Environmental education actions for residue management in the Federal University of São Carlos, Brazil.

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Introduction
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Introduction

- EE actions related to residues since 1993 ↔ together with ex. CEMA (Special Agency for the Environment at UFSCar);
- Intitucional Program on Environmental Education (PEAm);
- From Setember, 2013: General Secretary for Environmental Management and Sustainability (SGAS) ↔ Environmental education support department.

“Casa do Horto” – SGAS/UFSCar
Conservative EE vs. Critical EE

(FREIRE, 1981; MEYER, 1998; GUIMARÃES, 2005)

- Conservative or Traditional EE = based on normative and prescriptive approaches. Telling people what they should or should not do; behavior changing...

- Critical EE = intends to integrate knowledge and values to promote cultural changes. To form people that can be critical and active towards environmental issues ⇋ Personal changes will arise out of the educational process. It is based on the dialogue.
History

- 1994 –2003: First waste recycling program = pioneer experience (universities, cities, states...);
- Partnership between UFSCar and a local NGO (São Carlos Environment Protection Association – APASC);
- Recycling point for internal and external communities.
History

- View of the former “recycling point” at UFSCar (1994 – 2005)
From 2007 – A municipal program for selective collection of waste starts and includes UFSCar ↔ extinction of the local recycling point. ☹️
From 2008 to recent – Various projects to promote recycling and community engagement in the “Solidarian Selective Waste Collection Program (Federal Decree, 5940/2006)”:

- Exhibitions;
- Diagnostics;
- Structural changes (legal and physical);
- Education actions (cleaners, students living in Campus, nursery and snack bars).
Exhibition: 15th anniversary of the first waste recycling scheme

Opening ceremony

Exhibition Program and Announcement

Crafts fair

History panel in the Central Library

Arts with reused materials
Since 2003...

Since 2010...

Bins and informative material display...
Recyclable storage and collection points

Distribution of storage containers – Campus São Carlos.
Workshop with the cleaners

Booklet for the cleaners

Collection points map for the residue collectors
Environmental education as a tool in hazardous waste management

History

- Started as an Extension Project in 2007 (ProEx);
- The aim was to involve the academic community in the newly implanted UFSCar hazardous waste system.
Environmental education as a tool in hazardous waste management

Steps:

- Diagnosis = what is known and unknown by the community; It includes interactive interviews and visiting research labs;
- Production of general and specific supporting materials (Posters, manuals, SOPs);
- Talks and short-courses.
Informative materials
Solid waste minimisation

Replacing of disposable plastic cups in the University Restaurants (RU) by durable plastic mugs

History

- Program started in 2003 by a group of students (GAIA);
- Supported by ex. CEMA and ProEx; From 2010, by demand from the students = official UFSCar activity, organised by the Environmental Education Program (DeAEA);
- Since 2010 runs with the collaboration of other organised student groups (GIRE e EMABio).
Replacing of disposable plastic cups in the University Restaurants (RU) by durable plastic mugs

Aims

- Minimizing solid waste production;
- Encouraging the practice of the first “R” = Promoting critical thinking on the need of changing consumer habits for a more sustainable society.
The “Mug’s delivery ceremony”.

Institutional video
(www.youtube.com/watch?v=g39IUbIICU)
Solid waste minimisation

10th Anniversary Exhibition:
São Carlos, 2013.
Some conclusions

- There has been an effort towards encouraging critical thinking on residue production and destination at UFSCar;
- However, community engagement in the different actions remains a challenge;
- Students and staff are constantly renewing ⇔ need for a permanent educational program;
- Dialogical communication still needs to be improved for a more significant EE for the community.


Acknowledgements

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