39 - THE GUIDELINES FOR ENVIRONMENTAL EDUCATION IN PUBLIC POLICIES FOR SPORTS AND LEISURE

SORAYA CORRêA DOMINGUES
UFSC Florianópolis Santa Catarina Brasil
domingues.soraya@gmail.com

This article is among those studying Environmental Education and Public Policy National. It seeks review concepts Environmental Education and Leisure time as living space, the sports and cultural phenomenon emphasize relationships of the principles and guidelines for action on global warming and initiatives and concepts of the sport and leisure in the city. To develop this issue was first discussed Environmental Education, secondly the concepts of Sports as cultural phenomenon built by the Program for Sports and Leisure City and finally presenting the conclusions of the objectives of the program and the educational possibilities of their actions and environmentalists, experiences and experiences of sports and leisure.

EA: Of the laws to the principles

The current situation is alarming on the planet, there are various reports, letters, treaties, protocols that demonstrate the environmental destruction and also suggest initiatives and guidelines for certain changes that range from human to the conduct of government policies. Among these initiatives is the EA consolidating a plan of action and principles in different areas formal and non formal education. But we need to look at it is, what are the principles of EA and how she can relate to the PELC?

The EA is a field of study, research that is responding to the demands of environmental destruction and the need for preservation of pedagogical practice that seeks to contribute to environmental awareness and change of conduct in relation to human nature, taught to know your environment to resolve problems of the present and future preserve it acquiring knowledge, values, skills, experience and determination. It represents the result of battles and claims of environmental groups and the very recognition by the industry and large organizations such as UN framework of destruction, mainly of natural resources.

For this discussion this article is mainly based on Days (2000), the work Identities of Environmental Education Brazilian Environment Ministry (2004) and book Pedagogy of the Earth Gadotti Moacir (2000); the documents on the Internet sites, UNESCO , The Olympic Committee, UN, the Ministry of Environment and the Ministry of Education, Ministry of Sports in other secondary sources.

The review suggests several changes that alter the relationship mainly cultural and natural Post-War, the world redefines its organization in large empires and relationships of crops and technologies suffer deep transformations, the relationship of human beings with the land, with others and even if it resets and becomes alienated. More specifically in Brazil, starting, especially the developmental plan, framework or try to frame the national plan along the lines of global economic and social parameters. Our agriculture which had its latifundium heritage in the beginning to be an agri-business.

These changes are recognized by the UN in 1969, the Forum on the environmental issue, officially assuming that the current economic model devastating and destroying the nature and offer some general measures to arrest the high destruction of the planet. And the term Environmental Education was given for the first time 1965, the conference of Education at Keele University, Britain - Betanha. But what is perceived as actions and formulations of documents is that an imbalance between the countries.

The meetings there is a world conference in Stockholm 1972, UN on the Human Environment "in Belgrade UNESCO; Meeting of Environmental Education in Tbilisi, 1977, in Georgia, 1st Inter-governmental Conference on Environmental Education, organized by UNEP and the UN ; United Nations Conference on Environment and Development, the UN RIO 92; International Conference on Environment and Society, Thessaloniki Greece, theme: Education, sponsored by UNESCO in 1997; In 2002, Johannesburg, the UN Conference on the Environment Environment and Human Development, and finally the establishment of the period called the United Nations Decade of Education for Sustainable Development which began in 2005.

These meetings generated some documents needed for environmental education activities in the world, they are: Global Plan of Action; Letter from EA, with guidance for the formulation of an ongoing program, multidisciplinary and integrated at regional differences and national interests; eradication of poverty, hunger and illiteracy, pollution and the human domination and exploitation; Agenda 21; Treaty of Environmental Education; International Program for Environmental Education.

The objectives of these documents, in general, are: recognition that the EA could not give account to solve environmental problems are tied to another goal proposed by these documents, make the developing countries have national sovereignty and is positioned with fairness to the world, this transformation that would be provided by developed countries, mainly through the enhancement of cultural diversity, social and economical, and that this will also be important, the awareness of the need to spread the principles of EA in several sectors and provide regional strategies and Overall for appropriate action relating to key environmental issues; recommend measures to be taken on the national and international environmental protection through public policies for sustainable development, foster the development of international environmental law; examine strategies for promoting sustainable development and eliminate poverty in developing countries, among others.

In Brazil these goals generated creations of the initiatives of government agencies such as the IBAMA, the SEMA, the Working Group for Environmental Education, the National Program for Environmental Education and SISNAMA, and specific policies such as: National Policy on the Environment and Courses expertise from the year 1986 and strengthening of environmental NGOs.

These initiatives at governmental and non-governmental sought proposals to establish environmental laws and program of education for research, teaching and extension with Guidelines and Bases made from the year 1994 by MEC and proposes actions that are intended to ensure, within education , The balanced integration of multiple dimensions of sustainability - environmental, social, ethical, cultural, economic, and political space - the development of the country, resulting in improved quality of life for the entire Brazilian population, through the involvement and participation in social protection and environmental conservation and maintenance of these conditions over time. In that sense, is also four guidelines of the Ministry of Environment: Transversality; Strengthening Sustainability, participation and social control.

In summary, in Brazil are established the following guidelines in dealing with the knowledge on environmental issues organized by the Treaty of Environmental Education for sustainable societies and global responsibility and was summarized in these topics: must be based on critical thinking and innovative, at any time or place in their modes formal, non-formal and informal, promoting the construction and transformation of society, is individual and collective. Aims to educate citizens with local and planetary consciousness that meet the self-determination of peoples and the sovereignty of nations, must involve a holistic approach, focusing on the relationship between human beings, nature and the universe so interdisciplinary, should encourage

solidarity, equality and respect human rights, drawing up the strategy and democratic interaction between cultures, to integrate knowledge, skills, values, attitudes and actions. Must convert every opportunity in the educational experiences of sustainable societies, should help develop an ethical awareness about all forms of life with which they share this planet, observe their life cycles and impose limits on the exploitation of these forms of life by humans. (Agenda 21 apud GADOTTI, 2000 p. 95).

Among these initiatives is possible to identify the loss of cultural diversity and social exclusion and the possibilities for change by the Environmental Education in areas as diverse teaching of the Sports and Leisure City. Some of the principles and putting the task of building a paradigm for help, to recover an authentic mode of human relationship with the natural world and face so directly with the ecological challenges which we face today, may be related to the actions of political public.

But you must understand what are the elements of concepts of sports and cultural phenomenon and that means growing to do such approaches.

The Program Sports and Leisure City have been working with some concepts constructed in practice show that principles of environmental education. For the first link will be considered the sport with nature and how this is a cultural phenomenon to further define culture.

The sport is featured in the publication Environment and Sports: An International Perspective (Da Costa, 1997), which brings together articles from researchers from different fields, as one of the most important cultural phenomena of modernity, is an expression of culture and is also one of Possible links between humans and nature that often contributes to their destruction.

This approach seeks to understand the sport as a phenomenon and an educational and creative political space in which people can participate effectively build it, the decisions of rules, structures, tactics and arguments, recognizing the sport as opportunities to provide knowledge about the culture and establishing other relations between human beings and nature.

The Olympic Committee of the Environment indicates possibilities for construction of sports activities, with less environmental impact. But in this trial highlights the importance of initiatives such as PELC for actions not disruptive, for this reason, it is necessary to transform the sport didactically, as Kunz (2003), and define how this phenomenon can be one of the manifestations of culture body and contribute to the principles laid down for Environmental Education.

In this context Altvater (apud Da Costa, 1997) draws attention to the sport is not "an end" in itself has recognized social reasons in the context of economic development that, unlike the postulates of the liberal ideology of harmony, is profoundly marked by relations power and asymmetric forces, when selling an ideology and their endless consumer products, direct and indirect. What to authors such as Eckard Meinberg (apud Da Costa, 1997) sport shall be related to ethics symbolizing the integration of man with nature. It is important to understand that people are practicing sport must behave in order to minimize conflict sport and environment, and for that to happen, education is necessary is why the ethics is not simply rules, but depends on pedagogy and public policies. And complements Hans Jãgemann (apud, da Costa, 1997) with a sense of responsibility, which is not a sport means of measures, but one that gives more joy to life than causing problems harmful to nature and the environment, and to the responsibility of the authorities. Indicates the planning and monitoring activities and still responsible for environmental education.

Pigeassou (apud, Da Costa, 1997), refers to economic paradigms and cultural revolution of free time. Defines sport as a mirror of society in that project their fantasies, values, excesses, is it a laboratory where intensive social activity, the sport as a process of education for citizenship and creates a reflection on the concept of nature that today permeates sporting relations.

In International Symposium on Teacher Education and Scientific and Technological Exchanges in the Field of Physical Education / Science of Sports, Professor Doctor Dieckert contributed to the discussion by stating that the sport when practiced without means of environmental protection is harmful to nature. And the finding indicates that the human being is not the center. According to researchers, the great revolution of this paradigm is the human being, his dignified life in balance with nature, in systems based comunitarist and from this analysis indicates the following principles: Use of land in conditions of maximum efficiency; Economy in the use of energy, visibility and emphasis on natural scenery and local traditions; Planning for sunlight passive; Integration with the city's urban planning; recycling of materials; Rejection to toxic materials; Practice of Management responsible for garbage; recycling of used water; Maximization of public transport, reducing dependence on the automobile; Programming diverse and multifaceted also for the community.

Without such measures, which are also adopted by the Olympic Committee, sports threatens the environment, by its nature commercial, professional and personal. In this respect, Rittner (apud Da Costa, 1997) is exhaustive and sets the current crisis in the sport by the following: the sport does not guarantee an attention to the body as part of human nature, the sports system is losing its regulatory capacity in the relations between activities body and the environment, the sport is dissolving its potential for socialization, the progressive instrumentation of the body rejecting the potential of health promotion that resides within the sports activity; and the sport contemporary contributed to the destruction of the natural foundations of human existence , Objecting to their own traditions and thus losing its social legitimacy.

Based on this diagnosis, the PELC, when working with the Recreation and Sports as a cultural phenomenon, promotes activities that deserve attention: a) clarification b) mobilizations c) interventions. They are developed by six main modes: scientific analysis of the problem; interdisciplinary work; The apprehension of reality and the possibilities for solutions or not; Cooperation between centers of decision-making in politics, culture and business; the information to groups representing sports and community ; The intersectoral and international cooperation. That are in line with the policy of general principles issued by the United Nations Conference for Environment, 1992 (RIO 92) and follow the commitments of sustainable development for the ecological area.

But that means exploiting the sport as a cultural phenomenon that may contribute to global warming?

The Leisure and sports and culture in public policy:

Understand the sport as a cultural expression, he can offer one of the possibilities of contributing to the spread of the principles of environmental education and changing human conduct towards nature. Thus it is among one of the key requirements for environmental preservation, established in Agenda 21 which is the enhancement of local culture for preservation of life overall.

In the publications of UNESCO "Education for a Sustainable Future: a transdisciplinary vision for the actions shared" and Manifesto of Environmental Education states that the current model of globalization threatens the cultural diversity of humanity to the destruction of many local cultures, a prerequisite for sustainability. The argument in favor of an order by the disappearance of species also applies to cultural losses and the consequent impoverishment of the acquis collective means of survival of humanity. This argument states in Brazil in the Program for Environmental Education guideline for the development of actions for recovery of culture.

In order to exploit the local culture is necessary to understand the structures of everyday life and its manifestations involving: communication, work, relationship with time and space as values, creation of expressive forms for the relationship to

the other with the sacred and over time (the dance, music, rituals, war, peace, painting, sculpture, construction of housing, food, clothing and weaving).

Culture is then understood as the creation of a symbolic of the law, creation of a symbolic order of work; set of practices, attitudes and actions through which humans relate to each other and with nature and it is distinguished by acting on it or through it, modifying it. Forming a social organization, its processing and its conservation for future generations. Then we have a company that builds and culture that are cultural beings. Therefore, it can not in any way be reduced to art, music, or even at a school knowledge, but, as already stated, a right that all men created to establish social relations between them and between the nature.

The human being is also be a cultural, and PELC is valuing this is it, and produces educational spaces disseminating culture in the experience and experience of sport and leisure in cities.

Conclusions

In conclusion and articulate ideas is necessary to examine what are the general objectives of PELC that show their ability to spread the principles of Environmental Education in dealing with the knowledge and practices in buildings on leisure and sports phenomenon. They are: 1 - Program of government that seeks to implement the social project, toward the consolidation of sports and leisure and social rights, and therefore as public policy of government which makes and guarantees the access of Brazilian population, in an ongoing in all its segments, 2 - Scientific and Technological Development of Sports and Recreation, for setting up a national system of documentation and information for sports and development cooperation agreements and institutional and international exchange.

These two objectives show that PELC build a targeted action aimed at organizing public policy from the complexity of real life, answering the problems on environmental issues and culture body in the community belonging to the complex society. Individuals are a collective of a particular class or group and their different values must be expressed in culture and relations not only personal, subjective, but also establishing themselves in social institutions like church, family, factory and political parties.

Work related to these policies EA, leisure and sport as a cultural phenomenon is a possibility of offering a space for construction of social relations and recognition of culture built. And the appreciation of local culture, through the enhancement of the cultural manifestations of body movement, leisure and sports for understanding, construction and reification of an authentic culture of the specific community. The first step, for this is from the awareness and recognition of the state of being and being in the world as being historic and cultural.

Thus the PELC provides a space where everyone participates in the most diverse activities in full, because it can establish connections between their own social reality, interpreting it and explaining it from the interests and objectives clear and defined.

The phenomenon of sports in the cultural sphere PELC is projected on a scale of the phenomenon that involves complex codes, senses and meanings of the company that creates and practices. Questioning its rules, its position to adjust to the reality of social and cultural community that the practices and processes, and rescuing him the value that the collective focus on the individual, defending the commitment of human solidarity and respect, understanding that the game is the two and that we need to play with and not against. Maybe so the sport can contribute to the possibilities of building more just relationships between human beings.

The recovery of the phenomena of Cultural and Leisure Sports as a possibility for recovery of life on the planet is a problem and is being developed by PELC articulating social relations, cultural and economic. It is where the sport begins to represent a cultural practice of human life, a practice that is impossible to dissociate the activities of natural and survival, among them: the work, culture and leisure. Speaking on this theoretical basis is certainly recognize that the generation born of the relationship of life to survive.

Working with appreciation of culture, as the PELC does, means working with public policies for the preservation of life on the planet means that enhance the production of everyday workers, provide means to working no more logic in the sports spectacle, but in a logic that has as strategy, the enhancement of freedom, companionship, the self, solidarity, representing an autonomous choice of subjects. In summary these relate to the general principles PELC with EA, are:

- The deal with the problem by thinking Dialectic - Everything relates to everything, the whole with the parties, based on dialectic, think in terms of relationships and hierarchies of threads to the networks and communities of cooperative learning structures for processes. The pleasure of the place where PELC proposes an intergenerational, and inter intersetoralidade addressing the implementation of the program so mutidimensional;

- Transformation and social awareness, knowledge about environmental issues and the preservation of life planetary awareness of the need first. The proposed preservation of the environment depends on the transformation of that system and social transformation can only be built on the basis of objective needs, which depends on the democratization of knowledge possible through the process of creating human. In the space of pedagogical training PELC the environmentalist is on the practical things of life, from work, leisure and culture;

- Pedagogy of the environment in everyday life - Guidelines for developing a Ecopedagogia are based mainly on daily life, that seeks meaning at every moment, every act, which is the practice at all times to avoid the bureaucratization of knowledge. An educational program that should represent a program of life;

- The recovery of culture - The environmental education initiative seeks to rediscover the world of nature with the world of culture. The mere fact of learning to save, to recycle, to share, to complement the preserve, to accept the difference could represent a revolution in the body of the social system, is the possibility of the union of nature with culture. This education awareness of the human being that our culture is alienated and predatory, resignified the sport in PELC is an opportunity for education outside the school, which is also one of the goals of EA, thus putting the interdisciplinary, namely training of skills to understand the complex and multidimensional reality. In the environmental complexity becomes world power and possibility, understands the reality as called for building social values, interests and utopias, this would only be able intergral by the action of various sectors of society;

- Measures local government actions and structural changes - The Office Paulo Freire in the Movement for Ecopedagogia is the idea that actions must be integrated into government measures for the implementation of projects of state for cleaning and preservation of the environment as well as the realization of shares allowing the democratization of knowledge.

Accordingly, the contribution that this test brings is, precisely, the Environmental Education in the fight against destruction of nature, against globalization and in favor of building a culture of sports and leisure city, built from its own demands, recognizing that the efforts of programs such as PELC you can enhance the human culture, decent work and life on the planet.

Key words: Environmental Education, Recreation, Public Policy, Sports.

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Nome da autora: Soraya Corrêa Domingues
E-mail: domingues.soraya@gmail.com /Endereço: Rodovia Admar Gonzaga n 1863 ap 104 BL B 02, Iatcorubi, Florianópolis, Santa Catarina, Brasil. CEP 88034001/ Telefone: 48 32079300 Ceclular: 48 99818024

THE GUIDELINES FOR ENVIRONMENTAL EDUCATION IN PUBLIC POLICIES FOR SPORTS AND LEISURE CITY

This article deals with issues related to environmental education principles and concepts of sport and culture in current public policies for sport and recreation of the Ministry of Sports. The aim was to define the meaning of Environmental Education, examining concepts and actions of the sport and the city and its local processing, set changes offered by experiences of sports and cultural phenomenon, highlight contributions of the program, which the principles of Environmental Education. In general were reviewed principles and concepts of Environmental Education as a leisure time to participate and construction of sports phenomenon that offers possibilities for social change and conduct that emphasize the human nature.
Key words: Environmental Education, Recreation, Public Policy, Sports.

LES LIGNES DIRECTRICES POUR L'éDUCATION à L'ENVIRONNEMENT DANS LES POLITIQUES PUBLIQUES POUR LE SPORT ET LES LOISIRS

Cet article traite des questions liées à l'éducation à l'environnement principes et les concepts de sport et de la culture dans les politiques publiques pour le sport et la recréation du ministère des Sports. L'objectif était de définir le sens de l'éducation à l'environnement, en examinant les concepts et les actions du sport et de la ville et sa transformation locale, ensemble les changements proposés par des expériences de sport et de phénomène culturel, mettent en évidence les contributions de l'émission, dont les principes de l'éducation à l'environnement. En général ont été passés en revue les principes et les concepts de l'éducation à l'environnement comme un temps de loisir à participer et à la construction de sports phénomène qui offre des possibilités de changement social et de la conduite qui mettent l'accent sur la nature humaine.
Mots clés: l'éducation à l'environnement, des loisirs, des politiques publiques, Sport.

LAS DIRECTRICES PARA LA EDUCACIóN AMBIENTAL EN LAS POLíTICAS PúBLICAS PARA LA PRáCTICA DE DEPORTES Y OCIO

Este artículo trata de las cuestiones relacionadas con la educación ambiental los principios y los conceptos de deporte y la cultura en las actuales políticas públicas para el deporte y la recreación del Ministerio de Deportes. El objetivo era definir el significado de la Educación Ambiental, el examen de los conceptos y las acciones del deporte y de la ciudad y su procesamiento local, establecer los cambios que ofrecen las experiencias de los deportes y fenómeno cultural, poner de relieve las contribuciones del programa, que los principios de la Educación Ambiental. En general, se examinaron los principios y conceptos de la Educación Ambiental como un tiempo libre para participar y la construcción fenómeno de los deportes que ofrece posibilidades para el cambio social y de conducta que hacen hincapié en la naturaleza humana.
Palabras clave: Educación Ambiental, Recreación, Salud Pública y Política, Deportes

AS DIRETRIZES DA EDUCAçãO AMBIENTAL NAS POLíTICAS PúBLICAS DE ESPORTE E LAZER

Este artigo trata das questões relacionadas aos princípios da Educação Ambiental e conceitos de esporte e cultura nas atuais políticas públicas para esporte e lazer do Ministério do Esporte. Buscou-se definir o significado de Educação Ambiental, examinar conceitos e ações do Programa esporte e lazer da cidade e suas transformações locais, definir mudanças proporcionadas pelas vivências do fenômeno cultural esportivo e, evidenciar contribuições deste programa que os princípios da Educação Ambiental. Em geral foram revisados princípios da Educação Ambiental e conceitos de lazer como tempo de participação e construção do fenômeno esportivo que ofereça possibilidades de mudanças sociais e de conduta humana que valorizem a natureza.
Palavras Chaves: Educação Ambiental, Lazer, Política Pública, Esporte.