

CONCEPTIONS OF ENVIRONMENTAL EDUCATION IN THE MEDIATION PROCESSES OF THE PUBLIC POLICIES IN SCHOOL

Abstract

This text analyzes the conceptions of environmental education present in processes of mediation of public policies of environmental education at school. The qualitative research that originated this article was developed from the selection of seven elementary schools in a municipality in the interior of the state of São Paulo. The schools were selected through an exploratory questionnaire on the theme to be investigated. The research procedures were: semi-structured interviews, observations and document analysis. The results showed that the processes that indicate the mediation of public policies for environmental education in the schools surveyed are predominantly permeated by a pragmatic conception of environmental education, that is, they are focused on behavior change, recycling and accountability, often failing to problematize environmental issues, to associate their causes with social issues and to envisage transformations in the structures of society.

Keywords: *Environmental Education. Conceptions. Public Policies. School.*