EDUCATION AND ENVIRONMENT: COMPREHENSIONS ABOUT THINKING AND MAKING ENVIRONMENTAL EDUCATION

Abstract

According to a 2015 study by the British NGO Oxfam, the World Bank estimated that 700 million people were living in extreme poverty, earning less than $ 1.90 a day. In Brazil, the income of the poorest 50% increased at a faster rate than that of the richest 10%, but still the difference between the two groups increased. These data denounce the existence of an ongoing civilizational crisis, deflated by the unprecedented exploration of natural and human resources, from the Eurocentric modernity of the United States, which invaded Latin American territories. Currently, such a crisis has been exacerbated by the Sars-Cov-2 pandemic, also known as Covid-19. Environmental education, especially by some of its currents, has sought to adopt practices that allow the re-signification of the relationship between human beings and nature, the aim of enabling paths that, rather than affirming life, reproduce and develop, in its anthropological, ecological, economic, political and socio-environmental fields. Thus, this article aims, using the methodological apparatus of bibliographic review, to present the concepts around environmental education, once it has historically been constituted as a social practice capable of enhancing an emancipatory, liberating, autonomous human formation and collaborative.

Keywords: Environmental Education. Social Practice. Civilization Crisis.