



This bulletin is part of a series aimed at understanding in depth the current debate connecting children, adolescents, and young people to climate change and its impacts. The series is based on articles organized in the bibliographic database "Adolescents, Youth and Climate Change – National and International Academic Production (2020–2024)"; and on reports produced by national, international, and multilateral organizations between 2015 and 2025, also available in the same database.

The research was developed within the scope of the project "Citizen Participation: Child and Youth Population in Focus," coordinated by Professor Irene Rizzini (PUC-Rio/DSS/CIESPI), with support from FAPERJ (CNE - Process E-26/201.113/2022). The project analyses different aspects of citizen participation and the leadership role of children, adolescents, and young people in Brazil.

In addition, it is part of the project "Youth and Climate Change in Brazil," also coordinated by Professor Irene Rizzini (PUC-Rio/DSS/CIESPI), with support from the José Luiz Egydio Setúbal Foundation and the Nova Institute for Health, in partnership with the Associação Cidade Escola Aprendiz. The research included a survey of 200 students, aged 12 to 18, from all regions of the country, to understand how they think and act in relation to climate change.

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1.0 - Introduction

Environmental education (EE) in Brazil is defined based on different legal, pedagogical, and theoretical approaches. While often complementary, they express multiple emphases and points of view. In our research, we adopted the definition of the Federal Constitution of 1988. Article 225 establishes the right to an ecologically balanced environment, making it a common good that the government and the community must defend and preserve it for current and future generations. One of the mandates includes in paragraph 1, "promote environmental education at all levels of education and public awareness for the safeguarding of the environment" (Brasil, 1988)¹.

However, beyond the legal bases, EE constitutes a plural theoretical and practical field, supported by different approaches, conceptions, and traditions of thought. It is a domain under constant change, articulating ethical, political, epistemological, and pedagogical dimensions.

Based on the analysis of 132 articles published in Brazil and written in Portuguese, this research bulletin presents an analysis on recent developments on EE. All articles can be found in the bibliographic database "Children, Adolescents, Youth and Climate Change – National and International Academic Production (2020-2024)". Our objective is to map, systematize and understand what has been produced and debated recently on the subject in Brazil, contributing to the strengthening of the field and to the expansion of the dialogue between research, public policies, and educational practices.

2.0 - Methodology

The methodology described in this section refers specifically to the theme of environmental education developed for this bulletin². The bibliographic search was carried out on the CAPES Journals platform, including articles published in Brazil between 2020 and 2024, and written in Portuguese. Only open access journals were considered. The se-

arches combined the term "environmental education" with children, childhood, adolescents, young people, and youth.

Non-scientific articles and productions that did not relate with the theme of environmental education or with the defined age groups were excluded³. The filter of peer-reviewed articles was also adopted to ensure greater methodological and scientific rigor to the results.

The definition of age adopted by the study are established by national legal frameworks. The Statute of the Child and Adolescent (ECA) considers a child to be a person up to twelve years of age and an adolescent to be between twelve and eighteen years of age (BRASIL, 1990). The National Youth Policy, on the other hand, defines young people as individuals aged between fifteen and twenty-nine years old (BRAZIL, 2005).

The methodological approach has limitations. Although the CAPES Journals platform include a wide variety of publications, the present study considered only open access and peer-reviewed scientific articles published between 2020 and 2024. The choice of time frame was intentional. It emphasizes current releases on socio-environmental justice, environmental education and on the climate crisis, revealing escalating debates in the post-pandemic context. This interval permits contemporary approaches that emerge in response to new global challenges, public policies, and social mobilizations around the climate agenda. Although it does not include long-term historical trends, it offers an updated reading of the main conceptual and methodological orientations in the current literature.

In addition, the focus on open access and peer-reviewed articles aims to ensure greater comparability and methodological rigor, whilst it implies the exclusion of other relevant forms of production, such as theses, dissertations, books, book chapters and proceedings of events. Nonetheless, the survey provides an outline of current trends and persistent gaps on EE, serving as a groundwork for future developments and crossings with other sources and publication formats.

3.0 - Thematic categories

Of the 132 articles that comprise the analysis, a number of them focus on efforts and programs carried out in public schools, university extension projects and community initiatives. These works are characterized by applied and participatory approaches, often organized in the form of field research, case studies, or experimental teaching methodologies (Lubarino et al., 2020; Santos, Profice and Schiavetti, 2020; Lima, Oliveira and Santos, 2020; Rangel and Lemos, 2023).

In general, pedagogical practices are associated with local conditions and socio-environmental challenges, valuing playful, artistic, and collaborative strategies aimed at raising awareness and critical training. Examples of creative and situated approaches are the use of gamification and educational games (Coelho and Victório, 2024), community gardens and extension practices (Silva, Oliveira and Gaia, 2021), theatrical methodologies inspired by the Theater of the Oppressed (Sant'Ana and Moreira, 2022) and school projects that integrate art, territory, and the sense of belonging (Soares, Agudo and Andrade, 2023).

Other studies explore the potential of environmental education linked to biodiversity and the teaching of science, combining the observation of natural phenomena to pedagogical practices (Silva and Sousa, 2021), or emphasize interdisciplinary experiences in rural education contexts and agricultural family schools (Rangel and Lemos, 2023).

In general, the analysis of the articles indicates that the school, especially the public school where most of the experiences are located, remains one of the main contexts of the development of EE in Brazil. Although access to information and schooling is not restricted to the school environment and may be carried out in different social contexts, the literature highlights that in the field of environmental education it has a central role in the production and dissemination of pedagogical practices. The schools are privileged settings for critical thinking and for the exercise of citizen formation in the face of socio-environmental challenges. The reported practices focus on situated pedagogical experiences,

many of them associated with continuing education of teachers and integrated curriculum (Falkoski, 2021; Oliveira et al., 2022; Antoniassi and Walker, 2023). These initiatives reveal both the vitality of school actions and the challenges of consolidating a critical, continuous, and institutionalized EE in the daily life of schools.

In addition to this set of practical and applied experiences, the analysis reveals two predominant themes with particularly expressive approaches, environmental education in early childhood education and the relationship between youth and critical environmental education. Thus, the articles combine the ecological dimension with social, political, and ethical issues, while also emphasizing training for social transformation. The choice to highlight these two issues in this bulletin is justified both by the number of studies identified in these categories and by the relevance of the discussions. In both cases, the emergence of perspectives that renew the field of EE is observed, either by emphasizing the sensory and formative experiences of children, or by the protagonism of young people in different socio-environmental contexts.

3.1 - Environmental Education and Early Childhood Education

There is a significant number of studies focused on early childhood education, demonstrating an effort to include EE in the first years of schooling. These articles emphasize the role of playful, sensory, and affective experiences to exploring ecological values and environmental awareness, highlighting contact with nature as an essential dimension of learning (Spinelli, Zucco, and Euzébio, 2020; Neuenfeldt and Bauer, 2022).

Several studies adopt historical-cultural and critical perspectives, recognizing children as an active producer of culture, capable of transforming their surroundings (Resende et al., 2021; Ramos et al., 2023; Seribelli and Wiziack, 2024). The most recurrent practices involve integrative projects, interpretive trails, storytelling, outdoor experiences, and the use of recyclable materials and eco-toys (Mello,

2021; Rodrigues et al., 2022; Victor e Silva, 2023; Cerqueira et al., 2024).

Other research emphasizes training for teachers as a key element for the effectiveness of EE in early childhood education, proposing methodologies and practices focused on new approaches to ecology and child protagonism, and going past strictly conservationist perspectives⁴ (Oliveira et al., 2022; Souza, 2021; Antoniassi and Walker, 2023; Fogliag et al., 2024).

3.2 - Youth, social participation, and critical environmental education

Current research indicates a growing movement to strengthen young people as political and epistemic actors in environmental education, especially in approaches that are inscribed in the critical, popular, and emancipatory tradition. EE is understood not only as an educational practice, but as a process of political, ethical, and territorial formation, aimed at transforming living conditions and building other modes of existence (Costa and Loureiro, 2024).

The survey also revealed that youth engagement in socio-environmental actions produces knowledge and resistance, challenges hierarchical structures of power and proposes new forms of democratic and ecological participation. Experiences such as youth environment forums, territorial and university collectives, and autonomous initiatives in river basins (Falcão, Moura, and Holanda, 2020; Zakrzewski et al., 2021; Micoanski, Bento and Carniatto, 2023; Pádua and Barcellos, 2024) highlight the role of young people in the reconfiguration of EE as a social and political praxis, linked to environmental justice and the defence of the common good.

From this perspective, EE emerges as a field of symbolic and ideological discussion in which young people formulate critical readings of the world, and question development models based on the exploitation of nature and social exclusion. Works that explore the right to the city, engagement in urban and rural territories, and climate activism (Vieira and Domingos, 2021; Santos and Lima,

2023; Fernandes et al., 2023; Inocêncio, Sereia and Kovalski, 2024) show that education becomes a tool for the reappropriation of space and of political voice, especially among young people living in poor areas of the city, in rural communities and of native descent.

Noteworthy are approaches that bring critical EE closer to decolonial approaches by recognizing indigenous, riverside, and rural youth as bearers of knowledge and alternative ways of inhabiting the world (Tiriba and Guimarães, 2023; Pádua and Barcellos, 2024; Sampaio et al., 2024). In these experiences, youth protagonism assumes a collective and insurgent character.

4.0 - Final considerations: gaps and prospects for future research

The analysis of recent articles on Environmental Education (EE) reveals a dynamic and expanding field of study, distinguished by multiple experiences and forms of knowledge production. The research reflects an effort to articulate theory and practice with an emphasis on school projects, community actions and university extension that bring education, territoriality, and everyday life closer together.

In general, there is a tendency to strengthen critical and participatory approaches in which EE is understood as a process of ethical, political, and cultural training, aimed at transforming the relations between society and nature. Our analysis of current research shows both the little and more explored aspects demonstrating how the debate has been established in the country.

One of the gaps concerns the relationship between EE and the global climate crisis. Although topics such as sustainability and conservation are present in several studies, reflections on climate justice, ecological transition, and global climate policies are still few. There are few works that situate EE in dialogue with international arenas such as the Conferences of the Parties (COPs)⁵, or that examine the educational role of young people in these contexts. It suggests the importance of strengthening the

connections between local EE practices and contemporary debates on climate change, without losing sight of the territorial and social realities in which these actions are located.

Another recurring gap is the limited intersectional analysis. Although some research considers dimensions such as gender, race, class, territory, and generation, these perspectives appear fragmented and/or secondary. Broadening such readings can contribute to an EE that is more sensitive to socio-cultural inequalities and diversities, recognizing experiences and voices that often remain absent in the current literature.

There is also a lack of studies that value the knowledge and practices of indigenous peoples, quilombolas (quilombolas are the descendants of communities formed by fugitive slaves between the 16th century and the abolition of slavery in 1888 and traditional communities. These experiences are often described from an external perspective, without due recognition of their own ways of teaching, learning, and inhabiting the world. This limitation indicates the need to deepen intercultural dialogues and to understand EE within a broader perspective including different epistemologies and cosmologies, paving the way for decolonial and territorialized perspectives.

Within the methodological framework, there is a predominance of localized and descriptive studies. While they present relevant contributions to acknowledging and valuing situated educational practices, they usually offer limited and short-term analyses within different contexts. Less frequent are studies that follow formative processes over time or that adopt comparative and participatory approaches, capable of involving students, educators, and communities as active subjects of the investigation. These characteristics suggest the importance of expanding methodologies that articulate different scales and timeframes, allowing us to understand EE as continuous, relational, and historically derived processes.

A further consideration is the intergenerational dimension of EE, which has been little explored

in recent literature. Cooperation between children, adolescents, young people, adults, and older generations appears sporadically, and its formative potential is not always recognized. Strengthening of inter-generational experiences can favour the transmission and reinvention of knowledge, contributing to the construction of community and collective practices around socio-environmental issues.

The remarks and conclusions presented throughout the Bulletin do not aim to provide definitive diagnosis, but to suggest paths of reflection on the current state of environmental education in Brazil. The multiple perspectives indicate a field in constant movement, crossed by tensions, disputes and reinventions.

5.0 - References

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Notes

¹ This definition is complemented by the following regulations: Laws No. 6,938/1981 and No. 9,795/1999, which institutes the National Environmental Policy and the National Policy for Environmental Education; CNE/CP Resolution No. 2/2012, which establishes the National Curriculum Guidelines for Environmental Education and the National Common Curriculum (BNCC).

² The survey carried out for the development of the bibliographic database "Children, Adolescents, Youth and Climate Change – National and International Academic Production (2020-2024)" is broader and includes climate change, climate justice and environmental education, with a focus on children, adolescents, and young people. The complete description of the methodology, as well as all the articles, is available on the CIESPI/PUC-Rio website (www.ciespi.org.br).

³ It was decided not to include studies focused on Youth and Adult Education (EJA), since this modality of education includes people who have already exceeded the age limit for youth. The inclusion of these works would expand the scope of the survey beyond its target audience, who are children, adolescents, and youth.

⁴ Restricted and merely conservationist approaches refer to what Layrargues and Lima (2014) describe as the initial phase of environmental education in Brazil, "an educational practice that had as its horizon the awakening of a new human sensitivity towards nature, developing the logic of 'knowing to love, loving to preserve', guided by 'ecological' awareness and based on ecological science" (Layrargues; Lima, 2014, p. 26). On the other hand, the critical macro-trend brings together popular, emancipatory and transformative environmental education aimed at analysing the structural causes of the environmental crisis and promoting educational processes committed to social and ecological justice (Layrargues; Lima, 2014).

⁵ The Conferences of the Parties (COPs) are annual meetings promoted by the United Nations under the Framework Convention on Climate Change (UNFCCC), which bring together representatives of governments, organizations, and civil society to negotiate global actions in the face of the climate crisis. In 2025, the 30th edition (COP30) was hosted in Belém, Brazil.



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