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REFLECTION ON THE IMPLEMENTATION AND OPERATIONAL GUIDELINES OF THE ANHANDUÍ ECOLOGICAL PARK – ANHANDUÍ ENVIRONMENTAL EDUCATIONAL CENTER IN CAMPO GRANDE/MS

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Abstract: In the face of urban expansion, actions were necessary, such as the creation of Urban Parks and Environmental Education Centers (CEAs), making it a reality in contemporary Brasil. In Campo Grande (MS) four CEAs were created in the 2010s, located in Parque Lineares (Urban Parks), spaces rich in water sources, local flora and fauna. This research aims to identify the guidelines for implementation and operation of CEA Anhanduí, as well as to analyze the participatory activities recommended by the Municipal Environmental Education Program (PMEA). The analysis of data from Cea Anhanduí (Gestor), from the PMEA and from the PMCG website, shows that the Cea was visited by 4,300 people, carrying out 106 practical Environmental Education activities, per year, on average, between 2014 and 2019. The CEA it has a physical structure, appropriate equipment and an educational team; however, it still does not have a Political Pedagogical Project and a Sustainability Plan.

Keywords: Environmental Education, Environmental Education Currents, Anhanduí Environmental Education Center, Practical Actions.

INTRODUCTION

In view of the current picture of environmental degradation and the urgency of excellence in the quality of human life, Environmental Education has faced the challenge of contributing to the construction of a more just and sustainable society, which is why it has become a tool for raising awareness in favor of socio-environmental issues.

Environmentally just and sustainable societies must provide the renewal of the society-nature relationship related to the ethics of environmental conservation associated with environmental justice. In this bias, Environmental Education has been dedicated

to multiple themes, in the most varied spaces, as is the case of the Environmental Education Centers.

In the face of disorderly urban expansion, actions were necessary to be implemented and applied by the Government, such as the creation of Environmental Education Centers (CEAs), becoming a reality in Brazilian states. Silva (2004) comments that the first Environmental Education Centers (CEAs) created in Brasil were in the states of São Paulo and Rio Grande do Sul, in the 1970s.

In this sense, the city of Campo Grande has four Environmental Education Centers, with physical infrastructure, including watersheds and Urban Parks. The Ceas of Campo Grande are, namely: 1. CEA Anhanduí, in the planning region of Anhanduizinho; 2. CEA Imbirussu, in the Imbirussu planning region; 3. Polish CEA, in the Prosa planning region; 4. CEA Florestinha, in the Prosa planning region.

This study has as its spatial cutout the Anhanduí Ecological Park Environmental Education Center – Cea Anhanduí. Therefore, the specific objectives are: to collect data from participatory activities, visitors, the themes worked and the current of Environmental Education recommended by Cea; to collect data from the planning and management of Cea Anhanduí, through the guidelines for the implementation and operation of the educational space; to evaluate the existence or not of the set of action strategies of Cea Anhanduí, according to some questions proposed by Silva (2004b).

It is believed that the first discussions about Environmental Education took place after the Second World War. In Brasil, the environmental issue began to emerge from the 1970s. Environmental changes came to the fore in this period with the advance of urbanization resulting from the intensification of industrialization and expulsion of the rural population to urban centers.

In this period, the United Nations Environment Program (UNEP) in 1972 recommended the development of Environmental Education as one of the fundamental elements in combating the world's environmental crisis. The theoretical-methodological evolution of Environmental Education has intensified since the 1970s, considering some historical landmarks.

The relevance that the environmental issue has gained on the world stage has caused a profusion of educational discourses and practices. Thus, Environmental Education becomes recognized in some national and international documents.

In Brasil, some of the legal frameworks for Environmental Education are: 1. Law n° 6.938/81 - National Environmental Policy (BRASIL, 1981); 2. Law No. 9,795/99 - National Environmental Education Policy (BRASIL, 1999); 3. Law No. 5,287/18 - State Policy on Environmental Education (MATO GROSSO DO SUL, 2018); 4. Municipal Environmental Education Program 2017, 2018 and 2019 (CAMPO GRANDE, 2018, 2019 and 2020), among others. It is observed that the Brazilian legal frameworks have the Conservationist/ Recursist Current incorporated into their principles.

For Filheiro and Garcia (2018) the great challenge of these spaces is to use the available resources to leverage Environmental Education, moving away from conservatism to a more complex reading of the world. The appropriation of knowledge regarding environmental causes needs to be inserted in this critical context, in order to change the socio-environmental reality in which we find ourselves.

Environmental Education, as a field of knowledge and educational practice, has a recent history. Faced with strong social demands, this emerged as a way of contesting the societal models built on unsustainable pillars, being a criticism

of the developmental models adopted by the great world powers.

These criticisms acquire a conservative bias that, supported by common sense, quickly gain space in society. Thus, producing a polarity of discourses and practices: on the one hand, an abstract Environmental Education, focused on external nature, which distances itself from the terrain of socio-environmental conflicts; on the other, a critical practice that looks at such conflicts and intends to strengthen society's control over public environmental management.

According to the State Institute for the Environment of the State of Rio de Janeiro (INEA, 2014), the conservative discourse is one that does not refer to what is part of the structure of society, that is, it does not question the origin of problems and does not intend to transform society, reality. While critical Environmental Education aims to transform society into an environment of full democracy, the basis of its ideas and practices.

However, in most cases, these discourses depart from the real scenario of socio-environmental conflicts, ending up generating practices that in no way change reality. Madureira and Tagliane (1997) warn that the Environmental Education practices developed in Environmental Education Centers are predominantly conservationist, as these spaces aim to develop knowledge and skills with a focus on the preservation of water resources, local fauna and flora.

Sauvé (2005) indicates 15 currents of Environmental Education, permeated in the conceptions of the environment and strategies and/or models that represent each current. According to the author, among the oldest would be the naturalist, conservationist/recursive, problem-solving, systemic, scientific, humanist, moral/ethical currents. And the most recent would be the holistic, bioregional, practical, critical,

feminist, ethnographic, eco-education and sustainability currents.

Sauvé (2005) reflected on the cartography of the pedagogical space of Environmental Education. Table 1 clarifies the objectives and strategies of Environmental Education advocated in the Conservationist and/or Recursive, Critical and Ecoeducational Currents.

The Conservationist and/or Recursive Current has in the environment, a resource to develop conservation behaviors and skills, through environmental planning and management, environmental auditing and behavior guides. This current is recommended in Brazilian legal frameworks, as it aims at environmental management, with a view to conserving and preserving the environment and its resources.

The Critical Current has in the environment a place of emancipation and transformation, aiming to interfere in the causes of environmental problems, through

case studies, action research, discourse analysis and the state of the art, among others. This current is being developed in the Brazilian socio-environmental segments, as a tool for autonomy in the struggles related to our environmental problems.

The Ecoeducation Current has in the environment the possibility of identity, for personal formation, with the possibility of building relationships with the world and with living beings, through exploration, life stories, games, arts, workshops. Ecoeducation, in our view, is the most appropriate current for Brazilian Ceas, considering our current socio-environmental reality.

On the diversity of conceptions of Environmental Education, the Brazilian Basic Education Fund (FUNBEA, 2018) comments:

From this field polysemy, it is important to identify which part of these currents have demonstrated a prescriptive, content-conservative and environment-conserving conception, in which nature is still

Chains	Environmental design	Objectives of Environmental Education	Dominant Approaches	Examples of Strategies
1. Conservationist or Recursist	Resource	Adopt conservation behaviors. Develop skills related to environmental management	Cognitive. Pragmatic	Guide or code of behaviors. Environmental audit. Management/conservation Project.
2. Criticism	Transformation object. Place of Eligibility	Deconstruct socio-environmental realities in order to transform what causes problems	Practical. Reflective. Dialogic.	Discourse analysis. Case Study. Debates. Action research
3. Ecoeducation	Interaction hub for personal training. identity crucible	Experiencing the environment to experience oneself and form oneself in and through the environment. Build your relationship with the world, with other non-human beings.	Experience. Sensory. Intuitive. Affective. Symbolic. Creative.	Life report. Immersion. Exploration. Insight. Sensitive listening. Subjective/objective alternation. jokes.

Table 1 - Some Currents of Environmental Education

Source: Adapted from Sauvé (2005).

understood from the modern paradigm, as a source of resources to be dominated and explored, leaving the EA to develop a posture so that it can be explored rationally. (FUNBEA, 2018, p. 13)

In this sense, Loureiro (1999, p. 60) conceives Environmental Education as “[...] an educational process for the construction of full and planetary citizenship, which aims at the quality of life of those involved and the consolidation of an ecological ethics”.

Critical Environmental Education re-signifies the space where it is inserted, through transforming social actions, facilitating the critical process regarding the mechanisms of society-nature relations, considering the socio-historical time and the territory.

Environmental Education, when understood as a strategy of socio-political militancy, requires, in its viability, the participation of subjects, through dialogue and debate. Therefore, Environmental Education for sustainability is a political, democratic, liberating and transforming education.

Thus, it is essential to develop participatory, transformative and emancipatory practices, involving the inseparability of natural, cultural and social environments.

In this way, critical and transformative Environmental Education is a choice that has as its starting point the – historical – realization that we live in an ecologically unbalanced and socially unequal society, as we have made choices – over time – to relate to the environment, that resulted in this situation of imbalance – environmental and social – that we find ourselves in today. (TOZONI-REIS, 2008, p.50)

The current of Ecoeducation is predominantly dominated by the educational perspective of Environmental Education. For Sauv  (2005, p. 35), the context of reference for Ecoeducation is eco-training, because “it is not about solving problems, but about taking advantage of the relationship with

the environment as a crucible for personal development, for the foundation of an act meaningfully and responsibly”.

The Brazilian Basic Education Fund (FUNBEA, 2018, p. 13) recommends that they consider social relations in their definitions of the environment, “...and recognize the potential of education in social transformations, not in a saving stance, but recognizing the complexity of the environmental issue...”.

Therefore, it is necessary to value the transversality and interdisciplinarity of Environmental Education, for the dialogue of knowledge, and the harmony with the transformation of the current world and future generations. In this context of reference, Environmental Education provides a critical analysis of the socio-environmental elements of modern civil society, forming citizens who are more committed to the space in which they live.

METHODOLOGY

Scientific research seeks to understand the phenomena and conflicts of practical life and, to this end, makes inquiries, linking thought and action. As a method of data collection, document analysis was used, which according to L dke and Andr  (1986, p. 38): “Documentary analysis can constitute a valuable technique for approaching qualitative data, either by complementing the information obtained by other techniques, whether revealing new aspects of a theme or problem”.

This document analysis had as its object of study, the Municipal Environmental Education Program (2018, 2019 and 2020) and the quantitative data from the CEA Echologic Park Anhandu  – Cea Anhandu  (2015 to 2020) with the following objectives: 1. To collect quantitative and the typology of participatory activities, the number of visitors, the themes worked and the current of

Environmental Education developed in Cea Anhanduí; 2. To collect data from the planning and management of Cea Anhanduí, through the guidelines for the implementation and operation of the educational space; 3. Evaluate the existence or not of the Cea Anhanduí set of action strategies (SILVA, 2004b);

In this study, the key question was to collect data on the action strategies developed by Cea Anhanduí, aiming at the principles and human resources of the educational space. To obtain this information, an open questionnaire was applied in June/2021 to the Manager of Cea Anhanduí, based on Silva's (2004b) propositions, namely: 1. What are the conceptions of Environmental Education and Cea? Based on which theoretical and practical references and with what experiences? 2. What is the objective to achieve with this Cea? Where do you intend to walk? Who is this Cea for? 3. What are the principles/assumptions/themes that guide the performance of this Cea? 4. What physical and human resources do you have, such as spaces and equipment and educational staff? 5. What are the strategies for evaluating Cea and its performance? Who are the evaluators?

Silva (2004b) understands by "*praxis* an articulated set of action/reflection/action". Because, for every planned and executed action, there must be a reflection and/or evaluation strategy that allows the improvement of this action, as soon as it occurs again. In this case, the aim was to gather information from the *praxis* developed at Cea, which can leverage the construction of important instruments for future actions and strategies.

According to the National Meeting of Environmental Education Centers (ENCEA, 2004), the concept of an Environmental Education Center can be:

A CEA is understood to be a Physical Space of Reference in Environmental Education, represented by a headquarters (fixed or mobile), equipped with a series

of Equipment, Resources and Other Spaces, which has a Team (preferably multidisciplinary) capable of developing Multiple Activities aimed at differentiated audiences and guided by a well-structured Political Pedagogical Project. (ENCEA, 2003, p. 02)

In Campo Grande there are four CEAs, considering the hydrographic basins and urban parks, namely: 1. CEA Anhanduí (Anhanduí Ecological Park), 2. CEA Imbirussu - CEA Odilza Fernandes Bittar (Linear Park of Imbirussu), 3. CEA Polish - CEA Leonor Reginato Santini (Linear do Sóter Park), 4. CEA Florestinha - CEA Consul Assaf Trad (Municipal Park Consul Assaf Trad).

The Campo Grande CEAs are under the administration of the Municipal Department of Environment and Urban Management (Semadur), in the Division of Inspection, Sustainable Policies and Environmental Education (DFPE), Environmental Education sector.

And the implementation of Environmental Education policies and projects have been carried out by the Municipal Environment and Urban Planning Agency (Planurb) through the Inspection Sector of Green Areas and Environmental Postures and Inspection of Sustainable Policies and Environmental Education (DIMA). The CEAs of Campo Grande do not have funds provided for in the Municipal Environment Fund.

In this context, as of 2017, the Municipality of Campo Grande has annually published the Report on Environmental Education Actions in the Municipality of Campo Grande/MS, as an integral part of the Municipal Environmental Education Program (PMEA), containing the activities and actions Annual Environmental Education held within the Municipality, due to the score with the Ecological ICMS Program.

The Municipal Environmental Education Program contains principles inherent to

the continuous process of Environmental Education in the Municipality. According to PME A (2018, p. 04) one of the principles would be: “Environmental Education must be broad, multidisciplinary, intersectoral. Its basic assumption is the protection of the environmental good, the greater good, fundamental to a healthy quality of life and, therefore, for this reason, it constitutes a citizen’s rights and duty”.

Thus, when proposing Environmental Education actions, this Municipality believes in building dialogues with the entire population, in which all knowledge can manifest itself in a mutual process of formation, becoming essential for the change of the paradigm that involves the environment theme. (PMEA, 2021, p. 08).

The Municipal Environmental Education Program has four axes of action, namely: Environmental Education Centers (CEAs), Itinerant Environmental Education, Strengthening of Collective Spaces for Reflection and Action and the Holding of Events. Activities are carried out using didactic methodologies to raise awareness of the population, through lectures, preparation and distribution of educational material, courses and events. Activities and actions are carried out through partnerships and agreements with private companies, public bodies, NGOs and universities.

According to the Municipal Environmental Education Program (PMEA, 2018, 2019 and 2020) the topics discussed in the Environmental Education Centers of Campo Grande are: Environmental Education, Selective Collection, Solid Waste, Composting, Recycling, Community Gardens, Burns, Fires, Trail Ecological, Urban Green Areas, Urban Afforestation, Water Resources, Conservation Units, Preservation/Conservation, Environmental Inspection and Management, Flora and Fauna, Dengue, Soils, among others.

The participatory actions of Environmental Education promoted in the Municipality of Campo Grande involve the various sectors of society, aiming with such actions, to form citizens aware of their rights and duties, capable of committing themselves to the minimization of the environmental impacts existing in the territory of the Municipality.

RESULTS AND/OR DISCUSSIONS

Based on Silva’s propositions (2004b), the analyzes generated were about the action strategies of the educational space of Cea Anhanduí, according to the perspectives of the Manager of Cea Anhanduí. Cea Anhanduí presents an action plan, according to the principles demonstrated in the propositions that follow.

The Brazilian Basic Education Fund (FUNBEA, 2018) understands that Environmental Education Centers can be (Table 2):

Collective spaces for the construction of Environmental Education policies, such as the Interinstitutional Environmental Education Commissions (CIEAs), the Educator Collectives, the EA Technical Chambers of the Hydrographic Basin Committees, the Environmental Education Networks, the Interinstitutional Commission on Environmental Education (CIMEA), Intersectoral Commission on Environmental Education (CISEA), among others, are places for the practice of the environmental educator. (FUNBEA, 2018, p. 15)

According to the Municipal Environmental Education Program (PMEA, 2018, p. 04) comments that the CEA Parque Ecológico Anhanduí has the following objectives (table 2 and 3): “[...] points where water recharges occur; Enable the development of monitored contemplative activities, social technologies and Environmental Education, in addition to allowing actions of a scientific nature [...]”.

	QUESTION	ANSWER
1	<p>What are the conceptions of Environmental Education and Cea? It starts with which theoretical and practical references and with which experiences?</p>	<p>Environmental Education cannot be just content or focused on the transmission of information about nature and its specificities, but that it promotes dialogue, critical thinking, ethics, politics, citizenship, and transformation. An EA that seeks to place man as a being that is part of the environment. According to “(Reigota, 1995, p.74a) the environment is a defined and/or perceived place where natural and social aspects are in dynamic relationships and in constant interaction”. Cea Anhanduí seeks to develop an EA based on reflection/action that allows us to identify problems and conflicts related to human actions and our presence on the planet, and that these actions have to be thought of globally to act locally. One of Cea’s actions is the training of Basic Education teachers, and these actions seek to expose educators that EE cannot be considered as a simple discipline or a transversal theme within the educational system, but as a perspective that inserts in all subjects, that is, it has to “talk” with knowledge, it has to be worked at various levels and areas in a contextualized way that allows the mediating interaction and the construction of new knowledge in a collaborative and dialogic way between teachers and students, as recommended by the PNEA. This is the conception of the Manager of Cea Anhanduí based on his academic training and his life history, but the difficulties are immense due to the lack of infrastructure and support from the public authorities and the organized civil society, in addition to the absence of a, therefore, the agency responsible for Environmental Education and Ceas in the municipality of Campo Grande has not proposed the construction of the Pedagogical Political Project so far.</p>

Table 2 - Theoretical References and the Conception of Environmental Education in Cea Anhanduí

Source: Manager of Cea Anhanduí in June 2021.

Cea Anhanduí, as postulated, has disseminated knowledge, through the systematization of information related to the environment, based on reflection/action, in an attempt to identify the causes and consequences of environmental problems caused by the presence of human beings on the Planet. (Table 3). In this sense, Environmental Education actions, programs and projects must consider the national and regional scope, however, with a local spatial focus.

According to the classification typology of the CEAs Network (REDE CEAs, 2018), Cea Anhanduí is classified as an Interpretation and Visitor Center (Class 1). The Ceas encompass some initiatives, grouped into three blocks: Centers, Nuclei and other nomenclatures.

For Silva (2004b), CEAs have an educational project, a team of professionals, organized spaces, adequate resources and materials and an evaluation strategy (Table 3).

A CEA can therefore be equipped with a considerable diversity of equipment and resources, of different natures: audiovisual, pedagogical, security, IT, cultural, etc. You can also have or use other spaces, in addition to your physical headquarters - which can be fixed or mobile - such as: forests, nurseries, animal breeding, zoos, parks, botanical gardens, libraries etc. (ENCEA, 2003, p. 02)

The Conservationist Current is advocated in the framework of environmental laws in Brasil, since the environment has become a necessary resource for human survival and the achievement of conservation behavioral skills, in favor of environmental planning and management.

The Municipal Environmental Education Program of Campo Grande and the set of action strategies of Cea Anhanduí have the concept of Environmental Education of the Conservationist/Recursive Current, as they aim to promote models of behavior and skills

in favor of the conservation of environmental resources and the planning and environmental management (table 4).

The Anhanduí Ecological Park was created by Law 3,762/2000 (CAMPOGRANDE, 2000), has an area of 17.6 hectares, and is located at the confluence of the Bandeira stream with the Anhanduí river, in the Anhanduizinho planning region, southern portion of the City.

The Anhanduí Ecological Park is considered the first municipal urban conservation unit (figure 1 and table 5).

The Anhanduí Ecological Park was revitalized in 2013 for the implementation of the Anhanduí CEA, with the objective of developing reflection activities and the experience of sustainable practices of Environmental Education. Activities are carried out through participatory methodologies, such as lectures, debates, events, meetings, theaters, technical visits, ecological trails and trots, field classes, training courses, scientific research, among others (Table 5).

According to the Manager of Cea Anhanduí, the activities/actions/strategies carried out in the space, considering the target audience, have as their theme: Environmental Education – Elementary School I and II; Environmental Education – High School; Environmental Education – Higher Education; Environmental Education – Fires and Burns; Permanent Preservation Area Cea Historic; Permanent Preservation Area Cea Fauna and Flora; Permanent Preservation Area Cea Fauna; Permanent Preservation Area Cea Cerrado; Conservation Units in Campo Grande; Conservation Units and Environmental Impacts on Cities; Conservation Units, Urbanization and Green Areas.

Graph 1 identifies the number of activities and the number of visitors to Cea Anhanduí between 2014 and 2019. In 2014, when

the space began to operate, the number of activities and visitors was higher than in 2019, the last year in which the space received visitors and carried out activities, due to the Pandemic (Covid 19).

The number of activities and visitors between 2014 and 2019 was due to the inauguration of the educational space, the centralized location, the facilities appropriate to the proposal of the Environmental Education Center, the quality of the urban environment rich in water, local flora and fauna.

Between 2015 and 2018, it is observed that the number of visitors and activities carried out remained, it is believed that the practical actions of Environmental Education carried out in Cea maintained the average of the quantity, because at the moment the space is scrapped, in need of reform, of money and the return of the public, because since March 2020 it has been closed, due to the restrictions imposed by the Pandemic (Covid 19).

The practical actions of Environmental Education in the Municipality of Campo Grande, carried out in 2020, provided knowledge, awareness and changes in habits, forming people with more harmonious and sustainable relationships with the environment.

As a result of the social distancing caused by the Pandemic, aiming to demonstrate to the population that the urban environment makes everyone's daily lives, activities were also prepared and made available in virtual format by Planurb (PMEA, 2021, p. 13).

According to the manager of Cea Anhanduí, the evaluation of activities takes place through *feed back*, that is, there is still no reflection and/or evaluation strategy that allows the improvement of activities/action. The CEA has physical space, equipment and an educational team. But it still does not have a Political Pedagogical Project and a

QUESTION		ANSWER
2	What is the objective to achieve with this Cea? Where do you intend to walk? Who is this Cea for?	That the public that attends Cea understand the environment in its entirety and its interdependence between the natural, the socioeconomic and the cultural environment, under the focus of sustainability. Stimulate reflection/action on the issues that submerge in the relationship between human beings and the environment, preparing them for a conscious, sensitive and active participation in the conservation and preservation of the environment, thus providing quality of life for all. Cea, being within the Anhanduí Ecological Park, by itself already has some characteristics of an educational space, however, it is possible to expand these peculiarities, this is one of the great objectives of the management of Cea, but what is lacking are financial resources and support by part of the representatives. The target audience for which Cea is intended is the surrounding community, students, teachers and professionals from Basic Education and Higher Education from public and private institutions in the municipality of Campo Grande and the State of Mato Grosso do Sul. civil society organized in loco. Access to Cea Anhanduí is done by prior appointment and with a limited number of 25 people per day, as it is located inside an APP.

Table 3 - Objectives of Cea Anhanduí

Source: Manager of Cea Anhanduí in June 2021.

QUESTION		ANSWER
3	What are the principles/assumptions/themes that guide the performance of this Cea?	The principles that guide the performance of Cea Anhanduí are the same as those of the PNEA-National Policy for Environmental Education.

Table 4 - Principles and Assumptions of Cea Anhanduí

Source: Manager of Cea Anhanduí in June 2021.



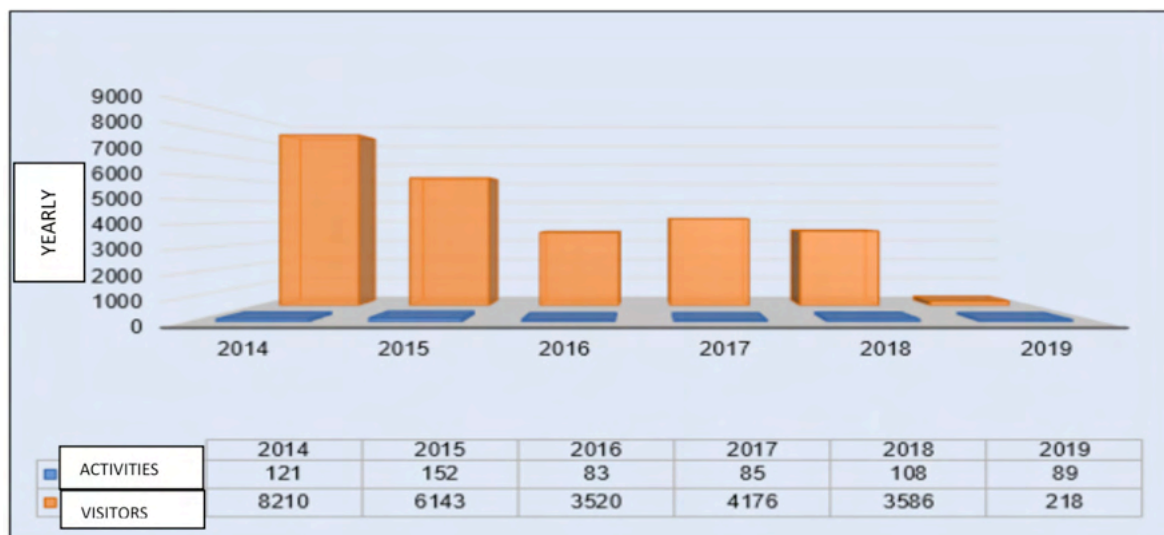
Figure 1 - Environmental Education Center Anhanduí Ecological Park – CEA Anhanduí

Source: Campo Grande (2019).

QUESTION	ANSWER
4 What physical and human resources do you have, such as spaces and equipment and educational staff?	Cea Anhanduí is located within the Anhanduí Ecological Park, which in turn is located at Av. Vereador Thirson de Almeida s/n, Bairro Guanandy II. The Park was created in 2000, is considered the first municipal urban preservation unit in Campo Grande, has an approximate extension of 16 hectares and is located in a valley bottom area, at the confluence of the Bandeira stream with the Anhanduí River, the same is a vereda: phytophysiology of the cerrado found in hydromorphic soils, usually with the arboreal palm <i>Mauritia flexuosa</i> - emerging buriti, without forming a canopy, in the midst of groupings of shrub-herbaceous species; with several water holes and springs (12 springs) that form watercourses that flow into the Anhanduí River and a small lake, in addition to several species of Cerrado flora and fauna, such as yam fish, agoutis, cuícas, wolves, possums, foxes, capybaras, cavies, terús, snakes, tortoises and several species of birds. According to the New Forest Code Law No. 12,651, of May 25, 2012. Art. 4, item XI, areas with these characteristics are Permanent Preservation Area APPs. Cea has an ecological trail with approximately 2,300 meters, cisterns (300 liters) for rainwater harvesting, administrative headquarters, with two rooms, kitchen, a rest room for guards, bathrooms, arena theater for 150 people and a mini air-conditioned auditorium, with 40 seats, projector and notebook. As for human resources, Cea has five employees who take care of cleaning and maintenance, two municipal guards at night and the manager who is a Geography teacher, Geographer and Specialist in Environmental Education, is also responsible for the educational part.

Table 5 - Physical and Human Resources of Cea Anhanduí

Source: Manager of Cea Anhanduí in June 2021.



Graph 1 - Number of Activities and Visitors to Cea Anhanduí between 2014 and 2019

Source: Data Adaptation (PMCG/PMEA/CEA).

QUESTION	ANSWER
5 What are the strategies for evaluating Cea and its performance? Who are the evaluators?	Assessments are made verbally by attendees at the end of their participation and by the feed back sent by them after noticing a change in attitude in some students, teachers and education professionals.

Table 6 - Assessment Strategies for Cea Anhanduí

Source: Manager of Cea Anhanduí in June 2021.

Sustainability Plan (Table 6).

In this case, the Political Pedagogical Project of Cea Anhanduí, when built, will be able to expand the conception of the role that the CEA can fulfill with the Campo Grande society. Well, the PPP seeks to promote dialogue between the community, environmental educators and the CEA, reflecting on the Environmental Education practiced, the society that is to be built and where the practices/actions/strategies are intended to go.

The Pedagogical Political Project can develop and guide the multiple activities of an Environmental Education Center, when well structured:

The Political Pedagogical Project is understood to be a Strategic Document with Guidelines aimed at individual and collective awareness, aiming at the promotion and change of behavior for sustainable interaction between human beings and the environment. It is intended for communities of Students, Teachers, Farmers, Visitors to Parks and Reserves, Company Employees, among other groups. (ENCEA, 2003, p. 02)

The Political Pedagogical Project must contain in its assumptions, methodological plurality, pedagogical contextualization and adequate language, considering the objectives, the target audience and the Environmental Education to be developed. The PPP must be flexible, as it must consider local peculiarities, aiming to train people/environmental educators for social participation. And it must also include continuous evaluation processes, based on everyday *praxis*.

Therefore, it is believed that in the case of Cea Anhanduí, Critical Environmental Education and/or Eco-education, when practiced, can contribute to the preservation and restoration of parks, hydrographic basins and springs, in the mediation of conflicts and defense of those who suffer from the consequences of the current environmental

impacts and degradations installed in the urban environment of Campo Grande.

FINAL CONSIDERATIONS

At the end of the 20th century, Brazilian cities underwent an intense process of urbanization, reflecting the increase in urban population, consequently changing the models of land use and occupation, reflecting greater demands on water sources, flora and fauna in urban spaces. These transformations brought new demands to the Public Power and civil society.

Among the demands that emerged are, for example, green spaces, including conservation units in urban areas, such as urban parks and/or linear parks and Environmental Education Centers. In Campo Grande/MS, CEAs emerged in the second decade of the 21st century, due to the need for conservation, imposed by the environmental management model implemented by the Government.

The urban space of Campo Grande currently has several conservation units, urban parks, linear parks and Environmental Education Centers, in order to meet the need of the Campo Grande population for access to green infrastructure.

The Anhanduí Ecological Park Environmental Education Center – Cea Anhanduí, was created in 2000, becoming the first urban conservation unit in the Municipality. In 2013, the infrastructure for the educational space of the Anhanduí Environmental Education Center was created, in order to protect the headwaters and banks of the Bandeira and Cabaça streams and the Anhanduí River and to develop Environmental Education activities/actions/strategies, in addition to allowing scientific character.

The educational space carried out numerous activities related to Environmental Education and environmental themes,

considering the target audience. Data analysis from Cea Anhanduí (Gestor), from PMEA and from the PMCG website, shows that Cea was visited by 4,300 people, carrying out 106 practical Environmental Education activities per year, on average, between 2014 and 2019. In other words, the CEA is active, fulfilling its objectives and social role, considering the theoretical references and the conservationist conception of Environmental Education advocated by the educational space.

It was found that the CEA has a physical structure, appropriate equipment and an educational team, however, it still does not have a Political Pedagogical Project and a Sustainability Plan. The Cea Anhanduí action plan has been developed only by the Manager, without the interference or cooperation of public bodies managing the space, in this case, the Municipal Secretariat for the Environment and Urban Management (Semadur) and the Municipal Agency for the Environment and Urban Planning (Planurb). It was also found that the CEAs do not have funds provided for in the Municipal Environment Fund.

It is believed that the lack of the Political Pedagogical Project and the Sustainability Plan makes it difficult to build a plan of activities/actions/strategies with a wide methodological plurality, with pedagogical contextualization and adequate language, considering the objectives, the target audience and the conception of Environmental Education to be carried out.

In this way, it ends with the thought that critical and transforming Environmental Education is a path under construction, since, over time, we have made choices, in favor of our relations with the environment, which resulted in the socio-environmental imbalance that we found today.

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