



let's take care of Brazil

Second National Conference of Children and Young People for the Environment

living diversity at school

Second National Children and Youth Conference for the Environment

Process and Outcomes

Brasilia, 2005/2006

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Presentation

This document gives an account of the unique and successful experience of the Second National Children and Youth Conference for the Environment held by the Ministries of Education and Environment.

We present here a detailed methodological account, the outcomes and evaluation of this process, which mobilised more than 4 million people across the whole of Brazil.

The results are organised according to the two phases of the Conference: the mobilisation in schools, during the second semester of 2005 and the final event concluded on 27 April 2006 in a ceremony at the Planalto Palace.

We hope that this account will contribute to the direction, continuity and consolidation of public policies in our country in the area of youth and environment.

Introduction and Context

Involving students, teachers, youth and community in the confrontation of challenge to together construct a Brazilian society that is educated and educating environmentally for sustainability: this is the task of the Institution for the Development of National Environmental Education Policy, represented by the Directorate of Environmental Education (DEA) of the Ministry of Environment and by the General Coordination Organisation of Environmental Education (CGEA) of the Ministry of Education (MEC).

The National Children and Youth Conference for the Environment is an example of this challenge and represents a landmark in the construction of environmental public policies in Brazil. The first Conference, in 2003, involved 16 thousand schools from all over the country, mobilising nearly six million people in 4,067 municipalities. The process triggered the Let's Take Care of Brazil Programme with schools developed by the CGEA from 2004, with special emphasis on the training of teachers and students from schools that participated in the 1st Conference.

The Second National Children and Youth Conference for the Environment, held in 2005/2006, is placed in the systemic vision of the General Coordination Organisation of Environmental Education for the implementation of the National Policy for Environmental Education through the Let's Take Care of Brazil Programme with schools in the context of the National Education Policy for Diversity, Sustainability and Citizenship of the MEC's Secretariat of Continuing Education, Literacy and Diversity (SECAD).

It took place at the beginning of the Decade of Education for Sustainable Development and contributed to expanding the debate on the Eight Millennium Goals, an initiative of the United Nations. Moreover, it reaffirmed values, principles and ideas proposed by civil society documents such as the Treaty on Environmental Education for Sustainable Societies and Global Responsibility, the Earth Charter, Agenda 21 and the Charter of Human Responsibilities of the Alliance for a Responsible, Plural and United World.

The schools and communities assumed **responsibilities and commitments for local actions** in a debate based on **International Agreements on Biodiversity, Climate Change, Food and Nutritional Safety and Ethnic-Racial Diversity**. Through the communication of international agreements, the Brazilian government has opened a path that enables access to knowledge, social control, and the participation of society in the necessary reversal of processes managed by Western societies that destroy life and are unjust on the human level. It is local and global thought and action in the everyday life of society.

This unique mobilisation process reinforces school as a forum for debate on social and environmental problems of the community and the planet. The results are telling: the **environment conferences** were held in **11,475** public, private, urban and rural schools from the 5th to 8th grade of primary education and, with affirmative action, they also reached **indigenous communities, quilombolas** or small, old communities of African descendants, **rural settlements** and **groups of homeless boys and girls** without access to 5th to 8th grade schools. This broad learning process concerned with environmental citizenship mobilised a total of **3,801,055 participants** around the "Let's Take Care of Brazil" idea.

The final event brought together in Brasilia more than 500 young male and female delegates from all over the country who participated in activities led by 70 facilitators from the Youth Environmental Collectives and by 17 young facilitators from Latin American countries, following the principle of “young person educates young person”. This is an innovative process that accepts in practice the role of young people as social subjects who act and get involved at the present time and that the educational and political process can and should be built on the experiences of these very adolescents in a creative way. Dialogue between generations was also encouraged, following the principle of “one generation learning from another” – while adolescents and young people easily take on changing trends, it is up to adults to provide the conditions for the necessary changes to occur starting with the deepening of knowledge and openness for effective participation.

The Second National Children and Youth Conference for the Environment had as its final outcome the **Let's Take Care of Brazil – Charter of Responsibilities**, which was also transformed into a radio broadcast, hip-hop, a newspaper and advertising, was **delivered** by the adolescents **to President Luiz Inácio Lula da Silva, to the Minister of Education Fernando Haddad and to the Minister of Environment Marina Silva**, on 27 April 2006, in a ceremony at the Planalto Palace. More than recalling or demanding government measures, the adolescents presented in the Charter their commitment to the construction of a “just, happy and sustainable society” and to “responsibilities and actions full of dreams and needs.”

The young people took on nine responsibilities in all, always accompanied by actions concerning four themes: the dissemination of information and the broadening of knowledge through environmental education; the protection and development of biodiversity; the transformation of cities, communities and schools into environmentally healthy spaces; the reduction of the waste production by practicing the 5 Rs: rethink, refuse, reduce, re-use and recycle; the reduction of polluting gases that cause global warming; the prevention of deforestation and the burning of forests; the respect, understanding and recognition of cultural diversity; the development of the production and consumption of natural and organic food; the re-education with regard to food while respecting people's customs.

The Conference should have countless spin-offs in schools and communities, as much from the spontaneous projects, with the implementation of actions derived from local debates, as with the policies proposed by CGEA / SECAD / MEC making up Environmental Education in the school space.

In continuing actions schools will be encouraged to create and strengthen COMVIDAS – Commission for the Environment and Quality of Life in School, promoting the exchange of knowledge and experience between schools and communities. A Resolution (FNDE no13/2006) was also launched which decentralises to the States Continued Teacher Training actions, specifically concerning teachers in state and municipal school teachers which held Conferences. In this way, Environmental Education has more concentrated and expanded content and practices within the education systems.

Explanation

Environmental Education addresses an urgent need for social change that aims at overcoming environmental injustices, social inequality, and the capitalist and functionalist appropriation of nature and of humanity itself. It is therefore necessary for Environmental Education to instigate processes that enable an increase in the power of the majority that is today subdued, in its capacity for self-management and the strengthening of its resistance to a devastating model of relationships human beings between themselves and with the environment.

We understand the anti-systemic nature of Environmental Education when it starts to bring about a radical change of scientific as well as political paradigms. In this sense, especially Environmental Education that educates towards citizenship can “build the possibility of political action, in the sense of contributing towards the formation of a community that is responsible for the world which it inhabits”. We can then recall Edgar Morin’s idea, which glimpses at the hope for the Third Millennium of the creation of *world citizenship*. The Environmental Education developed in Brazil becomes an ally of processes that promote a “sociology of emergencies” (Santos, 2002) as a strategy for making participation, the recognition of diversity and solidarity real.

This model, a historical construction based on the erosion of biological and cultural diversity, homogenized knowledge and flavours, landscapes and behaviours, species and races, by means of encouraging consumerism, mass communication, genetics and by authoritarianism of all kinds.

Public policies concerning Environmental Education have a goal of opening fora that can contribute to the improving the quality of life of people in harmony with all species and natural systems with which we share the planet through the passage of time. That allows us to assume our individual and collective responsibilities, which are interconnected by social and environmental circumstances. Responsibility demands freedom and autonomy. Autonomy to participate in the debating of public policies such as, for example, the quality of education, the empowerment of small farmers who broaden the local supply and the diversity of quality products, a change in energy sources and transport, the link between local communities and the waste produced, and commitments for the common good.

Environmental Education, the role of the government and public policies

To understand Environmental Education as a public policy, it is interesting to start with the meaning of those words, putting them in the context of the history of environmentalism and placing it in the agenda of governments with its spin-offs in the areas of formal and non-formal education.

The National Environmental Education Policy (PNEA– law 9795/99) which in its Article 1 defines Environmental Education as “processes by means of which the individual and the community build social values, knowledge and skills, attitudes and abilities concerning the conservation of the environment, something for common use by the people, essential to a healthy quality of life

and its sustainability”¹. It even emphasises the issue of the methodological and epistemological interdisciplinarity of Environmental Education as a “essential and permanent component of national education, which should be present in a joined-up way in all the levels and arrangements of the educational process, in formal and non-formal character” (Art. 2). It reinforces the collective responsibility of its implementation, its basic principles, objectives and strategies. This law provides a guide for the practice of Environmental Education and in its regulation (Decree 4281/02) it names the Ministries of Education and Environment as the administrative authorities for this policy.

The education implemented in the Education System in this way assumes a main role in building the foundations of those principles, allowing *cultural changes* towards the establishment of an ecological ethics and *social changes* towards the empowerment of individuals, groups and societies which are in situations of vulnerability facing the challenges of modern life².

¹ We say partially because it does not only deal with conservation of the environment (in the stated case as an externality of society) but also its recovery and its improvement and above all the improvement of the quality of life of all, human and non-human.

² *Programa Nacional de Educação Ambiental – ProNEA, Brasília, 2003*

Objectives

In agreement with the principles and directions of the National Environmental Education Policy and Programme, the Second National Children and Youth Conference for the Environment aimed to strengthen Environmental Education and Education for Diversity in the Education Systems, favouring a responsible and committed attitude in the school community regarding local and global socio-environmental issues.

Specific objectives:

- To include in the school Political-Pedagogic Plan the idea of and commitment to the resolution of socio-environmental problems;
- To contribute to schools becoming interpretative communities of learning;
- To strengthen and create a Com-Vida - Commission for the Environment and Quality of Life in schools, incorporating daily action for the benefit of life in a way that uses dialogue and is constructive;
- To support the integration in a network of the various socio-environmental actors, having the school community as a focus;
- To strengthen the Network of Youth for the Environment and the Youth Environmental Collectives in the States;
- To contribute to the attainment of the Millennium Goals.

Methodology

The Second National Children and Youth Conference for the Environment, launched on 5 June 2005, consisted of two stages:

- the **mobilisation** of schools and communities during the second semester of 2005, which assumed responsibilities and actions based on the International Agreements on Biodiversity, Climate Change, Food and Nutritional Safety, and Ethno-Racial Diversity;
- a **national event** held from 23 to 28 April 2006, in Luziânia-GO, bringing together more than 500 adolescent delegates in the collective production of the “Let’s Take Care of Brazil” Charter of Responsibilities, representing the ideas of all of the schools and communities involved (11,475) and providing information for public policies.

The stages were coordinated on **three management levels**:

- **Centralised** – National – MEC/MMA National Conference Coordination team based in Brasília;
- **Descentralised** – State/Municipal – State Planning Committees;
- **Diffuse** – Local – Schools and Communities

1. CENTRALISED MANAGEMENT: NATIONAL

The formulation of guidelines and the communication and support of all of the stages of the Conference on the national level was the responsibility of one central authority – **National Executive Coordination Organisation** – composed of the MEC/MMA coordination and facilitation team, responsible for the political-technical-administrative coordination of the process with the support of the MEC Working Group (involving various Secretariats and their respective Committees). This team was supplemented by the guidance of the National Steering Committee, consisting of governmental and social organisations with national reach, and direct influence on education, inclusion, diversity and environment.

The National Executive Coordination Organisation was responsible for:

- the creation, production and distribution of a guidance document “Step by step Towards an Environment Conference” to all of the schools of primary education from the 5th to 8th grade of the public and private system, and to the indigenous communities, the *quilombolas*, the rural settlements and to the National Movement for Street Boys and Girls;
- the communication of the Conference by means of the production and broadcasting of the “Step by Step” video (15 minutes) on *Canal Futura* and *TV Escola* (MEC) and of a publicity film (90 minutes) on public TV and radio all over the country;
- the communication and guidance of the State Planning Committees, by means of observation visits, videoconferences and communiqués;
- the attraction of resources;
- organisation of the final event.

Affirmative Action: Principles and Strategies of Mobilisation and Communication

The Second National Children and Youth Conference for the Environment was a innovatory action in various respects; starting with its central theme – “**Living diversity at school**” – besides pupils in the 5th to 8th grade, it involved children and adolescents from indigenous communities, *quilombolas*, rural settlements and from the Movement for Street Boys and Girls in the 11 to 16 age group, who could be outside of this cycle of regular education.

Affirmative actions are instruments of social inclusion, characterised by specific, compensating and temporary policies that seek to accelerate the equality of rights process, while always respecting difference and diversity. Affirmative action has become part of the principles contemporary democracy, in so far as it recalls and ensures fundamental, social, economic and cultural rights in parts of society that are in a position of inequality.

An Affirmative Action Working Group was created of governmental and non-governmental organisations and social movements. These organisations also participated in the National Planning Committee. The following organisations contributed to the Working Group:

- CGEI/SECAD/MEC – General Coordination Organisation of Indigenous Education
- CGEC/SECAD – General Coordination Organisation of Education in the Countryside
- CGDIE/SECAD/MEC – General Coordination Organisation of Educational Diversity and Inclusion
- SEPPPIR – Special Secretariat for the Promotion of Racial Equality Policy
- MINC/FP – Ministry of Culture/ Palmares Foundation
- FUNAI – National Indian Foundation
- FUNASA – National Indigenous Health Foundation
- MDA – Ministry of Land Development
- MST – Landless People's Movement
- CONAQ – National Coordination Organisation of Quilombola Communities
- CNEI – National Committee of Indigenous Education
- MNMMR – National Movement for Street Boys and Girls
- CONTAG – General Union of Agricultural Workers

There was room in the programme for contributions from the different groups with open dialogue between the delegates. Beyond producing an act of social inclusion, the participation of indigenous communities, *quilombolas*, settlements and street boys and girls, in particular signified the inclusion of specific knowledge from these groups in the process of building the responsibilities at the Second National Children and Youth Conference for the Environment.

2. DECENTRALISED MANAGEMENT: STATES, FEDERAL DISTRICTS AND MUNICIPALITIES

The organisation of the process was decentralised by means of 27 **State Planning Committees (COEs)**, collectives of public organisations and social organisations composed of the State Education Secretariats, the Youth Environmental Collectives, the National Union of

Municipal Education Managers (Undime), NGOs and by many segments of society. Sharing the same objectives, the different public institutions and the sectors of civil society worked together to enable input and adaptation to the regional reality of the proposal for national mobilisation.

The Committees achieved the mobilisation of schools and communities, organised preparatory training workshops for students, teachers, young people, managers, and many more civil society actors involved in the process (conference workshops), supported the setting up and selection of schools and communities and the preparatory activities for the final event.

The communication between the institutions and sectors involved – government, civil society, youth, education, environment, ethno-racial diversity – produced conflicts and contradictions which were little by little overcome with practices which consolidated a series of relationships that contributed to the taking root of Environmental Education policies in Brazil.

The contribution of the **Youth Environmental Collectives (CJs)**, groups of young people (aged 15 to 29) and youth organisations that mobilise around socio-environmental themes, was of fundamental importance. In partnership with the MEC, the Collectives contribute in their states to the mobilisation of schools, to the facilitation of the national event and to the implementation of the Commissions for the Environment and Quality of Life Com-Vidas, following three principles:

Young person choosing young person – At the Conference young people were at the centre of decision-making, which is done by the young people themselves and not by third parties. Sharing this principle, the Collectives analysed the responsibilities of the schools and communities in order to select the state delegations that would participate in the Children and Youth Conference, in Brasilia, in accordance with the National Law (annex 01). The posters, part of an education communication strategy, were also selected in an exhibition at the final event. In some states the selection of the delegation and posters took place at Regional and/or State Conferences, where the adolescents chose their own representatives for the national stage.

Young person educating young person – The role of young people as social subjects who live, act, and intervene in the present, and not in the future is also acknowledged in this principle. It accepts that the educational process can and should be built on the adolescents' own experiences, respecting and trusting in their capacity to assume responsibilities and commitments to actions for change. The Collective puts this principle in practice to facilitate adolescent learning processes.

One generation learns from another – At the Conference partnership between the various generations involved was encouraged. Even while favouring adolescents as the protagonists, a dialogue between generations is fundamental. In Environmental Education this principle becomes particularly important, since it is a question of innovative concepts that children take to their parents and teachers. In this sense, as much as in the use of new technologies for information and communication, as in Environmental Education, adults can learn from children and vice-versa. While adolescents and young people easily take on changing trends, it depends on adults providing the conditions for the necessary changes to occur starting with the deepening of knowledge and openness for effective participation.

3. DIFFUSE MANAGEMENT

The richness of the process lies here: the objective of that work directly in schools and communities is the training of interpretative communities of learning. These contribute to changes in quality of life starting with actions and interventions in local realities, by means of cooperative processes in which the objectives are common ones, the actions are shared and the results benefit everyone.

In this sense, schools of primary education (from the 5th to 8th grade) and indigenous communities, *quilombolas*, rural settlements and groups of street boys and girls held debates during the 2005 academic year which sought to democratise access to contemporary socio-environmental themes and, in particular, to simultaneously bring the local and global to the daily life of society. In this way, the school communities assumed responsibilities and actions in four themes, having always as a base the communication of International Agreements of which Brazil is a signatory: Biodiversity, Climate Change, Food and Nutritional Safety and Ethnic-Racial Diversity. In that way, articles relating to the Kyoto Protocol, the Convention on Biological Diversity, the Rome Declaration on World Food Security and the Durban Declaration against Racism, Racial Discrimination, Xenophobia and Related Intolerance, were debated in each school.

The recognition of individual and collective responsibilities is the starting point of this process, however we emphasise that the responsibilities are differentiated. Each citizen is responsible, within his or her limits and according to their access to information and their power.

Each Conference in school and in the community chose a delegate and their substitute (aged between 11 and 14), assumed a responsibility, defined an action on the basis of International Agreements and created a poster, which put across the collective commitment. The results of each Conference were sent via Internet to all States (www.mec.gov.br/conferenciainfanto) and a letter with the poster was sent by post to the State Planning Committee, confirming that the Conference took place.

Empowerment – the local stage of the Conference brings the political dimension to the environment. This is the basis of the experiences that contribute to the forming of a vision regarding the political system and society's institutions. From school, with the involvement of the community, the Conference participants perceive themselves to be part of a broader context and that they can have a stake and a voice society's destiny. This principle permeated from the schools to the end of the Conference process, when in the political act of the delivery of the Charter of Responsibilities to President Lula and Ministers Fernando Haddad and Marina Silva, the importance of the involvement of adolescents in public management, starting with the co-responsibility of those in power and other segments of society, was acknowledged.

Chronology of actions

Stages	Jun 05	Jul 05	Aug 05	Sep 05	Oct 05	Nov 05	Dec 05	Jan 06	Feb 06	Mar 06	Apr 06
Launch											
Setting up of Committees/Collectives (COE/CJ)											
Distribution of "Step by Step"											
Communication campaign											
Conference workshops											
Environment Conferences in Schools and Communities											
Second Meeting of Young People for the Environment											
State Meetings and Conferences											
Registration and Selection											
National Conference Preparatory Meetings											
National Conference											

Results of the Mobilisation Stage

We present the results of the mobilisation actions that took place in the period June to December 2005 – communication, conference workshops, State meetings/conferences – and the environment conferences in schools and communities.

Communication

The demand for information on the Second National Children and Youth Conference for the Environment was constant across all months, in particular from August 2005, the period in which the distribution of the “Step by Step Towards an Environment Conference in School” and in which there was an increase in conference workshops. From July to December 2005 129,413 calls to the Ministry of Education Telephone Exchange – Brazil, Speak! (0 0800 61 61 61) – were recorded.

Conference Workshops

The Conference Workshop was a strategic tool in the preparation of and mobilisation for the Conferences in Schools and Communities. It was an opportunity to communicate information, mobilise collaborators and experience the methodological proposal for the Second National Children and Youth Conference for the Environment. In one day, participating experts from the education secretariats, the representatives from social organisations and movements, community leaders and school head teachers and teachers had the opportunity to find out the Conference themes and to simulate holding a Conference in School or the Community. The support material for these events was the “Step by Step” publication and video.

155 Workshops were held in 27 States with the participation of around 10,400 people. The majority of events (88%) were held in the months of August to September 2005 during the Trainer Seminars III of the Let’s Take Care of Brazil Programme with Schools, with in particular the participation of teachers (47%) and Trainers II (23%) linked to the State Educations Secretariats (55%) and the Municipal Education Secretariats (15%).

It should be pointed out that two workshops for affirmative action were held:

- An inter-State workshop, involving São Paulo and Rio de Janeiro, in Paraty (RJ) – which brought together indigenous people, *quilombolas* and *Caiçara* communities;
- And the other in Maranhão, with the Landless People’s Movement, *quilombolas* and indigenous education experts.

Second Meeting of Youth for the Environment

This action was the first stage of the on-site training of the Youth and Environment Programme, that brought together around 200 members of the Youth Environmental Collectives (CJs), groups of young people and youth organisations, which mobilised themselves around the socio-environmental theme. The Youth and Environment Programme, which has as its basis the training of young people, was formulated with the objective of strengthening these collectives. They are encouraged to build communities of learning in the very collectives in which they act and have the opportunity to experience on-site and distance training arrangements along the following thematic lines: Environmental Education; Organisational Strengthening; Educational Communication; Entrepreneurship; and, Political Participation. At the national level, the Second Meeting of Youth for the Environment was held, which was the first on-site part of the training programme. In April 2006, a training workshop of young-person facilitators who would contribute to the final event was held. The “Youth and Environment” Programme provides for actions up to the end of 2006, when the training process will conclude with the taking place of the 3rd Meeting of Youth for the Environment.

State Meetings and Conferences

12 Regional and/or State Children and Youth Meetings and Conferences were held, bringing together the delegates chosen in schools in one on-site process, to celebrate the mobilisation developed in the State and to provide a forum for debate and learning for the participants, consolidating and expanding the themes debated in the School and Community conferences. Some States chose to select the State delegation for the National Children and Youth Conference for the Environment, at these events. Each one resulted in its own specific functioning and process. This stage was optional – each State Planning Committee decided whether or not to have it. State and Community Conferences of Indigenous Communities in Alagoas/Sergipe and Manaus, have yet to be held.

- Alagoas State Conference – 16/12/2005 – Federal Centre of Technological Education (CEFET) Maceió. It had the participation of 72 delegates (from the 245 schools within the State which participated), pre-selected after the selection of responsibilities (in accordance with the directions of the National Law). The State delegation was chosen at the conference.
- Inter-State Indigenous Conference – Alagoas and Sergipe – 11/11/2005, in Arapicara – Alagoas. The event had the participation of 70 people. During the meeting the representatives of the Tingui Boto, Kariri Xocó and Ticuna tribes chose the indigenous delegates of their States.
- Amazonas State Conference – 15 and 16 /12/2005, in the Padre José de Anchieta Training Centre, in Manaus. It brought together more than 300 pupils and teachers from various schools in the State, along with the Youth Environmental Collective in order to hold the selection of the State delegation.
- Amazonas Indigenous State Conference – 9/12/2005. It had the participation of 116 people from six indigenous ethnic groups – Tikuna, Saterenoé, Denin, Kokama, Apirinã, and Tariano in order to choose the indigenous State delegation.
- 2nd Paraná State Conference from 2 to 4/11/2005, in Faxinal do Céu, in the municipality of Pinhão/Paraná. It brought together around 600 people and the delegates chosen at the conferences of

the 32 State Education Regions, who chose the State delegation between themselves. The result of the meeting was the State Commitment Charter of Young People for the Environment, referred to the local government.

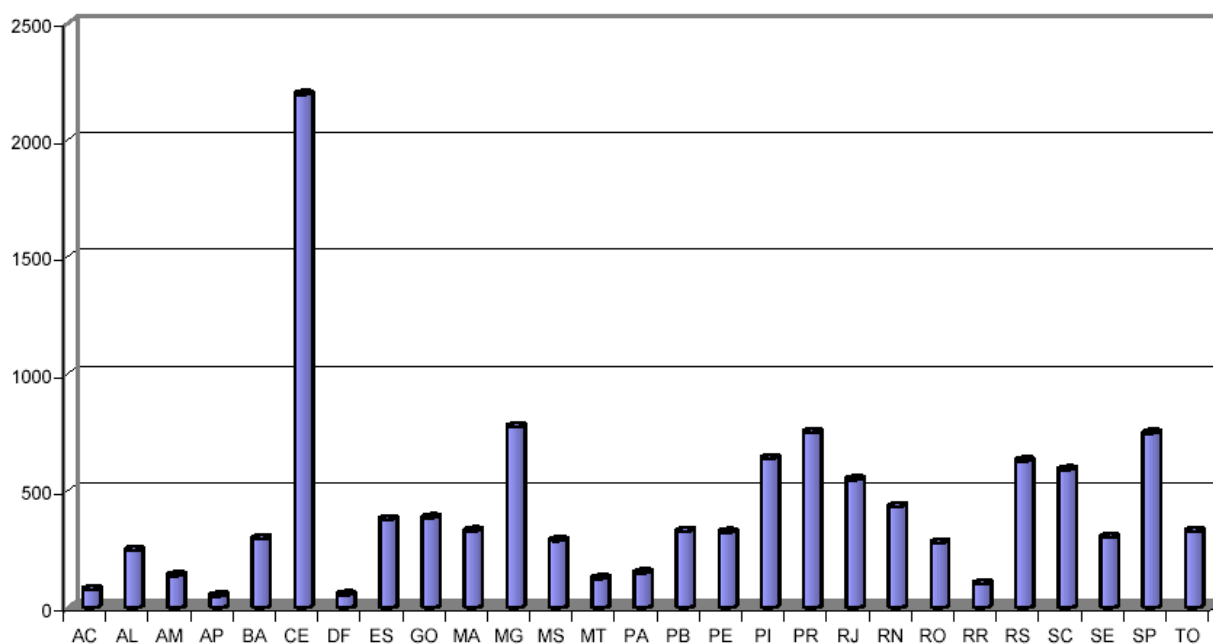
- Roraima State Conference – 1 and 2/12/2005, in the Palace of Culture in Boa Vista. It had the participation of 100 public and private schools in the State. During the conference the Youth Environment Collective selected the State delegation.
- Federal District Conference – 6 to 7/12/2005, in Brasília.
- Goiás State Conference – 8 to 10/12/2005 – in Pirenópolis. Students from 100 schools expanded the debate on the conference themes and prepared the Charter of Responsibilities, which was delivered to the State Governor.
- Regional Shows and Municipal Conferences in Rio Grande do Sul – A decentralised process with 12 shows/conferences bringing together teachers and students for an exhibition of posters and the expansion of the themes debated in the schools.
- Florianópolis Municipal Conference – 7/10/2005. Around 800 people were present, of which 700 were adolescents. The participants expanded the themes debated in the schools and created the Florianópolis Charter for the Environment.
- Regional Conferences in Espírito Santo – A decentralised process with eight regional conferences. At these conferences the school delegates selected posters and chose the State delegation.
- Pantanal Mato-Grossense Children and Youth Conference 21 and 22/11/2005. Approximately 200 people participated from the school community of the centres of Cuiabá, Rondonópolis, Tangará da Serra and Cáceres.

Environment Conferences

11,475 Environment Conferences were held, 11,297 being in schools and 178 in communities, involving 3,801,055 people.

Source: www.mec.gov.br/conferenciainfanto - 08/05/2006

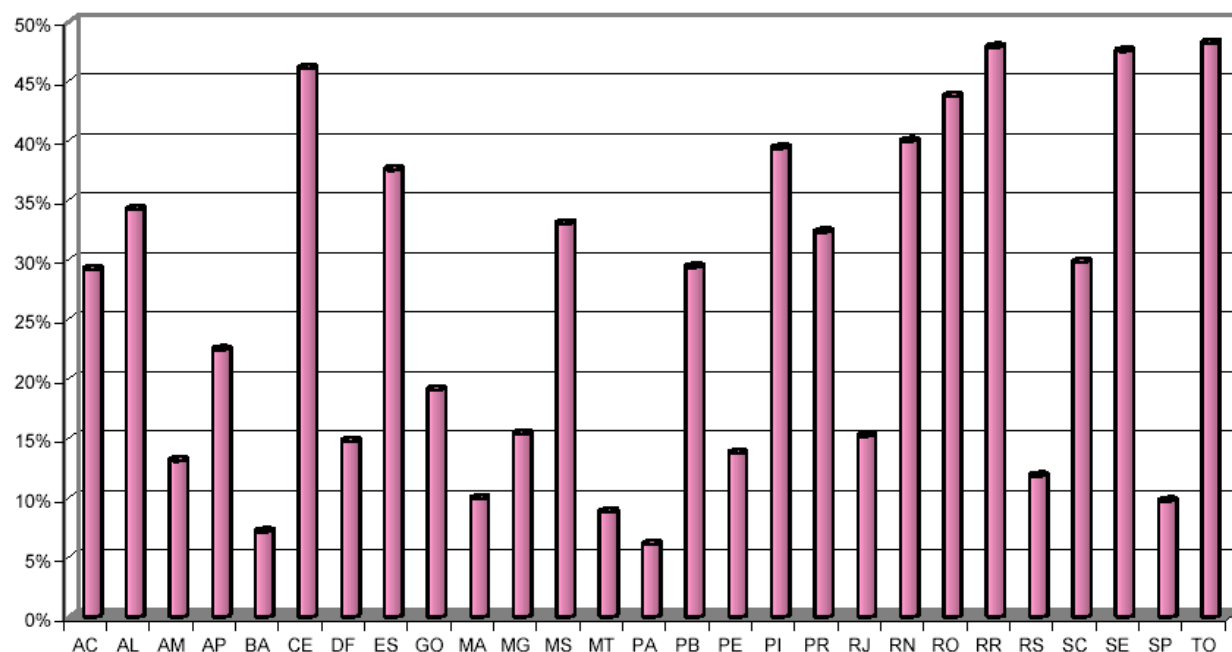
Absolute number of conferences held in schools and communities (by Federal Unit)



Source: www.mec.gov.br/conferenciainfanto - 08/05/2006

The average level of support from schools by Federal Unit was 26%, a very telling figure when compared to an average of 10% support obtained in similar campaigns. It is clear that in States where there is a consolidated network of education region managers, such as Ceará, the process is well supported. Note that in the States of TO, RR, SE, RO, PI and CE the schools that held conferences make up nearly half of the total.

Participating schools in relation to the total number of schools in the State as a % (data from the MEC/INEP 2004 School Census)

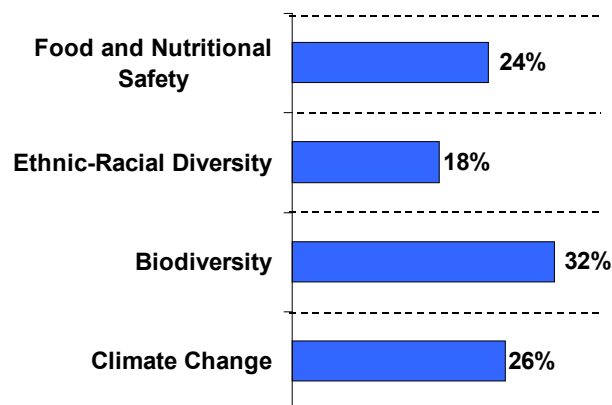


Source: www.mec.gov.br/conferenciainfanto - 08/05/2006

Environment Conferences – Debated Themes

All of the themes showed themselves to be relevant to the debate in schools and communities, however ethnic-racial diversity is still a less debated theme, despite its importance.

Themes debated in schools and communities (%)



Source: www.mec.gov.br/conferenciainfanto - 08/05/2006

The responsibilities prepared on the four themes are more consistent, clear and coherent when compared to the proposals from the 2003 Conferences in Schools, showing the qualitative leap and conceptual consolidation in the second Conference, stimulated by a more consistent and complex foundation document – “Step by Step Towards an Environment Conference in School”.



An Environment Conference in the “Francisco Nonato Freire” School of Primary and Secondary Education – Ceará

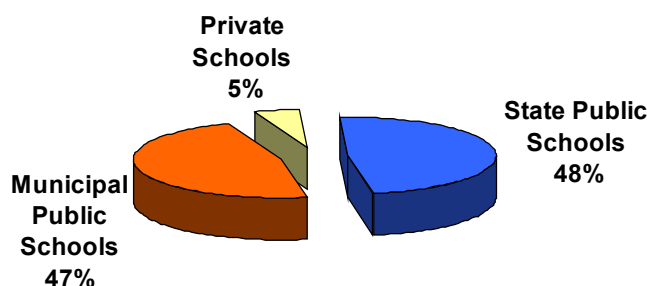
Environment Conferences – Profile of the Schools

Of the total number of participating schools – 11.297:

- 54% held a 1st Conference;
- 49% participated in the Trainer Seminar of the Let's Take Care of Brazil Programme;
- 36% have a Commission for the Environment and Quality of Life - Com-vida;
- 88% are located in inland municipalities and 74% in urban areas.

Source: www.mec.gov.br/conferenciainfanto - 08/05/2006

Type of administration of the Participation Schools (% of the total)



Source: www.mec.gov.br/conferenciainfanto - 08/05/2006

The results show the input, integration and continuity of the MEC/ Institution for the Development of National Environmental Education Policy actions.

Environment Conferences – Profile of the Communities

Of the total number of participating communities – 178:

- 40% are indigenous communities;
- 27% are from rural settlements;
- 19% are groups of street boys and girls;
- 14% are quilombola communities.

Source: www.mec.gov.br/conferenciainfanto - 08/05/2006

The participation of indigenous communities, which stands out, was possible due to the already consolidated network of indigenous managers and teachers throughout the country.

Environment Conferences – Profile of the Participants

Profile of the participants

5 th to 8 th grade students	56%
Community	16%
1 st to 4 th grade students	14%
Secondary Education students	10%
Teachers	5%

Source: www.mec.gov.br/conferenciainfanto - 08/05/2006

Profile of the delegates selected in schools and communities

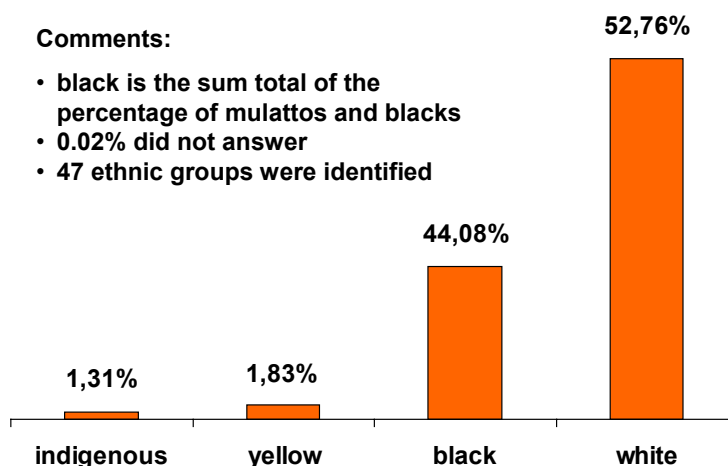
- 66% girls
- 34% boys
- Of the total, 1% have special educational needs.

Source: www.mec.gov.br/conferenciainfanto - 08/05/2006

Delegates' statement regarding their colour or ethnicity

Comments:

- black is the sum total of the percentage of mulattos and blacks
- 0.02% did not answer
- 47 ethnic groups were identified



Source: www.mec.gov.br/conferenciainfanto - 08/05/2006

The increase in ethnic-racial diversity and gender equality that permeates the second Conference's pedagogic process is reflected in the profile of the delegates. It is interesting to note the large majority of girls that were selected as delegates, which indicates not only a greater female interest in socio-political action, but also a trend towards a greater retention of girls in the education system, that is, in this age group girls attend school for longer than boys, who leave it in search of the job market. There is also a surprising balance in the proportion of people declaring themselves to be white and black, which goes against traditional Brazilian forms of cultural, racial and social discrimination.

Summary Table – Total figures from the mobilisation stage

States	Conference Workshops	Conference Workshop Participants	State Events	Environment Conferences	% of participating schools in relation to the total number of 5 th to 8 th grade schools in the State*	Environment Conference Participants	Municipalities involved
AC	1	30		78	29.21%	23,708	16
AL	40	4785	1	246	34.26%	91,579	63
AM	1	82	2	138	13.16%	49,704	16
AP	2	179		51	22.47%	21,653	9
BA	3	275		295	7.19%	91,438	127
CE	1	86		2,196	46.11%	557,906	174
DF			1	55	14.78%	25,002	1
ES	20	258	8	377	37.59%	129,002	80
GO	1		1	384	19.12%	129,786	110
MA	2	117		329	9.95%	114,454	82
MG	2	189		774	15.42%	347,040	352
MS	8	100		287	33.06%	160,104	89
MT	1	57	1	125	8.85%	44,652	30
PA	1	60		149	6.13%	45,427	35
PB	1	49		327	29.41%	119,547	131
PE	18	698		322	13.77%	108,263	100
PI	24	700		639	39.40%	164,653	148
PR	1	35	1	750	32.37%	251,633	258
RJ	5	447		548	15.23%	152,141	84
RN	1	41		433	39.98%	100,490	125
RO	1	51		277	43.76%	111,424	47
RR	2	80	1	102	47.89%	30,899	12
RS	2	126	12	628	11.86%	155,789	180
SC	1	55	1	590	29.84%	244,979	171
SE	12	1137	1	301	47.55%	96,381	65
SP	2	650		747	9.75%	326,264	244
TO	2	80		327	48.23%	107,137	116
TOTAL	121	10,367	30	11,475		3,801,055	2,865
*according to data from the MEC/ Inep 2004 School Census							

Final Event

Summary

The conference process in schools reached its climax with the staging of the Second National Children and Youth Conference for the Environment. The event took place on 23 to 27 April 2006, at the National Union of Industry Workers Educational Training Centre (CTE/CNTI), in the municipality of Luizânia-GO, in the Brasília metropolitan area. More than 500 adolescent delegates from 26 Brazilian States and the Federal District participated, gathered together in an environment of political intervention and collective learning, celebrating the work developed in the course of 2005 throughout the country. As a follow-up to the events held in the States, educational communication materials were produced and the Charter of Responsibilities was prepared. It was an opportunity to find out about the experiences of the various States in one public act, which affirmed the importance of producing channels of social participation for adolescents. The final document was delivered to President Luiz Inácio Lula da Silva on 27 April, after the “Let’s Take Care of Brazil” March for Responsibilities on the Esplanade of Ministries, in Brasília.

Preparatory Activities

1. In each State, prior to the final event, the State Planning Committees (COEs) held preparatory meetings of the State delegations, together with their parents or teachers, and their supervisors in the respective capitals, with the aim of: consolidating concepts and content (themes, relationship between themes and responsibilities); uniting the delegation and its State and national supervisors; organising a cultural introduction; to stress the importance of a continuation of the process.

2. In Luziânia, at the local event from 17 to 22 April, training week was held for the facilitation team responsible for driving the event, made up of 80 members of the Environment Youth Collectives, 17 Latin American young people and ten supervisors. During the training, in accordance with the principle of “young person educates young person”, roles were decided and experience was received of all of the activities foreseen for the Conference, which allowed the adoption of a methodology and its modification on the basis of evaluation by and suggestions from the facilitation team. The facilitators created their own Charter of Responsibilities (annex).

Participants in the Second Conference

Delegates: 549 State representatives, selected at the Environment Conferences in schools and communities. The delegations selected by the Youth Environment Collectives, according to the principle of “Young person chooses Young person”, were chosen following the analysis of responsibilities and actions at the Conferences in Schools. In some states (PR, ES, etc) state conferences were held, providing direct and on-site election by the adolescents themselves.

Facilitators: mediators from the working groups and workshops, members of the Youth Environment Collectives and 17 Latin American young people from 12 Countries - Argentina, Bolivia, Colombia, Cuba, Ecuador, El Salvador, Honduras, Mexico, Nicaragua, Panama, Peru and Venezuela.

Supervisors: 112 adults responsible for the delegations. Each delegation came accompanied

by at least three adults one being a representative of the State Education Secretariat, two chosen by the State Planning Committee, besides the indigenous supervisors and those of the children with special needs. There was a parallel event with the supervisors consisting of periods spent with the children and youth delegations and separately.

Profile of the participants

Federal Unit	School delegate	COM-VIDA delegate	Indigenous delegate	Quilombola delegate	Settlement delegate	Street delegate	Planning Committee supervisor	Special supervisor	Indigenous supervisor	Youth Collective supervisor	International young people	Total
AC	14	1	1				3		2	3		24
AL	17	1	1	1		1	3		1	3		28
AP	9	1					3			2		15
AM	17	1	1		1	1	3		1	3		28
BA	16	1	1		1	1	3		1	3		27
CE	20	1		1	1	1	3	1		2		30
DF	12						2			0		14
ES	17	1	1	1	1	1	3		1	3		29
GO	19	1	1	1	1		3		1	3		30
MA	19	1		1	1		3	1		3		29
MT	17	1	1		1		3		1	3		27
MS	13	1			1		3		1	3		22
MG	20	1		1	1	1	3			2		29
PA	12	1			1	1	3			3		21
PB	18	1	1	1	1	1	3		1	3		30
PR	20		1	1	1		3	4	3	3		36
PE	19	1	1		1	1	3			0		26
PI	19	1		1	1		3			1		26
RJ	20	1	1	1	1	1	3		1	3		27
RN	18	1		1	1		3			3		27
RS	19	1	1	1	1	1	3		1	3		31
RO	15	1	1			1	3	1	2	3		27
RR	14	1	1		1		3		2	3		25
SC	20	1	1		1		3	1	2	2		31
SP	20	1	1				3		1	3		29
SE	18	1	1	1	1		3		1	2		28
TO	18	1		1	1		3	1		3		28
Total	460	25	17	14	21	12	80	9	23	68	17	746

Profile of the delegations
53% girls
47% boys

Programme

	23/04/06 Sunday	24/04/06 Monday	25/04/06 Tuesday	26/04/06 Wednesday	27/04/06 Thursday	28/04/06 Friday
Morning	Morning Coffee					
	Arrival	Initial segment	Working groups	Workshops	Social segment	Departure
	Snack					
	Arrival	Conceptual segment with Ministers	Working groups	Workshops	Preparation for March and Symphony	Departure
Afternoon		Lunch with Stories	Lunch			
	Arrival Recreation	Contributions	Workshops	Workshops	Transfer to Brasília	Departure
	Snack					
	Arrival Recreation	Recreation Instruments workshop	Recreation Instruments workshop	Workshops	March for Responsibilities Esplanade of the Ministries	Departure
			Delegation segment	Delegation segment	Transfer to Luziânia	
Evening	Dinner	Delegations Dinner	Dinner	Dinner	Opinions Dinner	
	Opening	Culture – Presentation of the States	Culture – Paulo Freire da Viola	Culture – Musical Experience and Theatre	Close festive Há-Ono-Beko	
23h	Quiet					

Methodology

In the final event all of the guiding principals of the process were respected and experienced, in particular the conceptual consolidation of the four themes, the development of responsibilities and the respect for the role of young people as subjects who contribute and intervene in the present. The educational process was built on the experiences of those adolescents and children, who in fact assumed their own responsibilities, increasing the value of the forum that was achieved.

The central axis was the possibility for dialogue and the development of collective commitments between adolescents from all of the regions and realities of the country. It was a unique occasion for the exchange of views and experiences, while experiencing all of the diversity that exists – regional, social, cultural, ethnic-racial. We believe that it is in this environment of youth and diversity that lies the possibility of the appearance of great innovatory ideas, capable of changing the current reality towards planetary sustainability.

In this context, the work was divided into four segments:

- **Development of collective responsibilities under the four themes** – Thematic working groups;
- **Experiencing diversity;**
- **Expression of collective responsibilities** – Educational communication workshops and Hip-Hop;
- **March for Responsibilities** – the delivery of the Let's Take Care of Brazil Charter of Responsibilities to the President of the Republic – Luis Inácio Lula da Silva, to the Ministry of Education – Fernando Haddad and to the Minister of the Environment – Marina Silva.

In order to arrive at these segments there were also instances of conceptual consolidation, exchange of experience, recreation, leisure and culture. A detailed account of all of the activities that took place follows below.

Description of the Activities

Arrival of the participants – Visit to Brasilia

The delegations were warmly received by a group of clowns, with many laid-back games. Next they went on a civic visit to Brasilia, an activity arranged in partnership with the University of Brasilia's "Politics in School" Project. The programme was pedagogic and political in nature. It recalled Brasilia's history and presented its main landmarks: the Cathedral; the National Congress; Three Powers Square; the monuments "The Candangos" by Bruno Giorgi, "Justice" by Alfredo Ceschiatti, "Pombal" by Oscar Niemeyer; the Federal Supreme Court; the Pantheon of Liberation and Democracy; the Lúcio Costa Space; the Planalto Palace; the Alvorada Palace and the Television Tower. The delegations that arrived at night went on the visit to Brasilia on the last day of the event, on 28 April.



Recreation



Time was dedicated to relaxation, amusement and integration with many options for recreational and educational activities of a collaborative nature. The Social Service of Commerce-DF made available a musical instruments workshop, table football, table tennis, a climbing wall, a tightrope, cooperative games, and an "Around the world in 80 games" station. The German Technical

Cooperation Agency GTZ put on environmental interpretation play activities with the "Playing with Nature" workshop. Furthermore, the adolescents learned about scrubland animals with the travelling exhibition of Brasilia Zoology.

Opening

Composition of the opening panel: Minister of Environment - Marina Silva; Continuing Education, Literacy and Diversity Secretary – Ricardo Henriques; World Coordinator for the Charter of Human Responsibilities for the Alliance for a Responsible, Plural and United World - Edith Sizoo; representative of the National Steering Committee and the Brazilian Forum of NGOs and Social Movements (FBOMS) – Juca Cunha; Representative of the National Council

of State Education Secretaries (CONSED), of the Interstate Commissions for Environmental Education (CIEAS) and of the State Planning Committees (COES) - Fabiana Aparecida Neves Freire, from the Rondônia State Education Secretariat; representative of the Youth Environmental Collectives - Oteniel Almeida, from Acre; representative of the National Union of Municipal Education Managers (UNDIME) Michele Silva, from Piauí.

Initial speeches from the Conference coordinators Marcos Sorrentino and Rachel Trajber:

"The Second National Children and Youth Conference for the Environment was held by the Ministries of Education and Environment by means of the Institution for the Development of National Environmental Education Policy. There were partnerships with the Ministry of Social Development and Fight Against Hunger, the National Indian Foundation, the Special Secretariat for the Promotion of Racial Equality, the German GTZ Agency, the Social Service of Commerce-DF, Politics in School from the University of Brasília and the National Union of Industry Workers. The sponsors are: the Principal Sponsor Petrobrás, BNDES, Vale do Rio Doce Company, CST/ Arcelor Brazil and the Federal Savings Bank".

Besides speeches from the authorities, the delegates and all of the teams were presented. The activity was brought to a close with cultural presentations from *Zulu Nation Brasil* and the musician Daniel Namankay, and musical experiences prepared by the *Cala-Boca já Morreu* Project.



Initial Segment

There was a detailed presentation of the Conference process, with a showing of the "Step by Step" video and information was provided on all of the segments and activities of the final event. A cooperation agreement was agreed by all of the participants for the five days of the event, with reference to the Facilitators' Charter (annex 02), prepared during the training week:

"the magic of this work is the introduction of what we are building into our homes; we assume the commitment of educators and students with professionalism; team spirit brings with it humility, charity and respect for oneself and others; a good educator is sensitive and consistent in their conduct, thoughts, words and acts; the practice of observation and concentration enable constructive dialogue and active listening and speech; a creative, dynamic and participative process creates reflections that give rise to ideas and actions for change; the collective establishes ties of friendship, affection and

care; the perception of the beauty of each moment involves being aware of the opportunity for learning and growth in which we find ourselves; happiness is looking for splendour and hope in every smile, gesture and attitude. We believe in the potential of young people to create responsibilities and assume them”.

The placing of the Conference process in context followed the outline below:
Presentation of the Conference process



Conceptual Segment



Lectures took place with ministers and secretaries in order to broaden the content of the four Conference themes: Biodiversity - Minister of Environment Marina Silva; Ethnic-Racial Diversity – Minister of the Special Secretariat for the Promotion of Racial Equality Policy Matilde Ribeiro; Climate Change – Executive Secretary of the Ministry of Environment Claudio Langone; Food and Nutritional Safety - Deputy Secretary of the National Secretariat for Food and Nutritional Safety of the Ministry of Social Development and

Fight Against Hunger - Crispim Moreira (substituting for Minister Patrus Ananias). The panel was coordinated by Pedro Ivo Batista – National Environment/MMA Conference Coordinator.

Lunch with Stories

A segment in which the indigenous people, *quilombolas*, rural settlers, Caiçaras, riverside people and street boys and girls shared their stories and life experiences. It was a time for the integration of the adolescents, the strengthening of racial-ethnic, cultural and regional identity, and national recognition of the group. The activities were led by people with great experience of these sectors of society.

- Indigenous people - Gersem José dos Santos Luciano, Baniwa ethnic group, Director-President of the Indigenous Centre for Studies and Research; Hivson Leonardo do Vale Freitas – Movement for Indigenous University Students.
- *Quilombolas* – Maria da Silva – *quilombola*, councillor of the municipality of Salgueiro-PE, member of the National Coordination Organisation of Quilombola Communities (CONAQ); João Acaiabe – Television and theatre actor, story-teller (photo).
- Rural Settlements – Tiago Manggini and Henrique Marinho, members of the Education Division of the Landless People's Movement (MST);
- Street Boys and Girls – Maria de Lourdes Ferreira Martins, State Coordinator of the National Movement for Street Boys and Girls (MNMMR) from Espírito Santo; Marco Antônio da Silva Souza, MNMMR National Advisor.



Contributions

The indigenous, *quilombola*, rural settlement, Caiçara, riverside and street girl and boy delegates shared their experiences with all of the delegates, with creative and interesting contributions. The four contributions took place simultaneously, giving visibility, reinforcing and adding value to the principle of ethnic-racial, regional and cultural diversity at the Conference.



Cultural Activity

Each day cultural presentations were made which showed the artistic representations from different regions of the country.

- 24 April – Three-minute cultural presentation from each delegation showing the culture, knowledge and customs of its State.
- 25 April – Music and “myths” with Paulo Freire da Viola – “Curupira (wild boy), Saci (one-legged elf) and the Snake that breastfeeds” show.
- 26 April – Musical experience with clips of national music prepared by the *Cala-Boca já Morreu* Project.
- Discovering Chico Mendes drama with the Paulista Cooperative Theatre Company.
- 27 April – Closing party with the *Há-ono-beko* popular dance group from Brasília.



Delegation segment

A time for each delegation and its respective State supervisors and facilitators to share information and impressions of the day, as well as to prepare themselves for the following day's activities.

Timekeepers

At the start and between the intervals in the activities, the **Toró** art-environmental education group was the timekeeper, inviting the participants to direct themselves to their activities using art-education techniques, with traditional music and *ciranda* dances. It was a pleasant, playful and fun way to keep track of the programme timetable.

Research with delegates

Research was undertaken to identify the socio-environmental perceptions of the delegates of the Second National Children and Youth Conference for the Environment, by means of the provision of a questionnaire developed by the Centre for Studies in Environmental Perception / NEPA – UNIVIX (Vitória – ES) in partnership with the General Coordination Organisation of Environmental Education – SECAD/MEC. Research was also carried out on Free School Meals by the National Education Development Fund – FNDE/MEC.

EA.NET Channel

In partnership with CONSAT and with the technological support of the Ministry of Communication and REBEA – Brazilian Environmental Education Network, the Conference was transmitted live on a daily basis by the *EA.NET* Channel www.canal-ea.net, totalling nearly 30 hours of broadcasting. In this period around 2 thousand visits to the channel's site were recorded, enabling access to and interaction with the conference via Internet from all of the computers on the planet.

Exhibition of posters

The 378 posters chosen in the States (14 by the Federal Unit) were exhibited in the working group rooms in order to encourage discussion on the themes. At the end of the debates, the students chose the posters that best represented the combination of the ideas put forward under each theme. The 40 posters chosen by the delegates were organised into an exhibition.



Thematic Working Groups

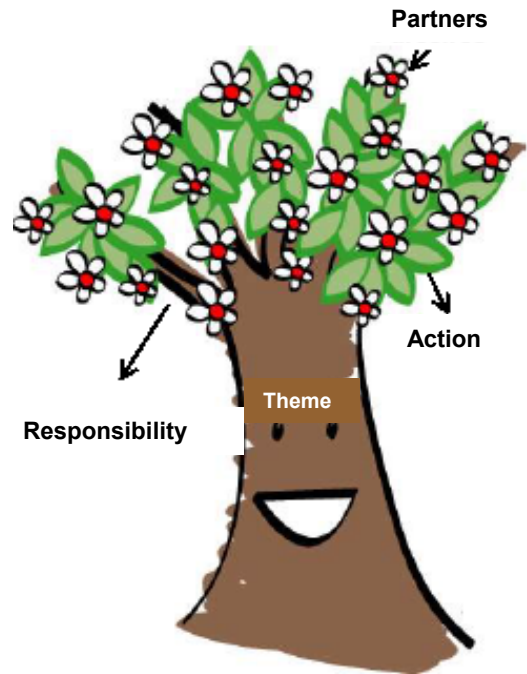
A time for the constructing the main ideas for the composition of the Charter of Responsibilities, starting from the responsibilities from all of the schools and communities. The debates were steered by the support text (annex 03), which recounts a story based on the responsibilities from the schools selected for the second Conference and the texts of the International Agreements that were worked on in the conferences held in the schools.

Groups formed from delegates of different States, extracted the main ideas contained within the support text and carried out collective reflection on these ideas starting with problematic issues. This is a dynamic, participative and fun way of working with central issues of the conference with the collective contribution of different groups, guaranteeing the participation of every person and a diversity of ideas and views on the same theme.

Inspired by a baseball, four circuits were organised: climate change, biodiversity, food and nutritional safety, and ethnic-racial diversity. Each circuit was composed of five groups of 20 students who circulated in five rooms/rounds using a cumulative and collecting technique for ideas.

In each thematic room the ideas identified by the groups were formed into a stylised tree:

branches (responsibilities), leaves (actions) and flowers (partners) (annex 04). The results from the groups were ordered by the facilitation team (annex 05) and they supplemented the workshops by extracting the **strong ideas** from the text, which affirmed the main **responsibilities and actions** of the Conference.



Workshops

The strong ideas constructed in the working groups were expressed in a creative form the in Hip-Hop, Educational Communication and Charter of Responsibilities workshops.



WORKSHOP 1 – CHARTER OF RESPONSIBILITIES

27 participants

The Charter was a way of communicating the combination of strong ideas that came from the ordering of the responsibility trees produced in the working groups. It brought together and summarized the 11,475 responsibilities prepared in the schools and communities throughout the country, which held Environment Conferences, condensed into a base document and reworked in the thematic working groups.

In the Charter workshop the delegates played with words and reflected on the ways of drafting focusing on: reaching different audiences; stimulating in the reader the feeling that he/she shares the responsibilities; being a means of communication that encourages, guides and supports integrated actions for change. Criteria were considered such as:

- -Clarity: Comprehensible, categorical, concise. *Did you understand the essence of the responsibility?*
- -Coherence: In harmony with the action proposed and with the theme. *Do you think that the responsibility, the action and the theme are related?*
- -Consistency: Capable of becoming a standard. *Do you think that the responsibility is inclusive? Does it contemplate innovatory ideas?*

In this way the Let's Take Care of Brazil Charter of Responsibilities is a fundamental product of the Conference, which presents in a simple, objective and concise way the content of the research, studies, reflections and ideas on how schools, children and adolescents from all of the States want to take care of Brazil.



EDUCATIONAL COMMUNICATION WORKSHOPS³

With the ever greater presence of means of mass social communication in our homes, it is possible to understand that teaching people is no longer an exclusive task of the family and school, nor of parents and teachers. Radio and television, in particular, greatly influence the way in which we think, feel and behave. We can even state that these two means of communication function as a parallel school, because they teach the whole time, to the whole population, the things that we “need” to buy, or what we “should” consider beautiful or ugly, the accent that we “should” adopt, who we “should” admire or reject, the opinions that “fit” boundaries on this or that subject

Communication has a strong and direct relationship to Education. The connections between them are called Educational Communication. When Education and Communication cross, we can learn to use communication as a powerful tool to transform dreams into reality, intervening directly in the reality in which we are living.

In this context radio, newspaper and advertising workshops were proposed as educational processes, which aim at the adoption of language and the democratic production of communication products, as well as the critical and conscious receipt of messages from means of mass communication.



³ Based on the Project of the NGO *Cala–Boca já Morreu*



WORKSHOP 2 – RADIO

130 participants

Why produce a radio programme?

- Because radio is the most democratic communication vehicle that exists: even someone who cannot read can make a radio programme!
- Because it carries people's voices very much further...
- Because it is a powerful tool with which people can strengthen themselves and get what they need.

Why be on the radio?

Among other reasons, in order to bring people around a microphone for them to:

- say what they feel and think about any subject that they judge to be important;
- interview people who can explain what is happening here and there;
- tell their stories;
- sing songs from their areas;
- publicise their own artists, sportspeople and scientists;
- further discuss the place where they live;
- complain about what they do not like or agree with;
- strengthen local business;
- publicise city celebrations.

In this workshop the delegates experienced all of the stages of production of a radio programme and produced jingles. Having participated in the radio educational communication workshop in the conference, the participants will be able to:

- Arrive at school, gather a group together, explain how we carried out this activity and play the CD that we recorded for people to hear;
- Suggest to this group the possibility of a radio educational communication workshop taking place in school;
- Look for in the city a broadcasting station to offer a radio education communication project involving community environmental issues.





WORKSHOP 3 – NEWSPAPER

115 participants

A large part of our communication is carried out by means of words, whether it is when we speak or when we write and when we are on the radio or in a video, for example, we also use the written word: we write the programme schedule, we do research using books, magazines or the Internet. But, sometimes, our communication becomes public through the written word – for example when we produce newspapers, magazines, fanzines, pamphlets and posters. Using this type of media (called printed media) is good when our objective is to facilitate the distribution of our communication and guarantee that people can, keep, share, read and reread our writing anywhere.

Text and images: a good combination

Furthermore, while dealing with writing, many types of text can be published in our written communication. For example:

- Report: the group goes “in the field”, interviews people, researches the subject and gives an account of the facts to the readers.
- Interview: people organise a script of questions, choose an important interviewee for the subject and publish the questions and the answers.
- Article: someone may wish to write a more opinionated text in which they place their personal thoughts or those of the group
- Feature: a short, fast-paced and quite lively text, that talks about day-to-day curiosities.

However producing printed media does not mean that we can only use words. Images such as photographs, drawings, tables, graphs, cartoons and political cartoons are ways of illustrating, amusing, explaining and brightening up our text.

All of these techniques were used by the participants in the newspaper workshop, resulting in various reports.





WORKSHOP 4 - ADVERTISING⁴

90 participants

We used publicity to reach the greatest possible number of people in a simple and direct way, during the March for Responsibilities of 27 April 2006. The term “publicity” comes from the Latin “publicus”: the quality of that which is public. To advertise a product, idea or anything else is to make it public, in other words, accessible by all, as well as advertising it is the act of disseminating information. The advertisement goes beyond being seen or making itself be read or heard. It should broadcast information and, in this way, place the idea in people’s minds that they really want to buy that which is being advertised, even if it is not so necessary at that moment. Advertising produces a change of attitude and behaviour in the consumer, when it concerns the purchase of a product.

The consequences of advertising that does not consider people and groups as creatures with their own individuality and creative potential, but only as consumers and a source of income are sad. For example, there is so much packaging from products bought without really any need, that nowadays there is almost nowhere to put this such a great amount of rubbish. We are 6.2 billion people in the world and everything we consume comes from the earth; each one of us produces an average of 650 grams of rubbish per day, thanks to the efficiency of advertising in creating needs. Do the sums and think: where can so much rubbish go? Where will all the raw materials come from to fuel the ever greater “needs” of each one of us?

The Science of Advertising was dealt with in the Language of Advertising Workshop – language of easy access, expression through symbols and brands, and other communication techniques – in order to strengthen and increase ideas for change, which help to create new values for socio-environmental relations, bringing major results for each individual and awakening their creative potential and potential for initiating change.



⁴ Based on the methodology of the *SincroniCidade* Institute for Social Interaction

HIP-HOP WORKSHOPS⁵

Hip-Hop, present mainly in large cities of the world, is a youth movement while at the same time a cultural, social and political one. It appeared on the streets of large urban centres making art (music, dance, graffiti) and politics, with protests against social and racial inequality, against violence and unemployment, in short, everything that turned the neighbourhoods to chaos, which mainly penalized poor black youth.

This movement supports a just and egalitarian society, guaranteeing a better quality of life and contributes to the building of citizenship among a large part of youth. The perception of this phenomenon made people who were committed to social movements and developed socio-cultural projects with the Hip-Hop movement understand that it influences young people and contributes to the building of public policies belonging to, for and with youth. The workshops took place in this context using the four elements of Hip-Hop.



⁵ Based on the methodology of *Zulu Nation Brasil*



WORKSHOP 5 – GRAFFITI

25 participants

Graffiti is an art form of protest and of the broadcasting of messages, which is born in the streets on walls. For this reason it is considered a muralist art form or muralism. The oldest form of muralism comes from pre-history, when daily scenes of hunting, people and natural phenomena were drawn on cave walls.

There are various forms of graffiti, such as those that use stencils to create images, which are repeated, multiplied and transformed. Hip-Hop graffiti uses spray paint, but it can also be latex paint for the base or details with a roller or a paintbrush. Letters and forms are used with perspective – some are three-dimensional – and are multicoloured, producing a realistic journey through the images. They generally record daily life in the neighbourhood or of Hip-Hop Culture. The messages may or may not be inspired by Rap, but they always seek to grab your attention.

Activities undertaken in the workshop:

- Conceptualisation and instruction in the graffiti and plastic arts techniques.
- Discussion of themes relating to the Charter of Responsibilities.
- Creation of sketches (letters, characters and colours).
- Techniques for the use of spray paint.





WORKSHOP 6 – STREET DANCE

25 participants

More than an artistic style, Street Dance is a different way of thinking about the rhythmic movement of the body. It comprises various styles, which can be summarised in three: Locking (born in California), Popping (from Los Angeles) and B-Boying (from the Bronx, in New York), each with its own origin (with a creator and exponents throughout the world), its own particular way of dancing and type of dress.

Street dance comes out of a mix of dance forms – the majority of them of black origin – and physical expression. It places great importance on gesture, fractured movements, the turning of the body, balance and facial expression, becoming vibrant, lively, challenging and sculpted. It is practiced by individuals or in group choreographies.

Activities undertaken in the workshops:

- Theory and practical workshops on the different Street Dance styles, placing importance on the contribution of the individual to the group of participants.
- Promotion of human relationships and group activities (stretching, rhythm and the coordination of movement).
- Acknowledgement of the body's possibilities and limitations, and the increasing of self-esteem.





WORKSHOP 7 – MUSIC (RAP)

45 participants

Rap: Rhythm and poetry.

The art of rhyming. The literature of Hip-Hop culture. The spoken song, an ancient oral element that reminds us of tribal songs or even of the slaves singing in plantations. There are three distinct types of Rap: 1. naïve, positive and cheerful; 2. political, confrontational, combative; 3. Gangsta

Rap, which reflects day-to-day life in the neighbourhood, a world full of drugs, violence and ostentation.

The different terms for people involved in Rap:

Mc – The “rhymer”, or Master of Ceremony, says or recites verses over an instrumental base. The Mc is concerned with always representing Hip-Hop culture. He is acquainted with the origin of each element of the culture. With the growth of Rap music, the distance between the Mc and Hip-Hop culture also grew and they started to call themselves Rappers.

Rapper – A person who sings and performs Rap. Today the Rapper is very far removed from the Mc figure who sought entertainment, amusement and positive energy. In the United States the Rapper is linked to ostentation, violence and drugs, while in Brazil the Mc figure is still very present in the social work carried out with youth.

Activities undertaken in the workshops:

- Acknowledgement of the principles and forms of literary construction of the Rhythm and Poetry (RAP) genre, stimulating poetic experimentation and reworking the content of the Charter of Responsibilities.
- Placing importance on the use of language as pedagogic content.
- Acknowledging language as an instrument of inclusion and/or exclusion.
- Use of rhyme and techniques as a facilitator in formal education methods.

Song lyrics

<p style="text-align: center;">Quioto</p> <p>Tratado ambiental com objetivo de estabilizar, controlar, amenizar, mobilizar Os países do globo terrestre a não vomitar óxido nítrico, dióxido de carbono Gases poluentes que te faz perder o sono Hexafluoreto de enxofre, metano Provocam Efeito Estufa e no planeta causando danos Precisamos reduzir o aquecimento global, reduzindo, também, seus possíveis impactos Considerado o tratado de maior importância ambiental</p> <p>Não existiria se não fosse nossos atos, desmatamento cresceu, animais em extinção Queimaram a consciência do planeta, o coração Não faça da atmosfera um esgoto Fazendo nossa parte no Tratado de Quioto</p> <p style="text-align: center;"><i>Refrão</i></p> <p><i>Q.U.I.O.T.O. Vamos se ligar, juntos podemos controlar</i> <i>Q.U.I.O.T.O. Vamos se ligar, juntos podemos amenizar</i> <i>Q.U.I.O.T.O. Vamos se ligar, juntos podemos estabilizar</i> <i>Q.U.I.O.T.O. Vamos se ligar, juntos podemos mobilizar</i></p>	<p style="text-align: center;">Diversidade Biológica</p> <p>Vivendo a diversidade na escola, firmeza "vamo bora" Tem que ser agora, se liga na hora, pois a vida chora, te implora Senhor, menino, menina, senhora. Passar a idéia certa pra quem estava de fora Biodiversidade o fato é consumado. Normalmente animais, vegetais são destinados A cumprir um ciclo de vida que não pode ser alterado Porque leva milhões de anos para ser completado. C.D.B ratificaram C.D.B. vai além Da utilização sustentável. Ela abrange também o acesso aos recursos genético Objetivando a repartição dos benefícios gerados pelo uso, quem diria Incluindo a tal da biotecnologia, determinar como implantar a C.D.B Proteger para não comprometer, ahã! Biodiversidade para o amanhã</p> <p style="text-align: center;"><i>Refrão</i></p> <p><i>Coletividade educar é o esquema</i> <i>Biodiversidade está cercada de problemas</i> <i>Coletividade educar é o esquema</i> <i>Pra que o registro não seja só cinema</i></p>
<p style="text-align: center;">Segurança Alimentar</p> <p>Pobreza causadora de insegurança alimentar Não põe a mesa as necessidades básicas Com os seus parceiros impedindo a alimentação, podridão, conflitos, terrorismo, Degradação do meio ambiente a chapa é quente infelizmente Falta comida no prato de muita gente, direito de todos de terem nutritivos adequados Equilibrado, moderado, saboroso, saudável. Frisamos a necessidade de agir Pois a responsabilidade é nossa, temos que assumir Para alcançar uma segurança alimentar, gerações presentes e futuras desfrutar Criar ambiente propício e adotar políticas que promovam a paz Assim como a estabilidade social, política e econômica e a igualdade entre os sexos</p> <p style="text-align: center;"><i>Refrão</i></p> <p><i>Você tem fome de que?</i> <i>Você tem fome de que?</i> <i>Você tem fome de que?</i></p>	<p style="text-align: center;">Diversidade Étnico Racial</p> <p>Tema complexo esse para relatar muito louco, preciso fazer viagem século XVIII Pra tentar te explicar o que aconteceu naquela época Cientistas europeus defesa de idéias que haviam diferentes espécies de seres humanos superiores, evoluídos, teoria dos fulanos Era essa concepção que não presta E até hoje essa herança é o que nos resta Racismo, discriminação, preconceito, intolerância Século 21 é a mesma idéia que nos cansa, Brasil 2006 mais uma vez Tentando te explicar a identidade pra vocês. Não se resume a elementos materiais, não se resume a cor da pele e mais Não se resume a traços biológicos, por isso respeite o próximo</p> <p style="text-align: center;"><i>Refrão</i></p> <p><i>Identidade não é a que carrego no bolso</i> <i>Identidade não se resume aos traços do meu rosto</i> <i>Identidade é a base da organização</i> <i>Unidos, respeitando, estamos juntos no refrão</i></p>



WORKSHOP 8 – DISCO

30 participants

The creators of Hip-Hop were DJs who organised and held parties, taking messages of a better quality of life and behaviour to young people. They began to innovate with musical sound quality by means of a process of recycling – remixing – of black music vinyl records. The intermittent repetition of passages of recorded music (back to back) resulted in a new musical concept, which was enriched by supplementary sounds, electronic drums and samples.

Besides the pick-ups technique of manipulation, the mixer and much more sound equipment – that require good motor coordination – the DJ needs a good knowledge of music. The DJ must listen to music a lot and know how to differentiate one style from another, the rhythms, tempos and beats of the music, and know how to give as much importance to each of the sounds as to silence (pauses). Above all, it is necessary to do a lot of research and practice more and more each time.

Activities undertaken in the workshop:

- Conceptualisation of the techniques - *scratch*, *transformer*, *back to back*, building beats and rolls.
- Handling of the record player and much more equipment (amplifier, sound box, mixer and earphones).
- Differentiation of sounds and musical results.
- Identification and recognition of the beat, rhythm and tempo of music.



Social segment



All of the groups from the workshops shared the work, the training and the outputs (annex on the CDs), including the final version of the Charter of Responsibilities. It was coordinated by four Youth Collective facilitators who were delegates in 2003.

March for Responsibilities

This was a political act to bring visibility to the work carried out. All of the Conference participants marched on the Esplanade of Ministries showing the responsibilities for taking care of Brazil produced by the advertising workshops. Next, in the Planalto Palace, there was a performance of the Intercultural Symphony for Peace and the Environment, with musical instruments played by the participants. In a ceremony at the Palace, President Lula, Minister Marina Silva (Environment) and Minister Fernando Haddad (Education) received the “Let’s Take Care of Brazil Charter of Responsibilities” from the delegates who participated in the Conference.





Let's Take Care of Brazil Charter of Responsibilities

Let's Take Care of Brazil Charter of Responsibilities

We are young people from the whole of Brazil involved in the Second National Children and Youth Conference for the Environment process. We seek to build a just, happy and sustainable society. We assume responsibilities and actions that are full of dreams and needs. This charter carries the collective ideas of 12 thousand schools and communities from all over Brazil, which held their own Conferences in 2005, with the wishes of 4 million people.

This is a means of expressing our wishes and our love of life and its diversity. We understand that without that diversity the world would be without colour. We find ways to work on complex and urgent global themes: Climate Change, Biodiversity, Food and Nutritional Safety, and Ethnic-Racial Diversity. We want to influence and mobilise people so that together we face the great socio-environmental challenges that our generation confronts.

In order to take care of Brazil we need your collaboration. We are strengthening student actions and joining forces in the COM-VIDAS Commissions for the Environment and Quality of Life in School, Youth Environment Collectives and many other groups. We share responsibility with governments, businesses, mass media, NGOs, social and cultural movements, beyond our communities.

Therefore, we assume these responsibilities:

1. The communication of information and the broadening of knowledge through environmental education.

We will create exchange groups to carry out symposia, seminars, campaigns, research and cultural presentations by young people for young people and by young people for adults. We will protect and value the place where we live and its cultures with the creation and adoption of different means of communication that are informal and creative.

2. The protection and development of biodiversity.

It is necessary to preserve the native vegetation of our ecosystem, by protecting that which exists and recovering damaged areas in the countryside and the cities. It is important to reforest riverbank forests, build nurseries and sowing plots for the cultivation of native plants.

3. The transformation of cities, communities and schools into environmentally healthy spaces.

We will join forces with the whole school community in order to introduce fruit trees in schools and districts and create vegetable gardens, orchards, squares, parks and gardens.

4. The reduction of the production of rubbish by practicing the 5 Rs: rethink, refuse, reduce, re-use, recycle.

We will rethink production methods and real consumption needs, refuse disposable products, choose recycled products, practice the sorting of waste in order to support its selective collection and the create fertilizers from organic matter. We will encourage cooperatives and demand the support of town councils.

5. The reduction of polluting cases which cause global warming.

We will practice hitchhiking and encourage the use of collective transport and bicycles. We will encourage the use of alternative energies such as solar, wind and biodiesel.

6. The prevention of deforestation and forest fires.

We will carry out research and speak with landowners and farmers about sustainable practices: the use and management of the soil and the forests, which contribute to the reduction of global warming. We will organise the collective distributions of indigenous seed, publicity campaigns, fora and ecological marches.

7. The respect, understanding and recognition of cultural diversity.

We will promote events that bring together cultures and ethnic groups. We will guarantee the visibility and practice of laws that integrate the history of other cultures in school programmes, such as for example the Afro-Brazilian culture. We will communicate the value of the different cultures through the media.

8. The development of the production and consumption of natural and organic food.

We have to change our dietary habits towards the choosing of healthy foods; influence farmers to cultivate using organic fertilizers and natural insecticides; and say no to the cultivation and consumption of genetically modified products.

9. The re-education of people with regard to food while respecting their customs.

We will develop food safety projects, such as: balanced school menus, the safeguarding and sharing of traditional knowledge, recipes containing healthy foods and school vegetable gardens.

We invite you to take care of Brazil!

Luziânia (GO), 26 April 2006.

Media Coverage

The communication of the Second National Children and Youth Conference for the Environment reached all of the mass media. Besides the Conference web site, the event received live coverage and broadcasting on the *EA.NET* channel during the proceedings. The Conference was covered in the printed newspapers of various States, on radio stations and being broadcast by Radiobrás and the NBR channel with a link to the whole of Brazil and Japan.

The **main point** of the coverage and communication were in the stories shown on 27 April 2006 in the **TV Record** programme **Fala Brazil** (Brazil Speak) and on **Jornal Nacional, da Rede Globo**.

A summary of the events follows below:

20/4 - Thursday

MEC /Portal and Radioweb interview - Rachel Trajber – 9.30 a.m.

CBN Anhanguera - Gyn - Interview Rachel Trajber – 5.30 p.m.

22/4 - Saturday

One-page article in the **Correio Braziliense** - Hércules Barros – interviewed Youth Collectives **Nacional Informa** (rede Radiobrás), news bulletin every other hour

Notícias da Manhã (rede Radiobrás) interview with Rachel Trajber

23/4 - Sunday

Rachel Trajber interview - **Rádio Nacional** - *Radionautas* (AM and OC) – 10.40 a.m.

Open coverage - **TV Rio Vermelho / Globo** Team Goiás – 9.00 p.m.

Radiobrás reporter – covered the opening and did a **Nacional Jovem** (OC) interview

24/4 - Monday

Jornal da Amazônia - story + interview with Minister Marina Silva + speaking with an Acre delegate

Rádio Nacional Rachel Trajber interview - p/ o RJ and Northern Region – 6.15 a.m.

Rachel Trajber interview and story on the Child - **Bom dia Goiás / TV Globo** – 6.35 a.m.

Interviews with Delegates from AC, ES and PR- **Radioweb/MEC - Educa Brasil**

Rede Amazônica de TV - *Retransmissora Globo* AM, RO, RR, AM, AC - CNIJMA + interview with Marina Silva

25/4 - Tuesday

Radiobrás and NBR direct links from Luziânia

8.40 a.m. – Story from reporter Eliane Gonçalves on the conference and interviews with Rachel Trajber + delegates

8.45 a.m. – Live interview with Rachel Trajber - Alessandra Peruzzo

10.13 a.m. – Live direct from Luziânia, reporter Alessandra Peruzzo interviews Michele Sato – UFMT Professor

10.40 a.m. – Recording with Isis Lima sobre *EA.NET*

11.00 a.m. – Live direct with Fábio Deboni – Youth and Environment Programme Coordinator

11.15 a.m. – *NBR* Recording with Fábio Deboni

12.04 p.m. – Live with Isis de Palma – Brazilian Coordinator of the Charter of Human Responsibilities

12.40 p.m. – *NBR* recording with Isis de Palma
 12.40 p.m. – Recording from Luziânia, reporter Alessandra Peruzzo interviews Aline Matias – student facilitator aged 17.
 2.00 p.m. – Live with reporter Carolina Monteiro – interviews musician Daniel Namkhay coordinator of the Symphony workshop
 3.00 p.m. – Live direct with Carolina Monteiro – speaking with officer Grácia Lopes – Radio workshop coordinator
 4.00 p.m. – Live with Carolina Monteiro – interviews a delegate
 5.00 p.m. – Live direct with Carolina Monteiro – Professor Zenildo Caetano of SESC/DF – CNIJMA recreation
 5.30 p.m. – Sound recording with delegates: Maria Camila (AL) and Francisco Neto (RR)
 6.00 p.m. – Live reporter Karla Wathier - Professor Débora Pedrotti - Seduc MT
 7.00 p.m. – Live reporter Karla Wathier – speaks with artist Paulo Freire
 8.00 p.m. – Live reporter Karla Wathier with Professor Nilton Cardoso from Marabá
 9.00 p.m. – Live *Jornal Repórter Nacional Noite* - Karla Wathier with Rachel Trajber – march invitation

The ***TV Nacional*** stories, live reports and links – channel 2 open – were broadcast throughout Brazil. The ***Jornal Repórter Nacional Noite*** links stories were broadcast to the whole country and to Japan both by *TV Nacional* and *NBR* – cable channel.
 Stories produced by ***Agência Brasil***, reporter Milena Assis, interviewees: Grácia, Fábio Deboni And 2 delegates.

26/4 - Wednesday

7.50 a.m. – Live interview with the Continuing Education, Literacy and Diversity Secretary Ricardo Henriques on ***Repórter Nacional Manhã***.
 9.00 a.m. – Interview with Ricardo Henriques for ***Rádio Nacional***
 10.00 a.m. – ***Fala Brasil*** story – interview with Rachel Trajber / Isis Lima + 4 delegates – reporter Juliana. The video was aired on the national network by ***TV Record*** on 27/4, on the *Fala Brasil* news from 7.45-9.15 a.m.
 3.00 p.m. – ***Correio Braziliense*** - Reporter Elisa / Photographer Gustavo – Interview with Rachel Trajber + delegates
 3.30 p.m. – ***TV Rio Vermelho Globo/GO*** - Reporter Roberta – Interview with Rachel Trajber + delegates from each region
 3.45 p.m. – Interview ***PNUD/PNUMA*** - Rachel Trajber
 4.00 p.m. – ***TV Globo (Rede)*** - Reporter Marcelo Canellas – Interview with Rachel Trajber + delegates from AL, PR, PA and RR. The story went on air on the national network through *TV Globo* on 27/4, on *Jornal Nacional* at 8.17 p.m.

27/4 - Thursday

Recording

11.00 a.m. – Story by ***Jornal Repórter Nacional Noite*** - reporter Eliane Gonçalves takes stock of the conference – interview with Rachel Trajber / Marcos Sorrentino + delegates
 3.00 a.m. – ***Programa Participação Popular*** - *TV Câmara* – Rachel Trajber + Dep. Edson Duarte (*PV-Bahia*) + 10 Youth Collective members and Professor Marcos Sorrentino (MMA)

28/4 - Friday

Jornal O Estado de Minas – written interview with departing children

State Committee Workshop

The adolescent delegations of the Second National Children and Youth Conference for the Environment were accompanied by three adult members of the COE – State Planning Committee, being a necessary representative of the State Education Secretariat. In total there were 80 supervisors who were in a relevant environmental education role within their States. Besides them, representatives from the Collegiates (Technical Chambers from the National Councils for Environment and Water Resources, Advisory Committee of the Institution for the Development of National Environmental Education Policy) and UNDIME (National Union of Municipal Education Managers) were present.

A specific work programme was proposed for this group of adults, open to teachers, supervisors of the indigenous and special educational needs adolescents.

The work developed with the State Committee was based on principles of praxis, establishment processes in the Federal Units and the prospects for the requirement of Environmental Education in the education systems.

Activities undertaken:

Panel *Socio-bio-ethno diversity and Education* - Muriel Saragoussi (MMA)

Panel *School curriculum & life curriculum: textured dialogues on environmental education* - Michèle Sato (UFMT)

Panel *The National Environmental Education Policy* - Marcos Sorrentino (MMA), José Silva Quintas (IBAMA), Armênio Bello and Rachel Trajber (MEC)

Reflection-action-reflection Working Group: considering the Virtuous Circle in Environmental Education Policies (past, present, future)

The activities enabled conceptual consolidation on the National Environmental Education Policy, reflection and the exchange of experiences to increase the potential of the establishment of Environmental Education and the preparation of strategies for the continuation of actions in 2006.

The results of the activities are presented below:

**Reflections of the Representatives of the State Planning Committees of the
Second National Children and Youth Conference for the Environment on the
Environmental Education Policy of the General Coordination Organisation of
Environmental Education/SECAD/MEC**

Synthesis Document

While the Second National Children and Youth Conference for the Environment was taking place, the representatives of the State Planning Committees – COEs – came together in the rooms of the National Union of Industry Workers Educational Training Centre, in Luziânia (GO), with the objectives of promoting conceptual consolidation regarding the National Environmental Education Policy; to consider and share experiences in order to increase the potential of the establishment of Environmental Education; and, to contribute to the preparation of strategies for the continuation of actions in 2006. They therefore participated in debates that started with lectures, round tables and working groups.

Bearing in mind that this group had as its primary function, at the time, the supervision of the delegations from their States;

that the time available for the deepening of reflections was limited;

that the relevant role carried out by these representative in the States; and,

the importance of hearing the contributions of those who experienced the whole process,

the State representatives, in the Working Group discussions, had the opportunity to reflect, individually and collectively, on the progress, difficulties and prospects of the performance of the General Coordination Organisation of Environmental Education/SECAD/MEC in relation to the National Environmental Education Policy and present the synthesis of the group contributions:

PROGRESS

- Continuing Training Programme: *Let's Take Care of Brazil with Schools*;
- Training of Youth Collectives (CJs);
- Implementation of COM-VIDAS (Commissions for the Environment and Quality of Life) and Agenda 21 in Schools;
- Joint training of teachers, young people and pupils during the Trainer Seminars 1, 2 and 3, including municipal managers in the enlarged F3s;
- Broadening and strengthening of intra-institutional and inter-institutional partnerships, and partnerships with traditional communities;
- Strengthening of environmental education in the SEDUCs and SEMEDs;
- Institutionalisation of Environmental Education in the SEDUCs in some States;
- Financial Resources of some SEDUCs for environmental education;
- Interrelationship between State Environmental Education Programmes and *Let's Take Care of Brazil with Schools*;
- Greater communication between the Conference process and the Interstate Commissions for Environmental Education;
- Communication with the Environmental Education Networks;
- Production of pedagogic material in environmental education;
- Stimulus for the use of the input of the institutions involved;
- Great availability of financial resources for Environmental Education;
- Environmental Education gains a place in the political-pedagogic project of various schools;
- Collective and participative reflection of the Programme;
- Inter-State indigenous conferences (Alagoas and Sergipe) and indigenous and *quilombola* conferences (São Paulo and Rio de Janeiro);
- Municipal conferences in some States;
- Increased importance of youth in a leading role;
- Decentralisation of management and financial resources in the training process;
- Conceptual consolidation, respecting the different ecosystems;
- Contribution for the establishment of environmental education, reaching public policies and strengthening the authorities that work in the area.

DIFFICULTIES

RESOURCES

- Insufficient resources in the Ministry of Education;
- Lack of resources in the budgets of the SEDUCs in the majority of States;
- Too much bureaucracy in order to implement resources provided by the Ministry of Education.

STRUCTURES

- Inefficient distribution of conference material, not managing to reaching all schools;
- Lack of State structures: human resources, physical space and equipment;
- Difficulty in training due to the physical expanse of the territory, in some States.

MANAGEMENT

- The lack of inter-institutionalisation of Environmental Education in the majority of SEDUCs and SEMEDs;
- The changes to the direction and dates by the Ministry of Education, during the process;
- The lack of planning and adequacy of the Ministry of Education's timetable, in respect of the school calendar;
- The lack of systematic supervision of the actions initiated by the Programme;
- The lack of awareness and support of the managers in various schools;
- The inefficient communication in all of the authorities of the institutions;
- The little involvement of the State Planning Committee partners, overburdening the SEDUCs in the majority of States;
- The CD/FNDE Resolution nº 13/2006, which says in respect of the training of environmental educators, above all limit the establishment of Environmental Education;
- The little involvement of the representative communities of affirmative actions;
- The lack of participation of the National Union of Municipal Education Managers and particular schools in the Second Conference, in the majority of States;
- The constant changing of public managers;
- The absence of the Ministry of Education from national and international Environmental Education events, weakening the institutionalisation of Environmental Education.

YOUTH COLLECTIVE

- The fragility of the Youth Collective (lack of structure, availability of time, financial resources, among other things).

PROSPECTS

- Continuation of the Programme;
- Maintenance of the expert advisory body of the Ministry of Education in the States;
- Institutionalisation and strengthening of Environmental Education in the SEDUCs and SEMEDs;
- Insertion of Environmental Education in child education, 1st to 4th grades and secondary education;
- Increase in the number of places for distance training in Environmental Education, according to the needs in primary education;
- Freeing up of financial and human resources to promote and strengthen the introduction of COM-VIDAs (Commissions for the Environment and Quality of Life);
- Increase in the number of teachers in the Child and Youth Conference
- Increased in the integration of Ministry of Environment Policies with Ministry of Education Policies;
- Strengthening of Environmental Education in the Ministry of Education, so that above all it is reflected in formal education systems;
- Greater social control over the implementation of Environmental Education resources;
- Encourage the building and implementation of the State Environmental Education Policy;
- Promotion of new Environmental Education fora and meetings, involving other social actors;
- Availability, in future conferences, of a greater number of places for affirmative actions, proportional to the needs of the States;
- Production of regionalised pedagogic material;
- Circulation in the national and local media (institutional) of Environmental Education programmes.

**Representatives of the National Planning Committees
of the Second National Children and Youth Conference for the Environment**

Luziânia -GO, 27 April 2006

Evaluation

The decentralised management approach of the Second National Child and Youth Conference for the Environment enabled the monitoring of the whole process by the State Planning Committees and by the Ministry of Education facilitation team, resulting in step-by-step planning in line with the objective proposed. At the end of the process, in the State Committee Workshop, the State Planning Committee and SEDUC supervisors undertook a general assessment of all of the stages.

The final event was evaluated by all of the participants by means of a questionnaire that covered topics on the local infrastructure, the activities (methodology), the products and the participants and teams involved (annex 06). Finally, the National Coordination Committee held a post-conference evaluation workshop with the participation of the Ministry of Education team, collaborators, consultants and partners.

The analysis of these documents permits confirmation that the National Children and Youth Conference for the Environment initiative is extremely relevant to the environmental education and youth public policy scene. The pressure of the conference enables the structuring and communication of programmes and actions, which contribute to the establishment of environmental education, responding to the needs expressed by society, particularly young people – see the Let's Take Care of Brazil with Schools Programme, the Commissions for the Environment and Quality of Life in Schools (COM-VIDAS) and the Youth and Environment Programme. Its management approach shared with the different governmental and civil society actors in all of the Federal Units, strengthen the institutionalisation of Environmental Education. The methodology awakens and strengthens community participation in the debate of urgent themes, usually reserved for centres for research or public policy development. It is the practice of exchanging knowledge and views, always with a view to conceptual consolidation and the development of local actions for change. However, the consolidation of this strategy still requires some adjustments.

Regarding the mobilisation process

- It is necessary to deepen the conceptual aspects of the principles and methodologies proposed even further, mainly in relation to affirmative actions and the inclusion and participation and youth, due to its innovatory nature.
- The Conference timetable should be compatible with the school calendar, so that schools can include the activity in their political-pedagogic project, at the end of the academic year.
- The distribution of the guidance materials and communication should taken place as far in advance as possible, and in an intensive way, adopting different strategies, in this way enabling the participation of ever greater number of schools. The conference workshops with teachers, managers and civil society actors should be maintained and expanded, as part of the mobilisation and in particular the training strategy.
- Regulation should be simplified, avoiding wrong interpretation.
- It is desirable to enlarge the affirmative action segments and seek new strategies to guarantee the participation of the more distant communities and schools.
- The online registration of schools and communities is relevant, since it enables the monitoring of participation, but it should be simplified, as in the case of the selection process.
- It is necessary to guarantee resources for the States to carry out the activities within the

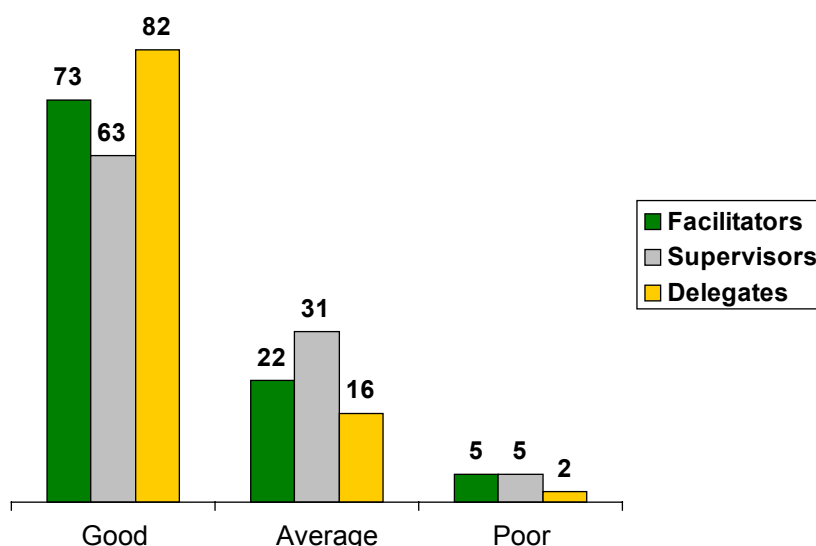
established periods.

- The step-by-step planning is a positive point of the process, however changes to dates and procedures should be avoided, since they can compromise the mobilisation of schools and communities.

Regarding the final event

The final event was generally well regarded by all of the participants and in particular by the delegates.

General evaluation of the Final Event of the Second National Children and Youth Conference for the Environment (in %)



The only matter that received a low satisfaction evaluation was the food - 49% of the participants considered it to be average and 29% poor. The menu followed the rules of healthy, natural and agro-ecological food, with the use of wholemeal products produced in a sustainable way by small farmers of the region and respecting in particular the nutritional balance of meals. Despite the fact that food safety was debated in the Conference, the menu, still not very common for the majority of the population, surprised the participants. The changing of habits happens in a gradual way, therefore it is recommended that menu presents new alternatives, more mixed than better-known dishes, maintaining the debate on this theme.

On the other hand, the topics that were most highly rated by the participants were the activities (75%) and the Conference outputs (84%). It is therefore recommended that the methodological proposal be maintained. Another relevant aspect is maintaining the leadership of activities by members of the Youth Collectives, guaranteeing the principle of "young person educates young person". Below are some comments from the participants:

"I thought it was very good, because I could express myself openly and I liked the way of "young person educates young person" very much. In this way we can show the adults that we have responsibilities and that we will be able to them out. The activities were well prepared and dynamic and I participated in all of them". Comment from a delegate.

"I think that it was very important in improving methodological knowledge for the continuation of my

work of spreading environmental education". Comment from a facilitator.

"I will return to my State, municipality and community with my head held up because I gave the best of myself in all of the activities. And if I did not do something, I will do it in my community, school, in other words, it was all a learning experience and now I can say using all the correct words: I am a young environmentalist." Antunes – AL Comment from a delegate.

"I thought it was very interesting, because it shows that our work was recognized, and I am very happy to represent various other people who could not be here, but without a doubt have the same objective as we do – to protect the environment. " Renata – RJ. Comment from a delegate.

"Very good, because we show our knowledge to the other colleagues and also learn from them. We can also take everything that we learnt back to our school, community in general. And we also make new friends, I am very happy to be herei." Comment from a delegate.

"I thought it was great, it was a wonderful opportunity, because they believed in my potential. It was a period of work practices and discoveries that I would not be able to do. I made lots of friendships and I learnt for about Brazilian culture. For me everything was wonderful, including my involvement – I worked hard with the writing, participation, affection, respect, collaboration and union of the wonderful group that is these young people. I thank God and also all those who believed in me". Comments from a delegate.

Conclusion

The institutionalization of the National Children and Youth Conference for the Environment in the Environmental Education System, proposed by the Institution for the Development of Environmental Education is extremely relevant to guaranteeing the continuity and consolidation of the programmes and actions resulting from this process.

Final Considerations

This mobilisation process, unique in the whole world, in which schools become spaces for the popularisation of international agreements, with students, teachers and communities assuming their individual and collective responsibilities, justifies itself by being an excellent opportunity for the establishment of environmental education and for diversity. The Conference also contributes to the strengthening of the school as a place of debate on social and environmental problems of the community, in this way bringing a permanent dimension of education, for all and for the whole of life.

Far from being just an event, the Conference has continuity since it is part of the Let's Take Care of Brazil with Schools Project, lead by SECAD – Secretariat for Continuing Education, Literacy and Diversity, Education for Diversity and the Citizenship Department of the Ministry of Education. The creation of COM-VIDAS – Commissions for the Environment and Quality of Life in School – structured fora that promote exchange between school and the community, as are the Continuing Teacher Training and also the Education of Chico Mendes (by supporting projects), deepens the establishment of Environmental Education in education systems.

We are carrying out the mission of the ProNEA (National Environmental Education Programme): *contributing to the building of sustainable societies, of active and happy people*. This is only possible with the democratic participation of all of us in the implementation of public policies with youth, enabling the formation of communities that think about all of the dimensions of their quality of life - environmental, economic, political, social, cultural and ethical.

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Annexes

(Available in Portuguese only)