND DISCUSSIONS

4.1 The Presence of Environmental Education in Environmental Policy (Consuni Resolution 17/2018) and in the IDP of UFPB

This section aims to analyze the presence of environmental education in the public and environmental policies of UFPB, specifically the Institutional Development Plan (PDI) and Environmental Policy (Consuni Resolution 17/2018).

Article 8 of Consuni Resolution No. 17/2018 includes environmental management and education programs as a suggestive proposal, although "all bodies or members of the university community of UFPB may propose institutional programs for environmental management", as set out in Art. 9 (Brazil, 2018). Aiming at the efficiency of Environmental Management in an institutional way, the Institutional Development Plan (PDI) 2019-2023 sets out the actions that will be guided by these programs and established in Environmental Policy, aiming to ensure good practices of environmental management (UFPB, 2019). With the revision and implementation of the Sustainable Logistics Management Plan, were implemented in addition to the promotion of environmental education programs.

To start with, it should be noted that the reference documents used to guide the construction of the IDP do not include Resolution Consuni nº17/2018, which is the Environmental Policy of UFPB, which provokes the understanding that environmental
management in UFPB, as yet, is not an Integrated Environmental Management. From information collected in the Environmental Policy of UFPB with the Environmental Management programs, and in the IDP about the strategic objectives and the targets for each program, it can be seen that there are gaps when analyzed from the perspective of Education for Environmental Management.

The first column lists the Environmental Management programs that were established in the Environmental Policy and included in the IDP, where not all programs have their strategic objectives, nor the environmental education practices required as part of the methodology to achieve the targets. The second loophole lies in the Environmental Education program, which even had its strategic objectives, targets and methodologies outlined.

In this context, it is pointed out the absence of the relationship between the very public policies existing at UFPB, referring to university environmental management. To do so, all the programs of the Environmental Policy would need to be integrated with the institutional strategic objectives. From this, the goals and actions to achieve the goals would be set, which was not seen in full in the IDP. We see here the absence of strategic objectives for the programs: I. Integrated Waste Management (solid, construction, chemical, electronic and health); II. Management and management of green areas; V. Use, Sustainable Occupation and Mobility; VI. Environmental Education; VII. Conscious Consumption. Without the objectives set, how can targets be set?

However, there are programs that have defined objectives, but there is a lack of targets, as is the case with the programs: II. Management and management of green areas; and VI. Environmental Education. The VI program. Environmental Education is listed as a specific program and apart from the others, when it should be a cross-cutting issue, as indicated by the National Environmental Education Policy. Thus, it is reflected that, within each program, there ought to be various projects and actions of environmental education for the environmental management to reach its targets.

It is possible to infer that EA needs to be seen by the directors, technical-administrative servers and professors of UFPB as an indispensable stage for the implementation of the Environmental Policy programs. Therefore, it should be included as a goal to be achieved, that is, to establish deadlines, resources and responsible for bringing environmental education to university students and civil servants. In addition, it can be seen that the inclusion of EA as a specific program of Environmental Policy (Consun Resolution 17/2018) of UFPB, apparently, is intended only to comply with legal obligations, but in practice EA has not had the strategic planning necessary to reach the entire academic community of UFPB.

This is how one realizes that UFPB thinks that it is using environmental management to educate the community, when it establishes the environmental management programs. However, when environmental education is not included in the strategic objectives of each program, this purpose is not achieved. In this context, the question arises as to how the UFPB intends to achieve the results of the programs for environmental management without considering educating the community for sustainability, since the E.A. is not set as a necessary target for each program? For example, how can we reduce paper consumption and use if users are not aware of the need to reduce paper consumption?

With the absence of strategic goals and targets aimed at the environmental education of the academic community, the actions of awareness and awareness to avoid waste, to stimulate conscious consumption and rationalization, to cooperate with selective collection are committed to be achieved, when looked at from the perspective of the institutionalization of environmental education and management. In this, it is stressed that awareness must come before awareness, because "awareness is the initial step, the information necessary to awaken ("open") the awareness of the subjects for that particular problem" (Moura & Damo, 2014, p. 4). When a person understands the environmental impact of institutions, the environmental
crises brought about by the interference of man, he has more conditions for analyzing himself in order to produce relationships of belonging to nature.

4.2 The Presence of Environmental Education at UFPB under the Optics of the Environmental Management Commission

4.2.1 What makes people claim to be aware of the impact they have on the environment, but not to take sustainable action?

After verifying the presence of environmental education in UFPB's public policies, and given that it is not present in all the strategic objectives of the IDP that were drawn up for UFPB's Environmental Policy programs, an attempt was made to understand how the coordinators of the CGA see the question of some people claiming to be aware of the impact they are causing on the environment, but not practicing sustainable actions. Interviewee 1 relates this environmental behavior in divergence with the discourse due to the trivialization of several aspects of environmental impact.

The trivialization that is linked to other themes such as violence [for example]. We see on the news, in our conversations between the students, the trivialization. Ah no know who was murdered, ah there was an accident there. It's a day-to-day thing. So, the felling of trees, the lack of investment for the preservation of our rivers and waterside forests, the pollution caused by industries, by residences, sewage in our rivers, has become commonplace. [...] (Interviewed 1 [our griffin]).

To trivialize means to be indifferent to the cause, adding to the way people react in the face of environmental disasters. Society is often confronted with the felling of trees in its locality, with the daily dumping of sewage into rivers and seas, with the absence of basic sanitation, with the inefficiency of the disposal of waste and the maintenance of sanitary landfills, among others. As a result, some people have become used to seeing these scenes in their daily lives, so that perplexity and inconvenience are minimized, in which indifference to environmental problems becomes a protagonist. This behavior reveals a certain alienation on the part of the subjects, who do not feel motivated or empowered enough to propose and carry out actions to confront the causes of disasters in the environment. There is a lack of environmental awareness.

Fiorentino (2021, p. 5) is able to contribute to this debate, when he states that "the trivialization of the environmental crisis appears symptomatically in the common world; in the posture of distancing from the crisis apathy, self-abstention and denial of (co)responsibilities in the face of the facts". This trivialization is taken to the various spaces that people frequent, since there is a large portion of subjects from the academic community who, likewise, abstain, deny and do not assume their responsibility for environmental problems. Environmental trivialization is part of the way that university students and public servants have replicated this indifferent behavior when they see a colleague using disposable mineral water bottles, or wasting water and energy on Campus, or when several professors go to university individually in their cars, without sharing rides to reduce CO2 emissions, etc.

Furthermore, it is pointed out that the environmental and institutional policies of UFPB need to consider educating teachers for environmental sustainability, since not everyone has this basic education. Environmental education must also involve raising teachers' awareness and awareness. Therefore, the institutions need to plan pedagogical projects for an environmental education of environmental educators, to have the conditions and subsidies to request the hiring of personnel to work in this area in an inter, multi and transdisciplinary manner. In the National Environmental Education Policy (PNEA), established by Law No.
9,795/1999, there is the guidance that "teachers in activity should receive complementary training in their areas of activity, with the purpose of adequately meeting the principles and objectives of the National Environmental Education Policy" (Brazil, 1999).

In this context, the university is a space of constant learning, whether theoretical or empirical, in such a way that the educators need to re-educate themselves, while instigating in the students the feeling that they are capable of bringing about changes, starting from a knowledge applicable to their reality. In addition, the university must "[...] provide environmental educators with theoretical and practical foundations that are indispensable for them to understand, analyze, reflect and reorient their professional work from an environmental perspective (Morales, 2009, pp. 186-187). The shortage of environmental educators reflects the challenges of implementing pedagogical practices of environmental education in a transversal way, consequently, the difficulty of promoting institutional environmental management. It is suggested to minimize this shortage when the institutions stimulate and promote "conditions of formation, professional engagement, militancy that favor the transit of these professionals to the environmental field, through the institutional belonging and forms of membership, "conversion", and future prognoses that educators consider necessary to engage (Carvalho, 2000, p. 39).

About this, respondent 2 says that the fact that some teachers and students claim to be aware of the impact they cause on the environment, but do not engage in sustainable actions, is an individual matter.

I think it's going to fit everyone's profile. Ah I work with the environmental area, I have to know this, I have to set an example, I have to do my little bit so that someone else can see it and do it as well and then try to replicate these little actions. The disposal of tonners and cartridges that we have the collection right? has the reverse logistics within UFPB [...]. Me too, my tonners and my cartridges I also look to do this, or if I don't find or try a more suitable disposal of how to throw out these little things. So, I think it's more around, we try to do a little bit and try to set an example, but we can't do a general analysis, because this is very individual, it's very individual, it's very much of each person, it's not even of the professional, it's of the person (Interviewed 2).

It should be noted that when teachers are aware and more aware of the very practices that impact the environment, it is that they will be better able to multiply the knowledge and experiences acquired. "The more aware we become, the more empowered we are to be advertisers and whistleblowers, thanks to the commitment to transformation that we have undertaken" (Freire, 1979, p. 16). The commitment to the environment must be constructed in such a way that the change in attitudes is reflected in the day-to-day.

However, this discourse of environmental awareness, presented by some people, often does not conform to daily practice, since environmental behavior demands an intentional rationality on the environmental impacts arising from the process of individual and collective production and consumption. It can be said, then, that the subjects are in a minimum state of acquiring information about various environmental crises, but that they have not yet arrived at a state of awareness and, even, of conscience. A sensitive subject seeks to have a libertarian and emancipatory posture to propose and engage in solutions for the environment. On the other hand, in the conscious subject, the environmental behavior becomes unconscious and switching off the lights every time it leaves an empty environment, or turning off the taps to avoid wasting water is involuntary. A conscious person no longer needs environmental education warnings or campaigns for consumption reduction, as this sustainable practice is already incorporated.
4.2.2 Is it possible to implement public environmental policies at UFPB without the community having been (re)educated for environmental sustainability?

Regarding the possibility of implanting environmental policies established by UFPB or by the Federal Government without the community having been educated or re-educated for sustainability, respondent 1 said that "I think that the difficulty increases, but it is possible yes. Yes, it is possible, [but] we are increasing the level of difficulty (Interviewed 1 [our griffin]). Interviewee 1 makes it clear that this is possible, but that the difficulties will be greatly enhanced. In other words, according to the CGA coordinator, students' environmental education may or may not be involved in environmental management planning at UFPB, since it is possible to implement environmental policies, even if their community does not understand, or is not sensitive and aware of, the environmental problems caused by their own existence in contact with the land. This positioning of interviewee 1, goes against the findings of (Quintas & Gualda, 1995), which refer education as necessary for environmental management.

As for interviewee 2, he considers it a challenge, because a much larger group has to be committed to the environment, capable of reaching all the University's campuses.

I see it as a challenge that we need to join forces, don't we? I think that we need to have a larger group and the university, it has professionals trained to form this team and we need to build a broader proposal. You see, I'm there on the commission about 8 years [counting on the period of coordination and out of coordination], shortly it's 10 years and few, few professors and administrative technicians have come together and said we're going to carry out this action. Let's do it. ... (Interviewed 2).

With this, individuals must be able to perceive that one of the problems that make it difficult to implement Environmental Policy at UFPB, is not the lack of policy, but the lack of the inclusion of EA, as well as its goals and targets for a better structured and planned environmental policy. All of this unfolds in the absence of the formation of ecological subjects, with a critical, transformative and emancipatory environmental education. What is also missing is a body of teachers with technical competence to develop multiple and diverse programs and projects for environmental education. What is missing is for the university's senior management to be more involved in drawing up the IDP and also to focus on the strategic objectives for environmental programs. These issues have hindered "the continuous improvement of its environmental performance, for sustainable development, in all its areas of activity" (UFPB, 2018, p. 2).

On the other hand, it is possible to reflect on the limitations of the CGA team in focusing on the training of professionals and students who are multipliers of knowledge about the environment, since they themselves ponder the need for having an environmental education policy built on the particularities and diverse contexts of the university community. Therefore, it is possible to point out that the effectiveness of the Environmental Management Plans is directly conditioned to a society that is politically educated about the laws that normalize environmental preservation; sensitized to the existing problems because of the way the human being relates to the environment; aware and empowered to face the environmental crises that cause imbalance to the ecosystem.

Difficulties in implementing environmental plans are accentuated when the community is not educated to do so. In this sense, environmental education is addressed in this article as the principle of behavioral change, because "EA can be understood as a dynamic and permanent process, which takes on a participatory character [...] from various spheres of society", (Sanches-Canevesi, 2021, p. 85), being part of an ongoing process to transform the mentality of the subjects.
4.2.3 How to make environmental education a reality in all undergraduate courses?

In this context, CGA coordinators were asked how to make Environmental Education a reality in all UFPB undergraduate courses?, since Article 9 of Law 9.795/1999 school environmental education should be developed at the levels of education: "I - basic education: a) childhood education; b) elementary education; c) secondary education; II - higher education; III - special education; IV - vocational education; V - education of young people and adults" (Brazil, 1999). Interviewee 2 recognizes that it is a great challenge to turn environmental education into a reality in UFPB's undergraduate courses, principally because there are many courses and there are teachers with different backgrounds.

I think that 'there' should not be limited to environmental policy, but to a sum of ways, such as, for example, PRG beginning to respect its own national environmental policy, which talks about the multidisciplinarity of the environmental issue at all levels and this is not practiced (Interviewed 1).

In this sense, interviewee 1 points to the Pro-Rectory of Undergraduate Studies (PRG) as the body that should begin respecting the National Policy for the Environment, regulated by Law No. 6938, of August 31, 1981 (Brazil, 1981) and which establishes that it should go beyond the General Coordination of Academic Activities, but involve itself with other bodies such as the CGA, with the objective of outlining curricular and pedagogical strategies for implanting the Environmental Policy of UFPB. The actions for Environmental Management are guided by Consuni Resolution No. 17/2018, which established Environmental Policy at UFPB containing a set of principles and guidelines that aim to implement or adapt institutional actions that make it possible to promote the sustainable development of UFPB and of society, compatible with a healthy and ecologically balanced environment (UFPB, 2018). With this, the challenges imposed by non-environmental education can jeopardize the implementation of the action plans to reach the goals set out in the IDP, so that a greater effort is needed on the part of the Superior Management and its Pro-Rectorates to better reach the target public.

Layrargues (2006, p. 165) even considers environmental education to be a utopia: "the term utopia would represent the set of ideas, representations, values and symbols of a part of collectivity that aspires to another reality, still non-existent". UFPB states in Environmental Policy that one of its principles is "III- to promote environmental education, developing an integrated understanding of the environment in its multiple and complex relationships, incorporating environmental ethics in all its activities" (UFPB, 2018). But how will environmental education be promoted without the strategic objectives, methodologies and actions having been determined in the IDP? It is in this context that one conjectures the utopia and/or the reality of achieving environmental management without people's environmental education.

The beginning of the speech of interviewer 2 points to this question, since he considers that it is possible to turn Environmental Education into a reality in all the courses at UFPB, but that it is a great challenge. More than this, interviewee 2 states that to consider impossible would be contradicting himself, since he is an environmental educator and researcher. However, one can perceive a certain tone of disbelief or disbelief that, at some moment, UFPB has in its portfolio of undergraduate courses the presence of environmental education in its pedagogical curricula.

It's more of a challenge. If I said it was impossible, I'd be contradicting myself, wouldn't I? Because I've been working on this for quite some time now and in the courses that I take I try to bring this issue of environmental education, of awareness raising. It's possible if you really have an environmental education policy in which you have training, in which you're
trained, and you hire specialized personnel to help you have a long-term policy, right? Of inserting environmental education into the UFPB right? As a researcher in the environmental area, I believe that it is possible, but not everything depends on the researcher or the professor, it also depends on the interest of the public administration, on the objectives of management. So I think it's possible, but it's a challenge because there are many courses, there are many professionals and there are totally different profiles (Interviewed 2).

In addition, respondent 2 suggests that UFPB's environmental policy addresses more practical and pedagogical aspects of environmental education, including teacher training and training. It can be seen that this question deserves the attention and commitment of the superior administration of UFPB in favor of an effective environmental management, and that it brings results of a greater preservation and mitigation of environmental impacts. So, this question needs to come out of the individualized debate for the collectivity, being treated as something institutional.

After this long discussion about the understanding that managers have of environmental education and its relevance for the elaboration and implementation of public policies, it is possible to draw some conclusions about the relationship existing between environmental education and the Environmental Policy of UFPB, but without having the intention of exhausting them, as can be seen in the section of the final considerations of this article.

5 CONCLUSIONS

The general objective was to verify the presence of Environmental Education in Environmental Policy, in the Institutional Development Plan (PDI) and in the actions of the Environmental Management Commission of UFPB. In legal terms, there is a relationship between environmental education and Public Environmental Policy (Consuni Resolution nº 17/2018) of UFPB, since it is established that UFPB should encourage the various actions and projects guided by the principles of the National Environmental Education Policy. Thus, the theoretical relationship between UFPB's environmental policy and environmental education is evident.

However, when the terms of the IDP were observed, Environmental Management did not play a role in environmental education practices with the academic community. Shortcomings were therefore found: 1. there are environmental policy programs which do not have the strategic objectives set; 2. There are strategic objectives of some programs that have been defined, but do not have the goals and methodologies for how to achieve them; 3. The Environmental Education Program has no strategic objectives, targets and methodologies; 4. For the elaboration of the IDP, Environmental Policy was not included in the literature as a reference document.

After the analyzes done up until now, it is considered that the current legislation of UFPB already recognizes the role of Environmental Education as a pedagogical tool for Environmental Management, when there are Environmental Education programs in Environmental Policy. However, in the institution's own IDP, one can see the absence of this recognition, when no specific objectives, targets and methodology were outlined to raise awareness and raise awareness in the academic community. That is why the question remains as to the meaning of this theoretical-practical relationship between E.A. and Environmental Management at UFPB. What is the meaning of including environmental education in yet another public policy? Is it because it recognizes the important role that EA has to emancipate and transform the mentality and behavior of the academic community in a critical manner, or is it to comply with the formalities and obligations imposed by other environmental public policies external to UFPB?

From the reports of the CGA coordinators, it can be seen that environmental education...
has had difficulties to be implanted in the undergraduate courses at UFPB, since the higher management of the institution needs to support actions to form environmental educators. In addition, institutional support for CGA needs to be expanded to enable the team to develop more programs and projects to educate the academic community. One way to leverage the EA practices in the actions of the Environmental Management Commission is to expand the team, including teachers and technical-administrative with basic and complementary education-related training, with technical capacity to propose diverse and broad projects to educate the academic community for environmental sustainability.

Therefore, it is understandable that at UFPB, as yet, it is not clear the path that it has adopted, neither for sustainable management, nor for a community with environmental education, since it is not a coherent dialog, in practice, between what is put in the environmental policies and in the actions of the CGA. From this, it can be concluded that the community has not even been educated to manage - based on the principles of environmental sustainability, nor have managers managed to educate the academic community in favor of sustainable development.

The limitations of the research lie in the difficulty of interviewing the other members of the CGA, which required considering the opinion, only of the CGA Coordinators. The pandemic period of COVID-19 dispersed those involved with the CGA, as actions that were previously carried out in person were suspended because of quarantine and the need for social isolation. Even so, this research managed to collect the perception of the CGA managers and to carry out a documentary analysis that could contribute towards the university management of the Universidade Federal da Paraíba. As an agenda for future research, it is suggested to investigate how UFPB's policies, environmental programs and CGA have exploited the knowledge that university students have about the environment.

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Educating to Manage or Managing to Educate? A Case Study at the Universidade Federal da Paraíba

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