



INSTITUTO
estre

RESPONSABILIDADE SOCIOAMBIENTAL

2016
**ACTIVITIES
REPORT**



2016 ACTIVITIES REPORT



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1. Foreword by President



“10 years of Estre Institute”

10 years after Estre Institute establishment, I look back and I am full of pride and joy for all we have built and disseminated in the field of environmental education. The socioenvironmental challenges are immense and the Institute is a great example of professionalism and commitment to an excellent environmental education.

Since the beginning of Estre, I had the conviction that we could discard many things, except from our commitment to the environment. More than that, we should give back somehow to the society and to the communities surrounding Estre’s operations, taking education, dialogue and knowledge to them.

The establishment of the Institute has an interesting story. Inspired by the law “visit our kitchen”, I had the idea of opening our landfill to the public. At first, we hosted the community to show how the landfill operates and, consequently, many schools reached us as they were interested in the theme. It was when we realized the strength and the need to work with environmental education in a broader and more profound way. We decided to professionalize this job: we developed our own teaching methodology, we elaborated pedagogical materials, trained a professional and committed team, and that was when Estre Institute was born.

Today I am proud to see the results of all this work: more than 300 thousand people participated in our programs and our performance has extended to the whole country throughout our three regionals (Paulínia/SP, Fazenda Rio Grande/PR and Rosário do Catete/SE). We are a reference on environmental education in Brazil, having published three books and several articles, participated in national and international seminars, promoting a series of dialogues with diverse publics. We hosted children of different ages, but also reached universities, foundations, institutes and even companies seeking to learn more about environmental educations, consume and waste.

As I have mentioned, the socioenvironmental challenges are immense and we have a lot of work to do on the environmental education field. On our side, we compromise to keep believing, dreaming and working with professionalism, engagement and dedication.

Wilson Quintella Filho

President and founder of Estre Institute





2. Estre Institute within the context of Social Investment in Brazil: the complex performance of a private social investor



Estre Institute is found in the universe of “private social investors”: private organizations that, funded by their own or by their sponsoring entities resources, invest in projects with social purpose.

In Brazil, the universe of the private social investment is increasingly more diverse and it includes social efforts carried out by companies, foundations and corporate institutes, or institutions run by families, communities or individuals.

The last GIFE Census (based on 2014 data), a biennial study on private social investment in Brazil, unveils that most Institutes and Foundations of corporate origin receive more than 90% of their income from their sponsoring entities, which is the case of Estre Institute - 100% of its income comes from Estre Ambiental.

In addition to their income's origin, a good part of these Institutes and Foundations use the name of their sponsor, such as Instituto Natura, Instituto Votorantim, Fundação Bradesco, among others. This brings up an enormous performance complexity for these organizations, which have a social and public mission and purpose, whereas they are named after a private organization. Estre Institute, for instance, holds the OSCIP certificate - acronym for not-for-profit public interest civil society - what guarantees its public purpose, strengthened by its mission and journey.





3. A playful, critical, and emancipatory environmental education



The environmental issue and education

The environmental issue can be defined today as the moment of crisis between the development model adopted by most of the countries and the understanding of nature as a finite resource, therefore incompatible with this model.

In order to deal with this environmental crisis, several initiatives have been created within the scientific knowledge, the activism, public policies and education, the later being an important space to educate people about the world's issues, making them capable of interfering in order to improve our societies and the way we understand and deal with nature.

In Brazil, a leading country in the field of environmental education, many ways of understanding and practicing the environmental education have been thought of since the year 2000. Amongst all, it is possible to highlight two common trends.

The first one, with a conservative tendency, consists of an understanding that produces and spreads contents, usually with recommendations and referrals. These trends understand that nature is an available resource to humanity, which needs to be dealt with wisdom. In this trend, nature is often depicted as the definition of fauna, flora, water and mineral resources, which must be preserved. The interventions proposed by these trends are individualistic, centered on the role that each human being might play for the environment conservation: the environmental issue is a responsibility of each and everyone of us. Concerning the environmental education, its intervention takes place in the individual self-criticism in order to make better decisions; it focus on the biological understanding of nature and ecosystems, as sufficient contents to lead to the environmental conservation.

The second trend, more progressive, and adopted by several national and international leading organizations, aspires to tie the environmental issue to its narrow link with socioeconomic issues.

This trend emerges in order to challenge the insufficient and conservative interpretations of nature and environmental education. Therefore, it starts to question the interpretation of nature as a resource and the division between nature (a paradisiacal space, not a product of human interference) and society (a series of essentially human practices) itself, defending that nature and society are linked processes, thus interdependent. In this sense, calling the melting polar ice caps, for example, a "natural disaster", as if uncontrollable forces of nature caused it, is inaccurate, since we know of the interference of human activity in the creation of these phenomena. The same applies to the waste, which is not a simple product of human actions, but indeed a set of social decisions, which we are responsible for.

This understanding of nature and society integration takes the environmental issue from an individual level ("we can save the planet if each and everyone of us do their part") to a social level. Individualizing the environmental issue means to ignore the fact that some people are more affected than others by "natural disasters" (as fishing communities, impoverished rural and urban communities, indigenous communities, among others); that people have different, socially determined, capabilities of intervening in the environmental management - for instance, a waste picker has a totally different autonomy than an U.N. representative in order to intervene in environmental issues; finally, there are other players who are not individuals, and are as decisive in order to steer the decisions of the whole society, like private companies, governments, non-governmental organizations and other collectives capable of intervening in these issues with much more power than any other individual by their own. Therefore, we say that, even if all people in the world started to reduce, reuse and recycle, the waste issue would not have been solved.

Another important criticism is the effect that this conservative understanding has on public policies; in an article by Estre Institute in partnership with other authors (Dourado et al, 2014)¹, we criticize the way the Brazilian National Policy on Solid Waste places the necessity of the environmental education, it assumes that the citizens are unaware and irresponsible, something empirically not observed.

¹ Dourado, Belizário e Sorrentino. 'Educação ambiental para o consumo e a geração de resíduos' In Toneto Jr, Saiani e Dourado (org. Resíduos Sólidos no Brasil. Barueri: Manole, 2014, pp.219-239.

The environmental issue is a social problem, which must be collectively faced by fortifying social and community structures that can actually intervene in the public life in favor of people's interests. In this model, the environmental education leans towards the articulation between the social and environmental issues within a critical approach, in order to form citizens who are capable to intervene in the world they live in. This is the approach adopted by Estre Institute.

Estre Institute and the critical and emancipatory environmental education

The important research performed by MEC (Ministry of Education)² on the panorama of the Brazilian schools that make environmental education a reality pointed out that more than 90% of the Brazilian educational units had environmental education in their syllabus, at least for the last 3 years. Within this group, most of the projects had been created by teachers with the main focus on "bring awareness for citizens". The MEC's research showed that more than 60% of the schools deal with the waste issue independently or in conjunction with other subjects.

However, the experience of Estre Institute has demonstrated since its beginning a repetition of projects shaped by the waste recycling motto, however without connecting this subject to more comprehensive social issues, as in relation to waste generation - therefore, consumption - or its disposal. The projects were mainly made by to-do and not-to-do lists regarding the waste, missing the opportunity to deepen the waste issue and reflect upon its connection with other dimensions of life in society.

In this context, Estre Institute's programs have been created, they contextualizing the environmental issues of the small daily decisions in the arena of great social and political decisions.

This model is inspired by the popular education of Paulo Freire, aiming the formation of emancipated social individuals - owners of their own history and responsible for the destinies of their planet – citizens prepared to create and to live in democratic spaces, who search for understanding and intervening in the relations between society and nature as ecological citizens.

The first generation of Pedagogical Workshops has been created from the motto "Where is the garbage that was here?" it aimed to demonstrate to the school community how the garbage occupies a central role in our life and, using curriculum strategies, it searched to integrate them to the school dimension in an innovative way. Amongst them, we highlight the workshop designed for the seventh and eighth year of Middle School - released in 2007, which dealt with

the carbon credit issue. As a difficult theme to be understood even by the adult audience, the carbon credits were an excellent example of the kind of environmental education that inspires Estre Institute, since it discussed the waste disposal and linked it to a critical analysis of the global issues concerning the reduction of the greenhouse effect.

The success of this initiative has paved the way for the expansion of the conceptual universe of waste, to think about its generating context: the consumption and its critical dimension.

The accomplishment of the project Sustainable Schools (2011), at first in partnership with the University of São Paulo, and later with Municipal Secretaries of Education, was a step forward for the consolidation of the critical and emancipatory environmental education as a conceptual and strategic alignment of the Institute. During the Pedagogical Workshop process and the educators' training there was still a very narrow connection between the content and teaching strategies. But with the Sustainable Schools, the school, its structure, syllabus, management and its community were considered as intertwined social processes that are also instructional, with an environmental educational potential: not only the content, but all the experiences in the school and in the community must be seen as educative.

Besides the projects for the school communities, the environmental educational approach of Estre Institute understands that the physical spaces where its activities are held, and the human relationships established in these spaces are also producing potentially educative and transforming contents and practices. From small decisions, as to question the need to stand in line or to excessively condition kids' corporal expression, to the flexibility to receive different demands and schedules from schools and other partners, these are questions that reflect a way of thinking and living the environmental education.



Internally, the strategic direction of Estre Institute is based on a collective construction of the decisions and procedures about the space usage, the behavior contracts, the definition of the environmental educators' work plan, of the definition of the contents and how they will be worked together with the school community. With this, one aims to exercise the confluence of different perspectives and their democratic negotiation, in a way that anyone who gets to know the institute - educators, employees, visitors, students, teachers - recognizes and experiences an open, welcoming and not authoritarian space, an important dimension of the critical and emancipatory environmental education.

Oops... These subjects are actually dense, therefore Estre Institute makes all its actions ludic. We believe that learning can be indeed a collective and creative act, and above all, fun!

Distancing ourselves from seriousness, we cheerfully aim to feel as powerful people and as agents of transformation. And we also want that the people who meet us feel the same way.





4. Estre Institute



Estre Institute was formally established in 2006, but the beginning of its activities occurred in 2007.

Its mission is to make possible, in a ludic way, the reflection and the dialogue about contemporary social environmental challenges through a critical and emancipatory environmental education.

Throughout the national territory, the Institute promotes dialogues and reflections – with an increasingly larger and more diverse audience – on the following subjects: consumption, waste, citizenship, sustainable educational spaces and other relevant subjects to the environmental education and emancipatory and collective processes.

Its activities are divided into two fronts: Programs and Projects of Environmental Education and Dialogue and Knowledge, which have already impacted directly more than 300 thousand people across Brazil over nearly ten years of activity. Estre Institute holds the OSCIP certificate (Organization of the Civil Society of Public Interest) and is located in 3 regions of Brazil:

- Southeast Regional Branch (headquarters): Paulínia/SP
- Southern Regional Branch: Fazenda Rio Grande/PR
- Northeast Regional Branch: Rosário do Catete/SE

Vision:

To become a sustainable educational space, which inspires the collective engagement.

Core Values:

Embrace: we are welcoming, we embrace different ideas and people.

Joy: joy leverages our actions and creates a funnier and more pleasant environment.

Learning: we learn in different ways at all times.

Self-knowledge: it's easier to deal with the other if we know our potentials and limitations.

Autonomy: we encourage autonomy intrinsically and extrinsically.

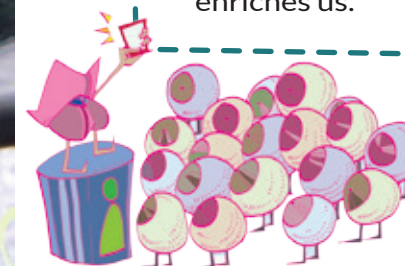
Co-responsibility: we are co-responsible for the environment we live in and for the projects we get involved in.

Collective Creation: we collectively experience the constructive creation as a practice of democracy and citizenship.

Care: we follow the ethics of care; we care about ourselves, the others, our environment, and our projects.

Dialogue: we effectively listen and speak, always with involvement and responsibility.

Diversity: the diversity of our team and audience enriches us.





5. Timeline

2006

- Creation of Bylaws

2007

- Definition of the Environmental Education Program Methodology (PEA, in the Portuguese acronym) and elaboration of the 1st Pedagogical Workshop Workbooks
- Inauguration of the Center of Environmental Education (CEA, in the Portuguese acronym) and 1st Teachers Meeting in Sumaré (SP), with Rizpah Bensen and the theme "Waste Management and Sustainability"



2008

- Affiliation with GIFE



- Implementation of the Environmental Educational Program and release of the 1st Pedagogical Model of the Waste cycle



- Beginning of the project "Children's Month - Stories to belong to the world"

- Estre in Family and Best Toys Contest with Estre's employees



2009

- Corporate Excellence Award 2009 - Fiesp/Ciesp Campinas
- GIFE's Regional Meeting in CEA Paulínia
- Beginning of the systematic visits to Universities (USP, Unicamp, PUC, among others).



2010

- Participation in the Forum Iberoamericano (Madrid - Spain) and Confind (organized by UNESCO and MEC in Brasília)
- Beginning of the activities with Formare Project, through the partnership with Iochpe Foundation (involving 7 companies)



2011

- Beginning of the Sustainable Schools Program in Piracicaba
- Participation in Expoflora and FIMAI (International Fair of the Industrial Environment, in the Portuguese acronym)
- Participation in international events at the Autonomous University of Barcelona - Consumption School and at the University of Coimbra - Solidarity Economy (Trade Fair)
- Visit of MBA students from the University of Boston and the University of Harvard, U.S.A., in the CEA Paulínia - SP



2012

- Beginning of the activities in Fazenda Rio Grande (PR), Itaboraí (RJ) and Tremembé (SP)
- 1st participation in the Council of Foundations (U.S.A.) and the European Foundation Center (Ireland)
- Participation in the Rio+20 and in VII Brazilian Forum of Environmental Education in Salvador (BA)
- New pedagogical model and expansion of the CEA Paulínia
- Estre Institute's 5-year Anniversary Event, with the book release of "Reflection and Practices on Environmental Education" and new pedagogical workbooks



2013

- Participation in CNIJMA (acronym for National Juvenile Conference for the Environment: Let's Take Care of Brazil with Sustainable Schools), in Luziânia - GO and IV Juvenile Conference for the Environment - MEC and SME/SP
- Beginning of the Pedagogical Workshops in schools in Fazenda Rio Grande (PR)
- Book release of "Solid Waste in Brazil"
- Partnership with Fundo de Desenvolvimento do Estado de São Paulo (Development Fund of the State of São Paulo), attendance of 128 schools, involving 11831 students and teachers, including the CEA Paulínia operating at night.



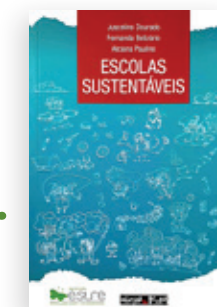
2014

- Beginning of the Sustainable Schools Program in Curitiba
- Participation in the 12nd Symposium of Education of Itaboraí (RIO DE JANEIRO) "Identities and Cultures of Itaboraí: The wealth of the different"
- National Strategy of Environmental Education and Social Communication for Solid Waste Management - Educare



2015

- Presentation at the University of Bordeaux (France)
- "Sustainable Schools" book is published and released at the University of Coimbra



2016

- Start of the activities in the Northeast Regional Branch, in Rosário do Catete (SE), with attendance of 100% of the local schools.
- Event during the GIFE's Week of Private Social Investment: Open dialogue on consumption, waste and eating
- Landmark of more than 300 thousand people reached in nearly 10 years of activities



6. Estre Institute in Brazil

Estre Institute relies on 3 Centers of Environmental Education, however its activities are not limited to these locations. From these centers, the Institute hosts cities from several regions and it also reaches other locations and audience.

Northeast Regional Branch:

Aracaju/SE
Feira de Santana/BA
Maceió/AL
Maruim/SE
Rosário do Catete/SE



Southeast Regional Branch

Americana/SP
Bragança Paulista/SP
Campinas /SP
Cosmópolis/SP
Guataporá/SP
Hortolândia/SP
Itu/SP
Jaguariúna/SP
Jardinópolis/SP

Jundiaí/SP
Nova Odessa/SP
Paulínia/SP
Piratiníngua/SP
Santa Barbara do Oeste/SP
Santa Gertrudes/SP
São Paulo/SP
Sumaré/SP
Tremembé/SP
Vinhedo/SP

Southern Regional Branch:

Araucária/PR
Contenda/PR
Curitiba/PR
Fazenda Rio Grande/PR





7. Projects of Environmental Education



7.1 Pedagogical Workshops: Where is the garbage that was here?

Schools have a recurring challenge to integrate the environmental education to its pedagogical practices, hence the waste topic is always very present. Estre Institute aims to support the schools in the widening and qualification of the debate on this subject. The Program of Pedagogical Workshops *Where is the garbage that was here?* is the main way through which Estre Institute acts on this front; its proposal is to consider the understanding of consumption and the waste generation as part of the same process, which needs to be carried through and that causes great environmental, social and economic impacts.

What is it?

It is a pedagogical path in which teachers and students have the chance to dialogue and to reflect upon consumption and waste. Having it as a starting point, they think about their role in the complex web of shared responsibility.

Who participates?

Teachers and students from the last year of Primary School to the third, and last, year of High School.

How it works?

The path was developed so that its participants have the opportunity to expand their knowledge, by discussing and collectively building it. It has the following stages:

**WORKSHOP FOR
EDUCATORS**

AT SCHOOL

**WORKSHOP AND
FIELD TRIP TO ONE OF
ESTRE'S LANDFILL SITES**

**BACK TO
SCHOOL**



1. WORKSHOP FOR EDUCATORS

It is the moment of exchange between the participants and Estre Institute's educators, who are responsible for sharing information on environmental education (and the intrinsic relation between consumption and waste); they also introduce activities that can be developed in the classroom.

2. AT SCHOOL

It is the moment that teachers start a dialogue with their groups. The Institute offers a series of teaching materials, adapted for different ages, with suggested activities to be done in school.

3. WORKSHOP AND FIELD TRIP TO ONE OF ESTRE'S LANDFILL SITES

The groups are welcomed in the Institute, which cheerfully develops an age adequate workshop, strengthening what has been studied in school. Ultimately, the groups get to visit the landfill site, to closely know its operation and have a dimension of the daily produced volume of waste.

4. BACK TO SCHOOL

The teachers resume the usage of the teaching materials and organize systematization activities for the group. Estre Institute reinforces the importance of socializing what the groups have learned.

PROGRAM'S TEACHING MATERIALS



Highlights and Results of the Program “Where is the garbage that was here?” in 2016:

- Workshops for educators carried through in 8 cities (Fazenda Rio Grande, Feira de Santana, Guatapar, Jardinpolis, Macei, Paulnia, Rosrio do Catete, Trememb).

- Em Guatapar (SP), Estre Institute has trained 100% of the educators of the city, in 2016.

- Pedagogical Workshops and landfill field trips done in 7 cities (Fazenda Rio Grande, Feira de Santana, Guatapar, Jardinpolis, Macei, Paulnia, Rosrio do Catete, Trememb).

- Students from Primary School (Stage II) to Formal Adult Education were served.

- Donation of 302 copies of the book “Reflection and practices on environmental education”



- This program was considered so relevant, that, in 2015, it became a compulsory activity of the Teaching Degree of Curitiba, held by the Instituto de Educao do Paran Professor Erasmi Polotto.

Direct impact in 2016: 19,233 people

At School

Many times the schools have difficulties to come to the Centers of Environmental Education. Taking this into consideration, in some cases, the educators go to the schools and deliver the Pedagogical Workshops in their spaces, always in a ludic and engaging way.

In 2016, the CEA Paulnia served 1,158 people, from 3 cities of the region.



Statements:

“The workshop was of great importance for our students, concerning the subject (waste) that was studied in our classrooms. We had the pleasure to know everything that we have worked and to show our students how we can reduce the generation of garbage in our houses.”

Rosemary Duarte, EMEF Vera Castelhana (Guatapar/SP)

“The initiative of the CGR Macei to start Estre Institute’s activities in the city in 2016 was very happy. Through the partnership with the Secretary of Education, we brought the most varied projects to the city students, what has remarkably contributed to the increase of the discussion on environmental education in Macei.”

Gabriel Guadalupe, Project Coordinator of Estre Institute (Rosrio do Catete/SE)

“Interesting, because it motivates students to get involved and take a better care of the environment, in addition to have they know and identify the destination of the garbage that they produce.”

Ana Cleide Lisbon, educator at the Preschool Amlia Correia de Resende (Rosrio do Catete/SE)





7.2 Stories to belong to the world

Considering that one learns all the time and that it can happen in a playful way, Estre Institute got inspired by the children's theater tradition in order to interact with the audience in a ludic way using art. In 2008, the Institute started to promote one **touring show, serving public schools, NGOs, public spaces and communities, aiming to bring a message capable of touching people regarding waste, consumption and citizenship issues.**

In the beginning, the target audience of the project were children from 3 to 5 years old, but over the years, a demand for a more diverse audience has shown up, so age limitation no longer exists.

Since 2015, there is a partnership with Kiara Terra, a storyteller and creator of the method Open Story (História Aberta), which consists of narratives that happen with the audience participation. Listening and improvisation are the main resources of this technique, which also has become a comprehensive pedagogical instrument: either during teacher training, or the sensitization of the most varied

audiences. This was the way we found so that people awake the stories they have within, and together create a narrative in a collective way.

Highlights and Results in 2016

- The storyteller Kiara Terra presented the storytelling show in 9 cities (Fazenda Rio Grande, Feira de Santana, Guatapar, Jardinpolis, Macei, Paulnia, Piratininga, Rosrio do Catete, Trememb, Campinas, Hortolndia, So Paulo).

- In Guatapar (SP), 100% of the schools and of the students were achieved.

Direct impact in 2016: 23,818 people

Statement:

“Similar to what has happened in Jardinpolis (SP), the audience and the reception have surpassed any expectations. During the afternoon we have welcomed nearly 800 teenagers. The narrative's tone was set by their choices, what led to full interaction: relevant talks from the audience and an observant and touching silence that has extremely surprised me.”

Kiara Terra (Guatapar/SP)

7.3 Sustainable Schools

There is a perception that society needs to reorient itself towards more sustainable practices and there is an opportunity to think about the role of school in this. Estre Institute aims to promote this reflection-action focusing on turning different schools into a sustainable educational space, encouraging supervisors, teachers, students, family members and other people to critically think about their schools.

With this in mind, the program Sustainable Schools was created; **its goal is to instigate the building of sustainable educational spaces, which aim to incorporate the ideas of the critical environmental education regarding the whole school unit.**

Context

The idea of Sustainable Schools was born in the General Coordination of Environmental Education of the Ministry of Education, in 2009, it was an impulse towards the construction of one public policy that supported and stimulated the transformation of the school units and their interaction with environmental education. **One year later, Estre Institute, in partnership with the Laboratory of Education and Environmental Policy of the University of So Paulo (OCA - ESALQ, in the Portuguese acronym), had the challenge to elaborate a project that went the opposite way: going from the school community to the public**



policy, instead from the public policy to the school.

The program was released to the public in 2011, in Piracicaba (SP), having 2 local schools as participants and local rural schools associated with the Agricultural Center of Environmental Education Dr. Kok. In 2014, in partnership with the local Secretary of Education of Curitiba (PR), the project is introduced in one more city, in a version elaborated for full-time schools. The project kept on going in the city until 2016, when it was also implemented in Rosrio do Catete (SE).



A sustainable school is one that, not only reproduces the official syllabus, but also implements what it teaches and encourages the critical awareness of the students, creating collective spaces of decision making, where their voices are actually heard. It is a chance to apply what many praise about the democratic management regarding a more effective participation of the community in the learning environment.



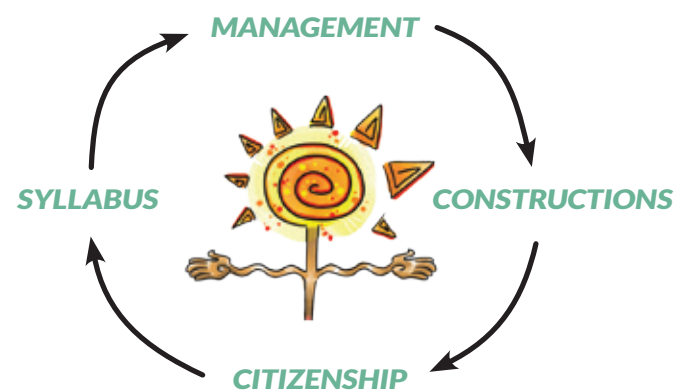
How it works

The participant schools organize a collective in order to consolidate the project and to lead the process of Sustainable Schools in their units. The collective main challenge is to mobilize the school community so that everyone can think together about strategies that allow the school to become a sustainable educational space.

The project's intention is to be part of other current existing initiatives in schools and to search for elements to create an environmental educational framework that is not confined to isolated actions or events of one subject or teacher, but indeed is part of the school culture and its daily routine, being expanded to the greater school community.

Journey

The journey of becoming a sustainable school has a starting point in the reflection about how care, integrity and dialogue can occupy the physical and social spaces in the school environment, aiming to carry these values out in 4 dimensions:



- **CONSTRUCTIONS**, thinking of how the school's physical structure fits to the educational environmentalist concept of "must-be".
- **MANAGEMENT**, by creating mechanisms to guarantee and to promote changes in the school, by rethinking norms and behavior contracts inside the school, by creating commissions and encouraging the participation of everyone throughout the process.
- **SYLLABUS**, by incorporating the change processes inside the educational process, by creating new interpretation possibilities of the reality and by giving a new meaning to the subjects, connecting the living reality with the official syllabus.
- **CITIZENSHIP**, by reflecting incessantly on ways how people participate in the school life and ways to respect diversity and otherness.



There are different ways to work these issues out and each school has unique starting points. Therefore, the project stimulates the exchange, the collective creation and solidarity between the participants; a problem faced by a school might have already been solved by another one.

During the journey, schools count on the support of teaching materials and meetings mediated by the team of Estre Institute, in addition to other theoretical references that contribute to achieving the changes that the collectives dream to see executed.

Each cycle of the Program includes:

- **Co-creation Workshops** - the collectives of each school have the role to lead the project in their schools (motivated by the premise that schools learn from another one, each person learns from others, the collective learns from themselves) meet with Estre Institute's team in order to share ideas, to clear up questions, strengthen the dreams and proposals developed during the training workshops of the project.
- **Collection of ideas** - the participants also count on the aid of a variety of suggestions in form of texts, videos, and images to deepen their reflections, in order to know what has already been done and to inspire the group during their journey.
- **Constant Support** - In addition to the teaching materials and Co-creation Workshops, the collectives are periodically visited by the local coordination of the project.

Highlights and Results of Sustainable Schools in 2016:

Curitiba (PR)

- In its third year in Curitiba, 6 Co-creation Workshops were delivered.
- **27 educational units** have participated, directly involving 449 people.

Rosário do Catete (SE)

- Within the first year of the project, 6 Co-creation Workshops were delivered, involving **100% of the 8 schools of the city**.
- 186 people had directly been involved in the project.

Total audience directly impacted: 635 people



Statement:

"Sustainable Schools is the change the world needs, starting in the school. To make Sustainable School a [reality] means to reconsider the way of thinking and taking action, it means to sensitize everyone to the habit change, make the collective work, adopting simple ways, thinking about the well-being of all, keeping harmony with the environment, being aware, disseminating sustainable ideas to everyone and always keeping a pleasant environment... When we started the diagnosis and showed it, we felt that everyone started to believe and to participate with enthusiasm, interesting ideas started to come up, mainly from the students, food waste, water, that is: conscious consumption."

Josinete Matos, Principal of EM Professora Ernestina Silva school, located in Povoado do Siririzinho (Rosário do Catete/SE)





7.4 Internship Program

Estre Institute's Internship Program exists since its foundation and it has grown and enriched itself since then. At the beginning, the interns received an initial training, with information on waste management and value recovery, and got involved in the administrative activities.

As the years went by, the initial training was extended, bringing them contents and experiences on environmental education, which contributed to the group's understanding of themselves as an environmentalist educational collective. A continuous training process was created, then:

- **CONTINUOUS TRAINING:** it deals with the challenges of the collective creation. It is mediated by two external advisors and the group chooses which subjects are to be worked on. Currently the focus has been communication, relationship within the team, self-knowledge and co-responsibility.
- **STUDY GROUP:** debates on pedagogy, environmental education, solid waste management, diversity and

other subjects relevant to the project development of the Institute.

- **ACADEMIC KNOCKOUT:** created to deal with the academic production on consumption.

With so many spaces for dialogue and knowledge, the interns have started to influence the course of Estre Institute, becoming aware of their co-responsibility for the educational space, and decisively contributing to the institution experience the challenges of the collective creation and shared management.

The maximum program duration is of two years and, until the end 2016, 58 youngsters from different fields of knowledge had joined the Program.

Estre Institute promotes a Internship Program in each of its 3 Centers of Environmental Education (CEAs), located in Paulínia (SP), Fazenda Rio Grande (PR) e Rosário do Catete (SE).

2016 Internship selection process results*:

- 2 selection processes with 384 and 379 applications for 1 opportunity each.

*Process opened only in Fazenda Rio Grande (PR)



Statement:

"The experience of Estre Institute was unique, it has trained me as professional in all aspects. Working with a multidisciplinary team, the encouragement to innovate on new projects, the training of the educators, the incentive to the shared management, these are all learnings that I use in several scopes of my life. Besides the emotion to deliver a pedagogical workshop and knowing that the participants' paradigm might be changing, in favor of a more sustainable society. The learning happened through tangible and intangible values, as empathy, solidarity, responsibility; [something] that I try to bring with me through my whole life, personally and professionally."

Gleicon Anália, intern and project assistant between the years of 2011 and 2014.



This work front of the Institute has the objective of producing knowledge and promote meetings about environmental education.
Some of these meetings that were held in 2016:

Meeting during the Private Social Investment Week: Open dialogue about consumption, waste and eating.

Partnership with Giral, Remeli, Museu da Pessoa (Museum of the Person) and Novos Urbanos

In March of 2016, during the Private Social Investment Week, which preceded GIFE Congress, Estre Institute hold an open dialogue on consumption, waste and eating. With an involving dynamic, the event gathered about 40 people and Estre Institute was able to display its work and talk about the experiences acquired in the latest years working with different audiences.



8. Dialogue and Knowledge



Dialogues with universities

More and more university students of different courses have been looking for Estre Institute, they're interested in the subjects of waste, education and consumption.

- The CEA of Fazenda Rio Grande (PR) has welcomed 71 people from 4 different universities: Faculdades São Braz, Faculdades Bagozzi, Pontifícia Universidade Católica do Paraná e Universidade Federal do Paraná.

- CEA Paulínia (SP) welcomed 229 participants from 5 different universities and from a variety of courses: FESB, PUC-Campinas, USP-ESALQ, Anhanguera Educacional e Centro Universitário Senac.



Internal Week of Workplace Accident Prevention and Environment

A partnership between Estre Institute and the department of People and Management from the South Regional Branch of Estre Ambiental delivered a training to more than 356 employees of the Serviço de Limpeza Pública (Service of Public Hygiene) of Curitiba. The Institute delivered a cycle of lectures during the event and invited waste pickers, public hygiene and special services collaborators to reflect on consumption, waste and environmental education.



On-boarding visits of Estre's employees

The collaborators of Estre are also welcome to know Estre Institute and the business unit of Paulínia (SP), through a partnership with the department of People and Management of the Company. Estre Institute is responsible for showing the work done, the pedagogical model of the waste cycle and to guide a visit to the landfill site.

These on-boarding visits bring to the new employee the perception that working with waste is not just a business; it means to work with a crucial cause for society, regarding both environmental and social issues.



Statement:

“My visit to Estre Institute was very enriching, I understood how the waste cycle function as a whole. I realized how important our work is, even though it seems far away from the employee that is on the streets or at the landfills, in reality we are very close. We are all mean pieces of a large system.”

Jéssica Alves, benefits assistant at Estre.

Results in 2016:
- 5 visits were promoted to 46 employees, in total.

8.1 Content Production

The Institute believes that the production and dissemination of knowledge are essential for the promotion and qualification of the dialogue concerning the modern social environmental challenges. Throughout its journey, the Institute has already published 3 books:

REFLECTION AND PRACTICES ON ENVIRONMENTAL EDUCATION: DISCUSSING CONSUMPTION AND WASTE GENERATION (2012)

Organization: Juscelino Dourado and Fernanda Belizário



The book discusses current issues involving education and environment, hitting it where it hurts regarding the issue of consumption goods, waste generation and disposal, public policies and pedagogy. It brings a great practical experience, as a result of years of research and debates on the subjects discussed by Estre

Institute. The book discusses traditional subjects of the environmental education under new perspectives, the training of environmental educators and the impacts of consumption and waste generation, among others subjects. It also includes a series of practical examples of pedagogical activities meant for Primary, Middle and High School. An important reference for teachers, professors, environmental educators and researchers.

SOLID WASTE IN BRAZIL - OPPORTUNITIES AND CHALLENGES OF THE SOLID WASTE FEDERAL LAW N. 12.305 (2014)

Organization: Rudinei Toneto Júnior, Carlos César Santejo e Juscelino Dourado

Solid waste management is one of the biggest challenges for Brazil. The issue has been gaining importance due to the considerable increase of waste generation - a result of the changes in the habits of the population and the increase of urbanization, income and consumption -, what might lead to harmful effects on the environment and public health. To deal with this problem, in 2010, the Federal Law N. 12.305 (Law of the Solid



Residues) was promulgated, establishing a series of actions, which aims to solve the problem of solid waste handling in Brazil. This book organized by the Center of Technological and Environmental Information on Waste, with the participation of several specialists, brings a wide panorama on the management of the handling services of solid waste in the country, discussing the main proposals of the new law and their viability. This work is an important reading for academic professors and managers who wish to implement the right actions for this field in Brazil.

SUSTAINABLE SCHOOLS (2015)

Juscelino Dourado, Fernanda Belizário, Alciana Paulino

Sustainable Schools brings a new perspective on how powerful and transforming can be the relationship of schools with the critical and emancipatory environmental education. Going through the experience of the program creation and sharing the practical experiences of Estre Institute, the authors provide the readers with a theoretical and methodological contribution. By the end of the book, they reflect on the importance of public policies as a guarantee of the perpetuation of a process that starts with the engagement of the school community.





9. Partnerships

The operation of Estre Institute is based on partnerships: either with city Secretaries, civil society organizations, universities or private organizations. In addition to the already cited organizations, here are some other relevant partnerships of 2016:

PARTNERSHIP WITH PROJECT FORMARE – IOCHPE FOUNDATION AND PROJECT PESCAR

The partnership's objective is the inclusion of an environmental education class in the syllabus of the Vocational Education course, offered by partner companies that are part of Project Formare and Project Pescar. In addition to the class, the student groups are invited to visit the Center of Environmental Education of Estre Institute and the landfill site in the city of Paulínia, São Paulo.

The participants are High School teenagers from the Vocational Education courses provided by the participant companies.

In 2016, the CEA Paulínia welcomed 49 participants and 15 voluntary educators from 9 companies: Magneti Marelli, Takata, Bosch, Amsted Maxion, 3M, Eaton, Honda/Beni Car, Kimberly Clark.

AFFILIATION WITH GIFE

Since 2007, Estre Institute is affiliated with and an active participant of the meetings promoted by GIFE, a network of the main private social investors of the country. The affiliation allows Estre Institute to be up-to-date and reflect on its role and practice as a social investor, besides fomenting and supporting the qualification of the social investment. The most relevant subjects discussed nowadays are:

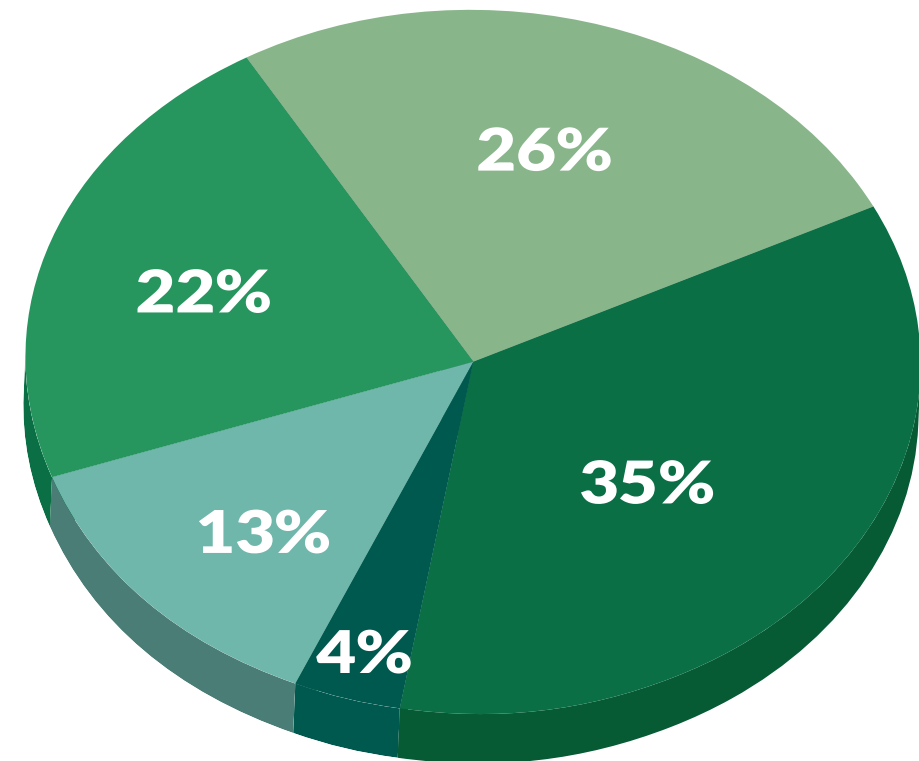
- Social Investment alignment to public policies
- Alignment between social investment and the business
- Donation growth in the private social investment
- Social projects evaluation
- Communication
- Strengthen of civil society organizations
- Governance and Transparency
- Businesses of social impact

ETHOS INSTITUTE

Ethos Institute of Companies and Social Responsibility is an OSCIP with the mission to mobilize, to sensitize and help companies to manage their businesses in a socially responsible way, making them partners in the construction of a sustainable and just society. In 2016, due the efforts of the Institute, Estre Ambiental associated again with Ethos Institute and, since then, Estre Institute's agents have participated in meetings and on the annual Conference on sustainability.

10. 2016 Financial statement

Income 2016: R\$ 2,9 million



11. Team (2017)

Wilson Quintella Filho: President

Team:

Alciana Paulino: Educational Manager

Marcos Goldfarb: Administrative-Financial Manager

Mariana Rico: Institutional Manager

Paulínia (SP) Team:

Antonieta Aparecida: Catering

Carlos Godoy: Educational-bus driver

Claúdio Barbosa: Gardener

Mariana Pariz e Janaína Gerdulino: Environmental Educators

Rodolfo Nascimento: Project Analyst

Valquíria Fonseca: Project Assistant

Fazenda Rio Grande (PR) Team:

Heloize Montowski: Project Coordinator

Marcela Machinik: Environmental Educator

Team Rosário do Catete (SE):

Gabriel Guadalupe: Project Coordinator

Sirley Ferreira: Environmental Educator

Production of this report:

Cecília Braga: Support on production, revision and coordination

Fernanda Belizário: Content Consultant

Marko Mello: Graphic Design

*The photos on this report illustrate several activities of Estre Institute and some are from previous years.



12. Contacts

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