

## Article 13 Public education and awareness

**180. What is the relative priority afforded to implementation of this Article and the associated decisions by your country?**

a) High		b) Medium	X	c) Low	
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**181. To what extent are the resources available adequate for meeting the obligations and recommendations made?**

a) Good		b) Adequate		c) Limiting	X	d) Severely limiting	
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Further comments on relative priority and on availability of resources

### Questions 180 and 181.

Federal Constitution of 1988, Article 225, Paragraph 1, VI: "*promover a educação ambiental em todos os níveis de ensino e a conscientização pública para a preservação do meio ambiente*" [to promote environmental education in all levels of education and public awareness for the preservation of the environment].

*Política Nacional de Educação Ambiental* [National Policy of Environmental Education]. Law No.9795, 27<sup>th</sup> April, 1999, established the National Policy for Environmental Education, regulated by Decree No.4281 25<sup>th</sup> June, 2002.

*Programa Nacional de Educação Ambiental – PNEA* [National Program For Environmental Education - PNEA]. Established in February 1999, the budget of this programme is R\$39.5 million for 2000-2003. More information available at: [www.mma.gov.br/port/sdi/ea/pnea.cfm](http://www.mma.gov.br/port/sdi/ea/pnea.cfm).

**182. Does your country promote and encourage understanding of the importance of, and the measures required for, the conservation of biodiversity (13a) through media?**

a) no	
b) yes – limited extent	X
c) yes – significant extent	

**183. Does your country promote and encourage understanding of the importance of, and the measures required for, the conservation of biodiversity (13a) through the inclusion of this topic in education programmes?**

a) no	
b) yes – limited extent	X
c) yes – significant extent	

**184. Does your country cooperate with other States and international organizations in developing relevant educational and public awareness programmes (13b)?**

a) no	X
b) yes – limited extent	
c) yes – significant extent	

### Decision IV/10. Measures for implementing the Convention [part]

**185. Are public education and awareness needs covered in the National Strategy and Action Plan?**

a) no	
b) yes – limited extent	X
c) yes – significant extent	

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<b>186. Has your country allocated appropriate resources for the strategic use of education and communication instruments at each phase of policy formulation, implementation and evaluation?</b>	
a) limited resources	X
b) significant but not adequate resources	
c) adequate resources	
<b>187. Does your country support initiatives by major groups that foster stakeholder participation and that integrate biological diversity conservation matters in their practice and education programmes?</b>	
a) no	
b) yes	X
<b>188. Has your country integrated biodiversity concerns into education strategies?</b>	
a) no	
b) early stages of development	X
c) advanced stages of development	
d) yes	
<b>189. Has your country made available any case-studies on public education and awareness and public participation, or otherwise sought to share experiences?</b>	
a) no	
b) yes	X
<b>190. Has your country illustrated and translated the provisions of the Convention into any local languages to promote public education and awareness raising of relevant sectors?</b>	
a) not relevant	
b) still to be done	
c) under development	
d) yes	X
<b>191. Is your country supporting local, national, sub-regional and regional education and awareness programmes?</b>	
a) no	
b) yes – limited extent	X
c) yes – significant extent	
<b><i>If a developing country Party or Party with economy in transition -</i></b>	
<b>192. When requesting assistance through the GEF, has your country proposed projects that promote measures for implementing Article 13 of the Convention?</b>	
a) no	X
b) yes	

**Decision V/17. Education and public awareness**

<b>193. Does your country support capacity building for education and communication in biological diversity as part of the national biodiversity strategy and action plans?</b>	
a) no	
b) limited support	
c) yes (please give details)	X

## Further comments on implementation of this Article

### Question 182.

A number of Brazilian television shows deal with biodiversity conservation. The most important are:

- *Globo Ecologia*. Presented by the *TV Globo* in association with the *Fundação Roberto Marinho* [Roberto Marinho Foundation], this programme presents information on Brazilian biomes and endangered species. The language is simple and the images and computer generated graphics make the messages easily understandable for the general public.
- *Tom da Mata*. Presented by *Canal Futura*, the show stimulates the development of activities related to environmental protection - especially in the Atlantic Forest – besides musical education, using different materials, methods and pedagogical innovations. The composer and singer Tom Jobim's work and his passion for the Atlantic Forest are the basis of this project.
- *“Um Pé de Quê”*. This programme shows numerous species of the Brazilian flora. It begins with general botanical aspects such as origins, physical characteristics, and flowering times and then relates them to moments in Brazil's history.
- *Tom do Pantanal*. This project serves 800 schools and about 800,000 students from a number of regions of Brazil. Its goal is to promote interdisciplinary environmental education, showing the students the importance of the preservation and sustainable development of the Pantanal of Mato Grosso. Kits of teaching materials were distributed to the schools. The kits include 13 videos, including a presentation video, one on capacity-building, and one on environmental education, and a further 10 on specific themes); a cassette tape with songs by several local composers and composers from other Brazilian regions; a songbook with sheet music of musical education activities; a game based on the Pantanal to stimulate curiosity and discover the environmental characteristics of each location; a teacher's book; and an experiment kit for performing assessments of local environmental conditions.
- *Globo Reporter*. Biodiversity, research, conservation and environmental problems are among the many documentary themes of this programme, presented by *TV Globo*. More information available at: [www.globo.com/globoreporter](http://www.globo.com/globoreporter).

### Question 183.

*Programa Parâmetros em Ação - Meio Ambiente na Escola* [Parameters in Action – Environment in the School]. The strategic goal of this programme, developed by the Ministry of Education, is the institutionalisation of environmental education in the teaching system. It contributes to the development of integrated activities that involve the school staff, students and the community in helping teachers to include environmental education in their curricula, as well as in the development of educational projects by schools. The programme is the result of a partnership among state and municipal education authorities, universities and non-governmental organizations. The material produced is divided into two kits; one helps the group coordinators in training the teachers, and the second contains materials for teachers to set up their class activities.

The programmes *Tom da Mata* and *Tom do Pantanal* are for teacher-training purposes (see comments on Question 182).

*Fundação O Boticário de Proteção à Natureza – Coleção Biomas* [The Boticário Foundation for Nature Protection – The Biomes Collection]. This educational kit contains seven booklets, a video tape and a user's guide, and provides basic information on Brazilian biomes, using language and a presentation directed to the non-expert public. It can be used in a number of different educational practices. The seven booklets and videotape explain about the diversity and principal natural characteristics of Brazilian biomes (Amazon Forest, Caatinga, Cerrado, Pantanal, southern grasslands and *Araucaria* Forest, Atlantic Forest and Coastal and marine environments). There is also a guide with suggestions as to how to use the material. Distribution is through workshops involving teachers from the Paraná state education network. They will act as multipliers. Schools receive the Collection only after their teachers go through the training session. The distribution of the Collection began in September 2002, with an event in which 60 teachers participated. They were responsible for training about 600 other teachers in 130 schools in the city and metropolitan district of Curitiba. Five hundred and fifty Collections have been distributed and five other teaching workshops are planned for 2003 in order to cover the entire state of Paraná. To date, R\$120,000.00 have been invested in this initiative. More information available at [www.fundacaoboticario.org.br/sql/FBPN/Portal/portal\\_fund\\_frameset.asp](http://www.fundacaoboticario.org.br/sql/FBPN/Portal/portal_fund_frameset.asp).

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*Fundação O Boticário de Proteção à Natureza – Exposições Itinerantes* [The Boticário Foundation for Nature Protection - Travelling Exhibits]. Eleven exhibits were created, each with 10 large poster displays. They are lent to schools and other interested institutions. Exhibits: Protected Areas; Water; Salto Morato Natural Reserve; The Boticário Foundation for Nature Protection; Atlantic Forest; Amazon Forest; Brazilian savannah; Pantanal (swamplands); Caatinga; Southern grasslands and *Araucaria* Forest; Brazilian Coast. These exhibits have already been on show in the states of São Paulo (eight institutions), Paraná (32 institutions), Santa Catarina (two institutions), Bahia (five institutions), Minas Gerais (one institution), Espírito Santo (one institution), Rio de Janeiro (two institutions), Piauí (one institution), Rio Grande do Sul (four institutions) and the Federal District (two institutions). Approximately R\$ 120,000.00 has been invested in this initiative.

*Fundação O Boticário de Proteção à Natureza – Estação Natureza* [The Boticário Foundation for Nature Protection – The Nature Station]. This is a permanent exhibit with complementary elements for audiences of different ages, levels of knowledge and life experiences. Its format combines interaction and information to promote an effective mobilization for the conservation of nature. Learning is self-motivated and involves multiple experiences that stimulate various senses, making it easier to learn and absorb the information. It is housed at the Shopping Estação, one of the biggest shopping centres of the city of Curitiba. Estação Natureza invites visitors to embark in a trip through the Brazilian biomes – Amazon forest, Caatinga, Cerrado, Pantanal, *Araucaria* forest, Atlantic forest, coastal ecosystems and southern grasslands – home to about 20% of the planet's animal and plant life. Open for approximately one year, the exhibit has already been seen by more than 18,000 visitors, from 24 Brazilian states and the Federal District, and from 21 other countries. It has served more than 130 schools, most from the state and Local education network.

*Programa de Educação e Sensibilização Pública do Estado do Rio Grande do Sul* [Rio Grande do Sul State Education and Public Awareness Programme]. The goal of this programme is to inform and incorporate people in environmental management and biodiversity protection programmes. Initiatives:

- Establishment of interpretative nature trails in protected areas ;
- Development of the educational-informative material for protected areas;
- 3ª Conferência Municipal do Meio Ambiente de Porto Alegre [III Porto Alegre Municipal Environment Conference].

## Question 184.

European Association of Zoos and Aquaria (EAZA) Rainforest Campaign. The EAZA Rainforest Campaign for the Atlantic forest and the four lion tamarin species was a two-year fund-raising effort, targeting especially European zoos which maintain lion tamarins in their collections. Ninety EAZA zoos from 20 different countries participated in the campaign with activities ranging from poster exhibits to a total transformation of the zoo into a South American landscape. The campaign increased awareness about conservation programmes for the Atlantic Forest, using the lion tamarins as flagship species, and informing on other Atlantic Forest threatened species. It officially ended at the Annual EAZA Conference in Barcelona, 17<sup>th</sup>-22<sup>nd</sup> September 2002. By 16<sup>th</sup> September 2002, the campaign had raised Euro 145.876,99, but this only covered contributions from around 60% of the participants, and the expectations were of more than Euro 200,000 by the end of 2002, when most zoos conclude the official part of their campaign. The funds raised will make up a permanent fund for lion tamarin conservation activities *in situ*. The Campaign Planning Group was David Field (Dublin Zoo, Ireland), Bengt Holst (Copenhagen Zoo, Denmark), Kristin Leus (Antwerp Zoo, Belgium), and Jeremy J. C. Mallinson (until recently of the Durrell Wildlife Conservation Trust, Jersey). More information available at [www.eaza.net](http://www.eaza.net).

## Question 185.

Component 6 (Education, Public Awareness, Information and Communication about Biodiversity) of the *Política Nacional da Biodiversidade* [National Biodiversity Policy], established by Decree 4339 22<sup>nd</sup> August, 2002, defines directives about education and public awareness and for the administration, management and communication of information on biodiversity. It promotes the participation of society, including Indigenous communities, “quilombolas” (descendants of fugitive slave communities), and other local communities, in the conservation of biodiversity, the sustainable use of its components and the fair and equitable distribution of the benefits generated by the use of genetic resources, components of genetic patrimony and the associated traditional knowledge. However, action plans with goals and deadlines have yet to be developed. For more information, see: [www.mma.gov.br/biodiversidade/estrateg/politica/decreto2.html#c6](http://www.mma.gov.br/biodiversidade/estrateg/politica/decreto2.html#c6).

## Question 186.

Studies have yet to be carried out to determine the resources needed to promote the strategic use of educational and communication tools.

## Question 187.

There are environmental education components in the *Fundo Nacional do Meio Ambiente - FNMA* [National Environment Fund – FNMA], the *Programa de Desenvolvimento do Agronegócio - PRODEAGRO* [Development Programme for Agribusiness PRODEAGRO] and the *Plano Agropecuário e Florestal de Rondônia – PLANAFLORO* (Plan for Agriculture, Cattle-breeding and Forests in Rondônia – PLANAFLORO), *Programa Nacional de Educação Ambiental – PNEA* [National Environmental Education Programme – PNEA], *Sociedade Civil Mamirauá*, and Extractivist Reserves (RESEX).

The NGO *IPÊ – Instituto de Pesquisas Ecológicas* [IPÊ – Institute for Ecological Research], based in Nazaré Paulista, São Paulo, works particularly with the *Movimento Sem Terra – MST* [Landless Movement – MST] in promoting reforestation and the establishment of forest corridors between forest fragments in the far west of the state of São Paulo, centred on the Morro do Diabo State Park, Pontal do Paranapanema. This pioneer initiative promotes both environmental education and conservation and economic benefits for the communities involved.

## Question 188.

The Ministry of Education coordinates environmental education programmes at the government level. In order to achieve its mission, the *Coordenação-Geral de Educação Ambiental – COEA* [General Coordination for Environmental Education – COEA] has defined two main lines of action, in accordance with the *Política Nacional de Educação Ambiental* [National Policy for Environmental Education] – Law 9795/99. They are:

- Projects for Environmental Education in schools
- Introduction of environmental topics in primary school curricula – *PCN em Ação de Meio Ambiente* [PCN in Environmental Action]

See comments on Question 183.

## Question 189.

Brazil, MEC. 1998. *A Implantação da Educação Ambiental no Brasil* [Environmental Education in Brazil]. Ministério de Educação e Cultura (MEC), Secretaria de Educação Infantil e Fundamental - SEF, Brasília. 137pp. This book recounts the evolution of environmental education in Brazil. It provides information to technicians and teachers and those interested in the development and practice of environmental education, on the Brazilian educational system, the relevant authorities responsible for administration of public policies, on what has been achieved and perspectives for the future, besides the implications and strategies for this conservation strategy as a cross-cutting theme in all school curricula.

## Question 190.

The text of the Convention on Biological Diversity has been translated and published in Portuguese. It is available at: [www.mma.gov.br/biodiversidade/relpub.html](http://www.mma.gov.br/biodiversidade/relpub.html). It has not been translated into any Indigenous language.

No efforts have been made to make the CBD language more accessible (for example, to children and the public). No measures have been taken to divulge the text of the CBD to the public. The CBD Handbook has not been translated into Portuguese.

## Question 191.

*Programa Nacional de Educação Ambiental* [National Programme of Environmental Education]. The project *Implantação de Pólos de Educação Ambiental e Difusão de Práticas Sustentáveis* [Establishment of Environmental Education Poles and Diffusion of Sustainable Practices] aims to set up 27 Environmental Education nuclei, one in each state. Each nucleus will promote and manage environmental education

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activities in the state. The project will provide support for 57 projects during 2000-2003. Twenty-two projects had received support by November 2001.

*Programa Natureza e Sociedade* [Nature and Society Programme]. A programme of the *Instituto Internacional de Educação do Brasil – IIEB* [International Education Institute of Brazil – IIEB] for the training and capacity-building of professionals in environmental issues. Support is provided for researchers, academics, professionals and community leaders for training in environmental conservation. The project was begun in 1991, in collaboration with the International Development Group (IDG) of the State University of New York – SUNY. World Wildlife Fund – Brazil has been a collaborator since 1995. Financial support is provided by the Netherlands Embassy, the United States Agency for International Development – USAID and the Ford Foundation.

*Fundo Nacional do Meio Ambiente – FNMA* [National Environment Fund]. Public Announcement No. 7/2002. Announced support for institutional networks (or people and institutions) on informal environmental education which promote studies on practices and methodologies and their diffusion, stimulating as such the exchange of experiences and creating partnerships for demonstrative actions among environmental educators. The networks will contribute to the *Sistema Brasileiro de Informação sobre Educação Ambiental e Práticas Sustentáveis – SIBEA* [Brazilian Information System on Environmental Education and Sustainable Practices – SIBEA]. Resources expected for the support of projects are approximately R\$1.5 million. The projects approved were:

- “Strengthening the *Rede Paulista de Educação Ambiental - REPEA* [Paulista Network of Environmental Education - REPEA]” - *Instituto de Educação e Pesquisa Ambiental Cinco Elementos* [Five Elements Educational and Environmental Research Institute];
  - “Weaving Citizenship – *Rede Brasileira de Educação Ambiental* [Brazilian Network of Environmental Education]” – *Instituto ECOAR para a Cidadania* [ECOAR Institute for Citizenship];
  - “Organization of the *Rede Pantanal de Educação Ambiental* [Pantanal Network of Environmental Education]” – *Ecologia e Ação - ECOA* [Ecology and Action – ECOA];
  - “Organization of the *Rede Acreana de Educação Ambiental* [Acreana Network of Environmental Education]” – Federal University of Acre;
  - “Weaving Environmental Education Networks in the South Region” – Vale do Itajaí University Foundation.
- Information at [www.mma.gov.br/fnma](http://www.mma.gov.br/fnma).