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# summary

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# 10 years of environmental education



On the December 5th, 2017, Estre Institute celebrated 10 years of its educational and environmental activities. A path that has been started in inland São Paulo and, as the years went by, has been able to interact with different territories across Brazil; in each one of them, it has contributed to core dialogues and reflections on strengthening the Environmental Education, either within formal spaces of education or other places.

Developing environmental education programs and projects with a varied audience from Basic Education has become the major expertise of Estre Institute. However, inspired by either the National Policy for Environmental Education (PNEA - Act 9795/1999) and the Solid Waste National Policy (SWNP - Act 12305/2010), we have reached the understanding that the environmental education can, and must, be built, developed and embodied by the whole Brazilian society.

We are grateful for having started this path dealing with the solid waste issue. What we embrace as a cause keeps on being a great challenge to be faced by all social institutions, people and social spheres. With the Program of Pedagogical Workshops "Where's the garbage that was here?", we have learned that the waste subject is very fruitful. With it, we are able to bring the current lifestyles into question; the environmental and social impacts, and the creative solutions and technologies that can be revealed whenever searching for collective solutions. Therefore, we assure the socio-environmental approach, which we so much long for, when we talk about environmental education.

With *Sustainable Schools* we have learned about the transforming power Environmental Education has over our different homes (the self, the ones of mine, the closest ones and the world). We find embrace and alignment within the ideas of a critical and emancipatory Environmental Education - as one, which bears the *humanistic, holistic, democratic and participative approach*. We have brought into

all our experiences its three pedagogies: dialogue, integrity and the ethics of care.

The *Internship Program* challenges us the whole time. Its young participants have been and are the responsible ones for challenging us over shared management processes, in which the democratic experience that we praise in our speeches and contents shall be experienced within the internal day-by-day of the institution. Yet *Stories To Belong to the World* contributes with its beauty, lighthearted and playful nature. We also need joy and entertainment while we learn and build our paths. The project participants' enthusiasm always boosts us up.

We diversify dialogues, we modify courses. We have made various, strong partnerships throughout these ten years. And we appreciate every and each one of them! Only this sum of forces has enabled us to interact with more than 340 thousand people during environmental and educational processes. We are very proud of this path and we are open to the upcoming adventures!

In this report, you will find various information about our year of 2017, here we share our accomplishments, reflections, challenges and balance sheets. This way, we work toward assuring that our financial statement is transparent to society.

We hope you enjoy the reading!

**Estre Institute team**



# participative management in accordance with a critical and emancipatory environmental education

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Estre Institute's projects and programs have been developed in order to promote the reflection and dialogue about Environmental Education and its subjects in the most varied places. Inspired by Paulo Freire's popular education, we seek to encourage the construction and continuity of collective and democratic processes, aiming to form autonomous individuals who are able to understand and play a part wherever they live.

What is unknown to many people is that, internally, the Institute challenges itself in order to follow the same path: be itself an environment that educates, guided by the premises and values it proposes in its projects.

Choosing this path inevitably entails a constant reassessment of its practices and of itself as an institution, regarding its management, interpersonal and relationship dynamics, and its decision-making processes, what brings up to our experiences the ideas and values of the Environmental Education.

The responsibility for space organization, setting up plans and assessment processes is shared among everyone

who is part of the Institute's team and expresses the intention to have the principles of shared management embodied - a fundamental exercise towards the construction of a sustainable educational space.

But how can one loose up hierarchy and bring up to everyone the reflection and resolution about the directions of the institution? How one deals with time, when everyone is involved in different processes? How to build a self-governing path that demonstrates the knowledge and experiences of this collective? How can we be a productive, creative and democratic group when the previous experiences don't prepare professionals for this challenge?

These questions have been branding Estre Institute's daily life; dealing with them is what guarantees the learning and empowerment of the group. When the institution's values are known - created and reconciliated among everyone - the yearning and engagement with perpetuating this experience are perceived. Get to know more about the Institute!





## estre institute

Estre Institute was established in 2006, with the creation of its bylaws, beginning its activities in the following year.

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 Environmental Education, emancipatory and collective processes.

Its work is divided into two fields: Projects of Environmental Education and Dialogues and Knowledge, which have already impacted directly more than 340 thousand people across Brazil over ten years of activity.

Estre Institute is a nonprofit Civil Society Organization of Public Interest (OSCIP) and its CEEs (Centers for Environmental Education) are based in three regions of Brazil:

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

### Mission:

Facilitate, in a ludic way, the reflection and the dialogue concerning present-time social environmental challenges through the critical and emancipatory Environmental Education.

### Vision:

Become a sustainable learning place, which inspires the collective engagement.

### Our 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 experience the collective 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.

# timeline



2006

- Creation of Bylaws

2007

- Establishment of a methodology for the Environmental Education Program
- **Development of the first Pedagogical Workshop Workbooks**
- **Inauguration of the Center for Environmental Education at Paulínia/SP**



2008

- Affiliation to GIFE (Grupo de Institutos, Fundações e Empresas)
- Release of the first Garbage Cycle Pedagogical Mockup
- **Beginning of "Children's Month" Project**



2009

- 2009 Corporate Excellence Award
- FIESP/CIESP Campinas
- Beginning of visits from university students (USP, Unicamp, PUC-Campinas, among others)

2010

- Participation in the Ibero-American Forum (Madrid - Spain)
- **Participation in CONFINT (Children and Youth International Conference: Let's Take Care of the Planet), organized by UNESCO and MEC in Brasilia**



2013

- Participation in the CNIJMA (National Children and Youth Conference for the Environment: Let's Take Care of Brazil with Sustainable Schools), organized by the Ministry of Education and the Ministry of Environment.
- **"Solid waste in Brazil" book published**

2012

- Beginning of the activities in Fazenda Rio Grande/PR
- Participation in the United Nations Conference on Sustainable Development (Rio+20)
- **Release of the book "Reflections and Practices in Environmental Education" and of new Workshop Workbooks, celebrating Estre Institute's 5-year anniversary.**

2011

- **Sustainable Schools Project in Piracicaba/SP**
- Participation of MBA students from the Boston University and Harvard University in dialogues on consumption and waste in Paulínia's CEE.



## 2014

- Beginning of the Sustainable Schools Project in Curitiba/PR
- “Children’s Month” Project was chosen as a reference by the National Strategy for Environmental Education and Social Communication in Solid Waste Management - EducaRes



## 2015

- Presentation of academic paper on “Sustainable Schools” in the University of Bordeaux (France)
- “Sustainable Schools” is published and released also at the University of Coimbra



## 2016

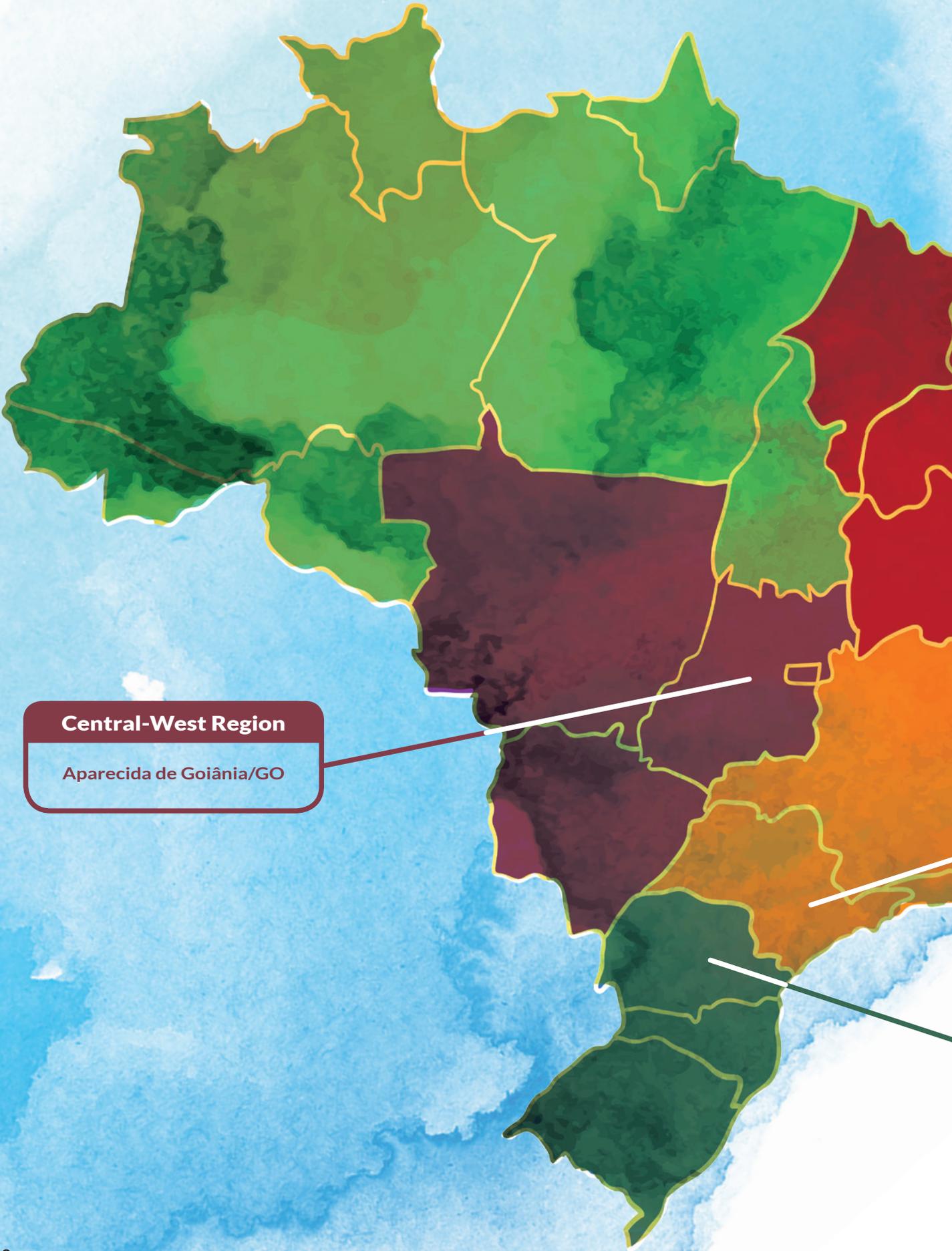
- Beginning of the activities in Rosário do Catete/SE
- GIFE’s Private Social Investment Week event: Open dialogue about consumption, waste and eating.
- Estre Institute publishes its first Activity Report



## 2017

- Creation of indicators for the Institute’s projects
- Milestone of more than 340 thousand people attended over 10 years of activities
- Participation in the Private Social Investors of Inland Sao Paulo Network
- Release of the leaflet “Where’s the garbage that was here”





**Central-West Region**

Aparecida de Goiânia/GO

# map of operations

Estre Institute has three Centers for Environmental Education, but its activities are not limited to these places. Based on these centers, it can welcome people from different cities and also move to other regions.

## Northeast Region

Aracaju/SE  
Caucaia/CE  
Divina Pastora/SE  
General Maynard/SE

Malhada dos Bois/SE  
Pirambu/SE  
Rosário do Catete/SE  
Santo Amaro das Brotas/SE

## Southeast Region

Americana/SP  
Amparo/SP  
Bauru/SP  
Campinas/SP  
Capão Redondo/SP  
Cosmópolis/SP  
Hortolândia/SP  
Indaiatuba/SP  
Itapevi/SP  
Itatiba/SP  
Jardinópolis/SP  
Jundiaí/SP  
Limeira/SP  
Louveira/SP

Mogi Guaçu/SP  
Osasco/SP  
Paulínia/SP  
Pedreira/SP  
Piracicaba/SP  
Ribeirão Preto/SP  
Santa Bárbara d'Oeste/SP  
São Paulo/SP  
Sorocaba/SP  
Sousas/SP  
Sumaré/SP  
Valinhos/SP  
Vinhedo/SP

## South Region

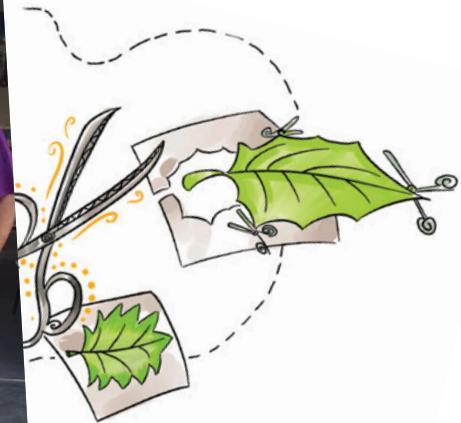
Almirante Tamandaré/  
PR  
Araucária/PR  
Balsa Nova/PR  
Campo Mourão/PR  
Catanduvas do Sul/PR  
Colombo/PR  
Contenda/PR

Curitiba/PR  
Fazenda Rio Grande/PR  
Mandirituba/PR  
Quatro Barras/PR  
Pinhais/PR  
Sarandi/PR  
Itajaí/SC

# dialogues and knowledge

Based on exchange relationships and partnerships, Estre Institute participates in and provides spaces for the creation, dissemination and consolidation of new knowledge, stimulating the debate about the current social environmental challenges.

Some of these meetings and highlights occurred in 2017:



## DIALOGUES WITH UNIVERSITIES

More and more, university students from several fields and institutions look for Estre Institute, being all interested in dialoguing about consumption, solid waste and Environmental Education.

In 2017, more than 30 institutions participated in the activities offered by the three CEEs. Featured institutions:

- Fundação de Ensino Superior de Bragança Paulista (FESB) Higher Education Foundation of Bragança Paulista
- Pontifícia Universidade Católica de Campinas (PUC-Campinas) Pontifical Catholic University of Campinas
- Escola Superior de Agricultura Luiz de Queiroz (ESALQ-USP) Luiz de Queiroz College of Agriculture
- Universidade Federal do Paraná (UFPR) Federal University of Paraná
- Universidade Tecnológica do Paraná (UTFPR) Federal University of Technology – Parana
- Universidade Tiradentes (UNIT-Aracaju) Tiradentes University

***“This opportunity provided a better understanding of how a landfill works and of the importance of the respective programs for environmental protection”.***

*Stella Maris da Cruz (Teacher at Universidade Tecnológica Federal do Paraná, Curitiba/PR)*

## PARTICIPATION IN ACADEMIC MEETINGS AND FORUMS

XVI EPEA (Encontro Paranaense de Educação Ambiental): participation and presentation of case study about the Sustainable Schools Project developed in Curitiba/PR, within the thematic axis of “Environmental Education and Public Policies”.



6º ESEA (Encontro Sergipano de Educação Ambiental): participation and presentation of case study about the Sustainable Schools Project developed in Rosário do Catete/SE, thematic axis: “Practices in Environmental Education”.

8º FIRS (Fórum Internacional de Resíduos Sólidos): participation and presentation of research paper on the Pedagogical Workshops Program “Where’s the garbage that was here?”, thematic axis: “Environmental Education within the context of the curricular changes in Elementary, Middle and High School”.



*“Participating in academic forums enriches us, as we get in touch with the newest and more qualified discussions about Environmental Education, and our main causes, such as consumption and waste. Sharing our experience arouses people’s curiosity about the uniqueness of Estre Institute’s approach to its programs and projects”.*

*Alciana Paulino (Educational Manager at Estre Institute)*



## DIALOGUES IN COMPANIES AND OTHER INSTITUTIONS

Since the beginning of its activities, Estre Institute has had Basic Education students as its main audience. Throughout its history, its audience has become larger, including companies and institutions from the most varied fields.

In 2017, Estre Institute delivered lectures in SIPATMAs (Accident Prevention and Environment Internal Week) and events, and displayed its pedagogical mockup about the "Garbage Cycle" in partnership with:

- Shopping RioMar Recife (Aracaju/SE) RioMar Recife Mall
- Grupo Petrópolis (Alagoinhas/BA) Petrópolis Group
- Universidade Tiradentes (Aracaju/SE) Tiradentes University
- SESC (Curitiba/PR)
- Instituto de Engenharia do Paraná (Curitiba/PR) Engineering Institute of Paraná

## THE VALUE OF WASTE WORKERS

### Estre's Onboarding Project

Through a partnership with the People and Management department, Estre Ambiental's new employees are welcomed to be acquainted with Estre Institute and the company business units in Paulínia (SP). Besides its welcomeness, the Institute offers to the participants an educational activity on "Consumption and Waste", which includes: interactive and playful activities, visit to the pedagogical mockup, discussion about various technologies applied to waste treatment and value recovery. By the end of the activity, there's field study in the Waste Management Center, in the Waste Value Recovery Unit (WVRU) and a visit to a partner recycling cooperative, Cooperlândia Ambiental do Brasil.

For Estre Institute, these meetings aim to bring up the understanding that working with waste goes beyond a business: it means to work with a fundamental cause for the society, concerning both environmental and social issues.





### Estre with Family

“Estre with Family” has been organized in partnership with Estre Ambiental’s People and Management department and Estre Institute. The employees and their relatives joined a pedagogical workshop organized in the CEE at Paulínia/SP, it was part of SIPATMA’s (Accident Prevention and Environment Internal Week) activities, conducted by the Waste Management Center of Paulínia.

In cooperation with Estre Institute’s environmental educators, the employees were able to talk to their relatives and tell their experiences as important actors of the urban solid waste management sector.

### Professionalizing Courses: Formare and Pescar

The partnerships aim to include a class about Environmental Education in the syllabus of the Vocational Education courses delivered by partner companies that take part in Project Formare or Project Pescar. Besides taking the class, the groups are invited to visit the Center for Environmental Education and the Estre Ambiental’s Waste Management Center in Paulínia/SP.

In 2017, Estre Institute received participants of projects from 8 companies:

- Magneti Marelli (Amparo and Hortolândia units)
- Bosch
- Takata
- Amsted Maxion
- 3M
- Eaton
- Honda-Beni Car
- Maxion Wheels



### **Ethos Institute**

In 2017, Estre Institute had the opportunity to present its pedagogical mockup about the garbage cycle in a huge sustainability forum held in São Paulo/SP. Ethos 360o Conference was sponsored by Estre Ambiental, which led and conducted the panel discussion “Innovation and Circular Economy in Waste Management” and was invited to participate in the panel “A Reflection of the Companies on Mechanisms of Public Hiring”.

Ethos Institute – Business and Social Responsibility is an OSCIP (nonprofit status) with the mission to mobilize, encourage and help companies to manage their businesses in a socially responsible way, making them partners in building a sustainable and fair society.

### **GIFE - Group of Institutes, Foundations and Enterprises**

Since 2007, Estre Institute is affiliated with GIFE and an active participant of its meetings; GIFE is a network of the main Brazilian private social investors. The affiliation allows Estre Institute to be up-to-date and reflect on its role and practices as a social investor, besides encouraging and supporting the qualification of social investment.

In 2017, Estre Institute’s Center for Environmental Education in Paulínia/SP hosted the 2nd meeting conducted by Rede de Investidores Sociais do interior Paulista (Private Social Investors of Inland Sao Paulo Network). 21 professionals, who work in different foundations and institutes, such as Robert Bosch Institute, John Deere Foundation and Romi Foundation, attended the meeting.



# environmental education projects



## Sustainable Schools

A new world of possibilities is opened by promoting the opportunity of collective reflection-action focused on turning the school into a sustainable educational space, where people are welcomed to critically think about their schools. As society needs to reorient itself towards more sustainable practices, the school must also be responsible for this task, providing educational ways to accomplish it.

**A sustainable school is the one, which is alert to social environmental issues and tries to incorporate these discussions and actions into all its spaces.** It is a school that, not only replicates the official syllabus, but also implements what it teaches and encourages student's critical awareness, creating collective processes of decision-making, in which they can, indeed, be heard. It is also a chance to employ what several documents advocate; concerning both shared management and a more actual participation of the community.

Taking this into consideration, the Sustainable Schools Project was developed by Estre Institute, aiming to encourage the construction of sustainable educational spaces, which **seek to embody the ideas of a critical and**



**emancipatory Environmental Education in 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 school 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 São Paulo (OCA - ESALQ, in the Brazilian acronym), had the challenge to elaborate a project that went to the opposite way: from the school community towards public policies.

### Who participates

Managers, coordinators, teachers, students, relatives and other people involved with school communities in the cities where the project takes place.





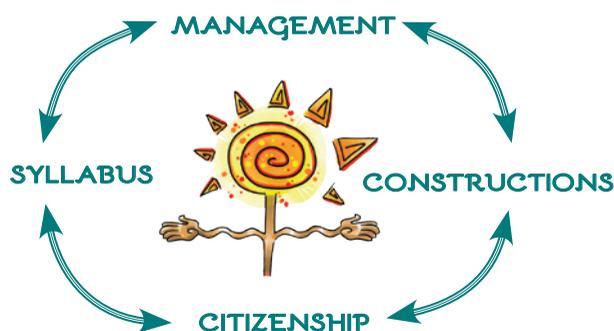
### How it works

The participant schools organize a collective in order to consolidate the project and to lead the process of Sustainable Schools in their units. This 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 initiatives at 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, getting expanded to the greater school community.

### Journey

All the journey of being a sustainable school has a starting point in the reflection on how care, integrity and dialogue can occupy the physical and social spaces in the school environment. The community is welcomed to reflect on specific school places, 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 reassessing 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 reality interpretation possibilities and by giving a new meaning to the subjects, connecting the living reality with the official syllabus
- **CITIZENSHIP**, by reflecting incessantly on ways of people's participation in the school life and ways to respect diversity and otherness

### "Schools learn from one another"

There are different ways to work these issues out. Each school has a starting point and it defines a unique path during this process. Therefore, the project stimulates the exchange, the collective creation and solidarity between the participants: a school might have already solved a problem faced by another one.

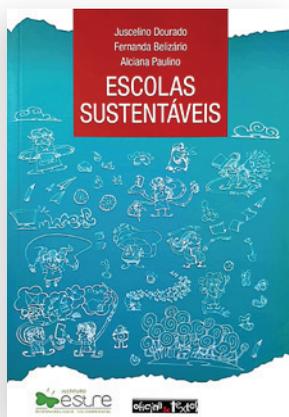
During the whole journey, schools count on the support of teaching materials and of meetings conducted by Estre Institute's team, in addition to having other theoretical references that contribute to achieving the changes that the collectives dream to see executed.

### Each project cycle includes:

**CO-CREATION WORKSHOPS:** these are meetings between school representatives, conducted by Estre Institute's team. Their premise is "schools learn from one another, people learn from one another and the collective with itself". It is a space of dialogue, knowledge and experience exchange, and of collective creation.

### "SUSTAINABLE SCHOOLS" BOOK:

published in 2015 by Estre Institute, the book considers theoretical, methodological and practical aspects about the project. It is available in large bookstores, it is also donated to school representatives who take part in the Co-creation Workshops as instructional support.



**OTHER WAYS OF SUPPORT:** issue of certificates to the participant schools, for all those who have engaged during the process; creation of different communication channels, and also follow-up visits from Estre Institute's team to the school units.

The Sustainable Schools Project is developed thanks to partnerships with municipal and state departments and secretaries, and public and private educational institutions. The project has already been developed in Piracicaba/SP and Curitiba/PR. Currently it is running in Paulínia/SP, through a direct partnership with the Municipal Secretary of Green, Environment and Sustainable Development of Campinas/SP, Secretary of Education of Sumaré, Secretary of Environmental Management of Louveira/SP, Secretary of Education of Paulínia/SP and 22 educational institutions of the region. In Rosário do Catete/SE, Sustainable Schools counts with the support of the Municipal Secretary of Education and the Secretary of Social Welfare and has the participation of 100% of the schools from the city.

### Assessment of Project Sustainable Schools

In 2017, Estre Institute started the process of developing indicators for social impact assessment of the Project Sustainable Schools. In order to do so, it counted on the support of collectives from Paulínia/SP, which had answered surveys prior to and after their participation in the project.

Based on the results, Estre Institute had the chance to visualize among participants a change of perception about the increase of experiences in Environmental Education, and also the increase of knowledge and concepts regarding it.

The results can be linked to the processes of collective creation, exciting reflections and debates throughout the Co-creation Workshops, which were encouraged by the participants in their school units.

*"What got stuck in my mind was learning that having a sustainable school goes beyond recycling, planting and organizing. It also means to be cooperative, collaborative, to think together and to have empathy. And also that being sustainable doesn't need to have an end, it means that each school finds out its own way, always listening to the school community, the families, looking around and realizing that nothing is set in stone."*

*Cleonice Aparecida (Teacher at Nelson Alves Spider Grandson School, Paulínia/SP)*

*"You brought us a new vision about how things should be in a school and how it can, indeed, change the world around it".*

*Milena Yara Bandini (Student at Park of the Servers School, Paulínia/SP)*



# Internship Program

Estre Institute's Internship Program exists since its foundation and it has gained complexity and enriched itself since then. At the beginning, the environmental educator - as the interns are called - received an initial training, with information on the 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, what made the group understand themselves as an educational environmentalist collective.

## A continuous training process has been created:

**Continuous Training:** a permanent space of collective creation, exchange of experiences between Estre Institute teams, and a space of reflection on the experiences of daily activities. In 2017, the meetings were focused on: teamwork, assertive communication, listening, empathy, otherness and self-knowledge.

**Study Group:** a moment to talk over relevant subjects to the projects developed by Estre Institute, such as: solid waste management, critical consumption, the different perspectives of Environmental Education, among others.

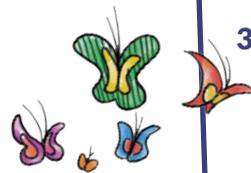
**Academic knockout:** created to deal with the academic production on consumption.

**Start CEE Up:** in practice, it means to set body and mind in motion, partially breaking part of the routine established by daily activities. The objective is to have something similar to the exercises in the workplace, traditionally offered by companies, and promote team building.

The maximum program duration is of two years and, until the end 2017, 61 university students from different areas have joined it.

Estre Institute promotes the Internship Program in each of its 3 Centers for Environmental Education (CEEs), located in Paulínia/SP, Fazenda Rio Grande/PR and Rosário do Catete/SE.

## Demand for the Internship Program in 2017:



### SELECTION PROCESS CEA PAULÍNIA

**367 applications for two vacancies**

SELECTION PROCESS  
CEA ROSÁRIO DO CATETE  
**341 applications for one vacancy**



*"Being able to successfully engage with the diverse activities promoted and conducted by the Institute is a very enriching experience. As an educator, I am daily building new "lenses" and adjusting them to the required ones in order to understand the environmental education and get involved in it".*

*Mariana Pariz (Current Environmental Educator at Estre Institute)*

*"I see the Internship Program as a huge learning opportunity. It was a period focused on developing different abilities, from dialogue and mediation, time management, to self-knowledge."*

*Janaina Gerdulino (Current Environmental Educator at Estre Institute)*

## Stories to Belong to the World

Based on the conception that one is learning all the time, and that it can happen in a joyful way, Estre Institute got inspired by the theatrical traditions in order to interact with the audience through art and playfulness; this enables other ways of experiencing the Environmental Education and its values, such as ethics, care and citizenship. Since 2008, the Institute promotes a touring show, roaming over public schools, NGOs, public places, communities and other learning places.

From 2015 on, the Institute has partnered up 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 awareness raising of the most varied audiences. This was the way we found so that people awake the stories they have within themselves, and together create a collective narrative.

The Project “Stories to Belong to the World” is developed through direct partnerships with different institutions, among city and state departments and secretaries of education, secretaries of environment, public and private schools, amongst other places. Featured institutions of 2017:

- Secretary of Green, Environment and Sustainable Development of Campinas/SP
- Municipal Secretary of Environmental Management of Louveira/SP
- Municipal Secretary of Education, Science and Technology of Hortolândia/SP
- Municipal Secretary of Education of Sumaré/SP
- Municipal Secretary of Environment and Urbanism of Vinhedo/SP
- Galleria Mall – Campinas/SP
- Municipal Secretary of Education, Culture and Sports of Fazenda Rio Grande/PR
- Municipal Secretary of Education, Culture and Sports of Contenda/PR
- Municipal Secretary of Education of Rosário do Catete/SE
- Iguazu Waste Management Center - Fazenda Rio Grande/PR
- Sergipe Waste Management Center -
- Sergipe Waste Management Center – Rosário do Catete/PR
- Cavo - Aracaju/SE



*“We’ve realized that the children got here curious and end up very happy. It’s a different thing, it breaks the classroom routine, but it also acknowledges the syllabus matter with the Environmental Education Program, which is very important”.*

*Marinalda Pauliv (Pedagogical Coordinator at the Secretary of Education of Fazenda Rio Grande/PR)*

*“One of the underlying objectives of the secretary is to turn students into readers in the city. When we have the chance to see a professional as competent as Kiara Terra, we see it as a turning point in Rosário do Catete. Being able to provide it to our students and educators, encouraging the reading habit and interest, through storytelling, is imperative nowadays”.*

*Edjária Chagas Chagas (Secretary of Education of Rosário do Catete/SE)*



## Pedagogical Workshops Program “Where’s the garbage that was here?”

The solid waste issue is one of the main challenges faced nowadays, a deep reflection and an open dialogue need to extrapolate the trash we put out of our homes. The school, as a social place meant to educate, can be a live reference and an environment, which spreads sustainability to the community.

Therefore, the Pedagogical Workshops Program, from a critical and emancipatory Environmental Education perspective, aims to support schools in their challenge to combine the debate on consumption and waste generation, and other Environmental Education issues, into their pedagogy.

### What is it?

Pedagogical Workshops Program “Where’s the garbage that was here?” is a pedagogical journey, in which educators, students and other school community members, are able to profoundly talk about consumption, waste and their intrinsic properties. Having it as a starting point, they think about their individual and collective role in the complex web of shared responsibility.

### Who participates ?

Educators, students and other school community members

### How it works?

In order to develop it, there’s a proposed journey of four sequential stages, which are supported by the teaching materials created by Estre Institute itself.

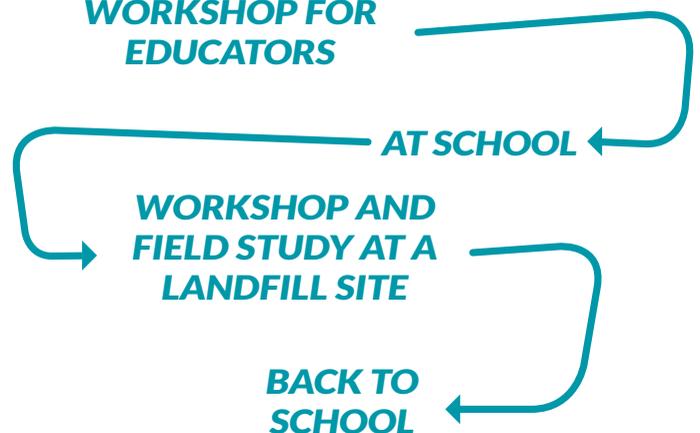


**WORKSHOP FOR  
EDUCATORS**

**AT SCHOOL**

**WORKSHOP AND  
FIELD STUDY AT A  
LANDFILL SITE**

**BACK TO  
SCHOOL**



**1. Workshop for educators:** this is the first moment of exchange, in which the environmental educators of Estre Institute have the chance to share a series of information on Environmental Education, consumption, waste and their intrinsic properties. The participants also get to know the supporting materials: concept workbook and workshop workbook, both aimed at the class age group.

**2. At school:** with the intention to promote a starting dialogue, educators can select from the activities set of the workshop workbook the activities that better fit the group, with which the dialogue will be established.

**3. Workshop and field study at a landfill site:** conducted by Estre Institute environmental educators. In a funny,

playful and age-appropriate way, it aims to deepen what was discussed at school, explanations and dialogues are used to complement the topic of the right environmental destinations, the different technologies employed in the waste treatment and value recovery. The workshop can be delivered either at a school unit place or in one of the three Estre Institute's CEEs (Centers for Environmental Education). When delivered at a CEE, the pedagogical mockup is used as supporting material and there is a field study tour to an Estre Ambiental landfill site.

**4. Back to school:** educators use again the materials developed by Estre Institute in order to systematically make the knowledge and experiences socially available and more satisfactory to everyone.

## TEACHING MATERIALS:



## PEDAGOGICAL WORKSHOPS PROGRAM HIGHLIGHTS IN 2017

- Participation of more than 200 learning institutions over the South, Southeast, Central-West and Northeast regions of Brazil.

- The workshop for educators conducted in partnership with the Secretary of Education of the city of Sumaré/ SP has got a new format: a series of thematic meetings about “consumption”, “solid waste”, and “the challenges of Environmental Education and pedagogical resources”

- Participation of 100% of 3rd grade students registered in Elementary School in the municipal school system of Fazenda Rio Grande/PR. The activity is developed through a partnership with the Municipal Secretary of Education since the beginning of Estre Institute's activities in the area

Pedagogical Workshops Program “Where’s the garbage that was here?” is developed through direct partnerships with different institutions, among city and state departments and secretaries of education, secretaries of environment, public and private schools, amongst other places. Featured institutions of 2017:

- Secretary of Green, Environment and Sustainable Development of Campinas/SP
- Municipal Secretary of Environmental Management of Louveira/SP
- Municipal Secretary of Education of Cosmópolis/SP
- Municipal Secretary of Education, Science and Technology of Hortolândia/SP
- Municipal Secretary of Education of Sumaré/SP
- Municipal Secretary of Education, Culture and Sports of Fazenda Rio Grande/PR
- Municipal Secretary of Education, Culture and Sports of Contenda/PR
- Municipal Secretary of Education of Divina Pastora/SE
- Municipal Secretary of Education of General Maynard/SE
- Municipal Secretary of Education of Pirambu/SE
- Municipal Secretary of Education of Santo Amaro das Brotas/SE
- Municipal Secretary of Education of Rosário do Catete/SE
- Municipal Secretary of Environment of Aracaju/SE

### **Pedagogical Workshops Program Assessment “Where’s the garbage that was here?”**

In 2017, Estre Institute started a process of assessment and redevelopment of the activities and materials that are part of the Pedagogical Workshops Program. By using the focus group methodology with surveys, different educational professionals had the chance to directly contribute to the Program improvement.

#### **FOCUS GROUP - REPRESENTATIVES-PARTICIPANTS:**

- Secretary of Green, Environment and Sustainable Development of Campinas/SP
- Municipal Secretary of Education of Sumaré/SP
- Pedagogical Coordination of Louveira/SP
- Pedagogical Coordination of Cosmópolis/SP
- School Administration of Hortolândia/SP

Based on the demands raised by the focus group, a simple and interactive material was developed by Estre Institute’s team for the students. The leaflet “Where’s the garbage that was here?” represents a reinforcement to the themes discussed throughout the journey and a possibility of making the knowledge and experiences accessible to everyone.





10,000 leaflet units of “Where’s the garbage that was here?” were produced in 2017!

*“Yesterday’s workshop was a great opportunity to get up-to-date about the subject and it works as a starting effort towards a possible interdisciplinary work with any teacher.”*

*Abdias Aclésio (Teacher at Mário Trindade Cruz Municipal School, Pirambu/SE)*

*“These moments of knowledge exchange, considering the natural resources volume as a problem, are necessary to perpetuate the lifestyle of modern societies, also known as consumer societies, and collectively to point out alternatives to reverse the environmental crisis, which threatens life in the planet.”*

*Sirley Ferreira dos Santos (Environmental Educator at Estre Institute, in 2017)*



## communication highlights

In 2017, Estre Institute published its projects and contents on Environmental Education on its website, newsletter and social networks (Facebook, Instagram and Youtube). Moreover, its activities were featured in news reports aired by TV Atalaia and TV Sergipe tv broadcasters, and in articles published by local newspapers in the cities of Paulínia/SP, Campinas/SP, Fazenda Rio Grande/PR and Aracaju/SE.



### NEWSLETTER

- 16 editions
- Total Reach of 7,736 people
- Average opening rate of 14%



### FACEBOOK

- 1,267 new likes
- Average reach per month of 83,625 people



# results



Estre Institute had the participation of 47,108 people considering all the activities delivered throughout the year:

## Dialogues and Knowledge

### ACADEMIC FORUMS AND EVENTS

- 143 people
- 5 meetings
- 3 cities

### UNIVERSITY STUDENTS

- 938 people
- 48 technical visits
- 31 leaning institutions

### PROJECT PESCAR AND PROJECT FORMARE

- 196 students
- 23 volunteer educators

### DIALOGUES IN COMPANIES AND OTHER INSTITUTIONS

- 4,098 people

### ONBOARDING PROJECT AND ESTRE WITH FAMILY

- 11 meetings
- 129 people



## ENVIRONMENTAL EDUCATION PROJECTS



### INTERNSHIP PROGRAM

- 708 applications for the Program
- 3 people chosen

### STORIES TO BELONG TO THE WORLD

- 70 presentations
- 14 cities
- 14,604 participants

### PEDAGOGICAL WORKSHOPS PROGRAM "WHERE'S THE GARBAGE THAT WAS HERE?"

- 496 workshops delivered
- 237 leaning institutions
- 10,600 students
- 1,630 educators

### SUSTAINABLE SCHOOLS

- 31 leaning institutions
- 107 participants in Co-creation Workshops
- 224 participants in work groups at schools
- 14,416 people involved

# financial statement

## ACCOUNTING STATEMENTS AND INDEPENDENT EXTERNAL AUDITOR'S REPORT

Estre Institute's accounting statements can be found below. Its complete version, regarding the fiscal years ended on December 31st, 2017 and 2016, including full

explanatory notes, and the Independent External Auditor's Report, issued by Vexsea Auditores Independentes S.S., on May 9th, 2018, are available on the Institute's website: [www.institutoestre.org.br](http://www.institutoestre.org.br) or at its official head office.



### Balance Sheet as of December 31, 2017 and 2016

ASSETS	Notes	31/12/17	31/12/16 (Unaudited)
<b>Current Assets</b>			
Cash and cash equivalents	3	13.713	7.817
Other receivables	4	36.677	171.850
Taxes refund		57	57
<b>Total current assets</b>		<b>50.447</b>	<b>179.724</b>
<b>Non-current Assets</b>			
Fixed assets	5	640.941	680.482
<b>Total non-current assets</b>		<b>640.941</b>	<b>680.482</b>
<b>TOTAL ASSET</b>		<b>691.388</b>	<b>860.206</b>

The notes are an integral part of these financial statements.

LIABILITIES AND EQUITY	Notes	31/12/17	31/12/16 (Não auditado)
<b>Current Liabilities</b>			
Suppliers	6	62.440	168.367
Labor obligations	7	43.921	36.112
Tax obligations	8	4.326	822
Labor provisions and taxes	9	59.823	53.723
<b>Total current liabilities</b>		<b>170.510</b>	<b>259.024</b>
<b>Equity</b>			
Equity	10	601.182	729.387
Exercise deficit		(80.304)	(128.205)
<b>Total equity</b>		<b>520.878</b>	<b>601.182</b>
<b>TOTAL LIABILITIES AND EQUITY</b>		<b>691.388</b>	<b>860.206</b>



## Statement of income for the years ended December 31, 2017 and 2016

	<u>Notes</u>	<u>31/12/17</u>	<u>31/12/16</u> (Não auditado)
<b>Revenues from operation</b>			
Contributions and donations	11	2.735.465	2.900.799
		<u>2.735.465</u>	<u>2.900.799</u>
<b>Revenues/(Expenses) from operation</b>			
Labor/Payroll	13	(1.474.729)	(1.369.166)
General and administrative	14	(747.690)	(588.537)
Services	15	(237.186)	(657.959)
Events and projects	12	(280.173)	(357.043)
Depreciation	5	(64.308)	(69.956)
Taxes		(4.204)	(12.035)
Other revenues		<u>1.410</u>	<u>-</u>
<b>Total</b>		<u>(2.806.880)</u>	<u>(3.054.696)</u>
<b>Superávit before financial result</b>		(71.415)	(153.897)
Net financial result		<u>(8.889)</u>	<u>25.692</u>
<b>Exercise deficit</b>		<u>(80.304)</u>	<u>(128.205)</u>

The notes are an integral part of these financial statements.



## Statement of comprehensive income for the years ended December 31, 2017 and 2016

	<u>31/12/17</u>	<u>31/12/16</u> (Não auditado)
Exercises deficit	(80.304)	(128.205)
Other comprehensive income	<u>-</u>	<u>-</u>
<b>Comprehensive income</b>	<u>(80.304)</u>	<u>(128.205)</u>

The notes are an integral part of these financial statements.

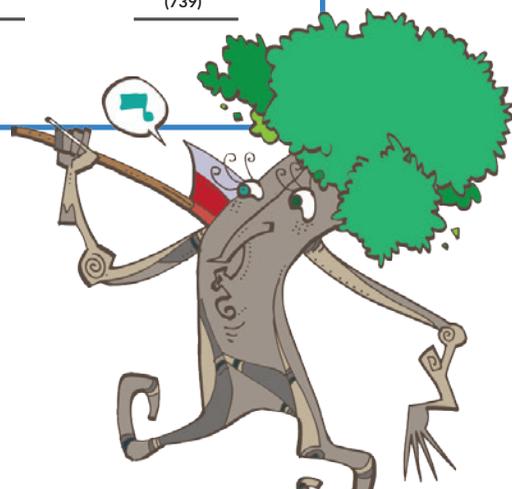


# financial statement

## Statement of Cash Flows for Years ended on December 31, 2017 and 2016

	<u>31/12/17</u>	<u>31/12/16</u> (Não auditado)
<b>Operational activities</b>		
Exercise deficit	(80.304)	(128.205)
<b>Adjustment to reconcile net income to cash and cash equivalents by operating activities</b>		
Depreciation	<u>64.308</u>	<u>69.956</u>
Adjusted exercise deficit	(15.996)	(58.249)
<b>Decrease (Increase) assets</b>		
Other receivables	<u>135.173</u>	<u>(69.746)</u>
	135.173	(69.746)
<b>Increase (decrease) liabilities</b>		
Suppliers	(105.927)	139.939
Labor obligations	7.809	10.479
Tax obligations	3.504	(16.714)
Labor provisions and taxes	<u>6.100</u>	<u>(4.891)</u>
	<u>(88.514)</u>	<u>128.813</u>
<b>Cash provided by operating activities</b>	<b>30.663</b>	<b>818</b>
<b>Cash flow from investing activities</b>		
Increases in fixed assets	<u>(24.767)</u>	<u>(1.557)</u>
<b>Net cash provided by financing activities</b>	<b>(24.767)</b>	<b>(1.557)</b>
<b>Net increase / (decrease) in the balance of cash and cash equivalents</b>	<u><b>5.896</b></u>	<u><b>(739)</b></u>
<b>Net changes in cash and cash equivalents</b>		
Cash and cash equivalent at beginning of year	7.817	8.556
Cash and cash equivalents at the end of the year	<u>13.713</u>	<u>7.817</u>
<b>Net increase / (decrease) in the balance of cash and cash equivalents</b>	<u><b>5.896</b></u>	<u><b>(739)</b></u>

The notes are an integral part of these financial statements.





INSTITUTO  
estu  
RESPONSABILIDADE SOCIAL

# team

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## **Team São Paulo (SP):**

*Alciana Paulino:* Educational Manager

*Marcos Goldfarb:* Administrative-Financial Manager

*Mariana Rico:* Institutional Manager

## **Team Paulínia (SP):**

*Antonieta Aparecida:* Catering

*Carlos Godoy:* Educational-bus driver

*Cláudio Barbosa:* Gardener

*Janaína Gerdulino:* Environmental Educator

*Mariana Pariz:* Environmental Educator

*Pollyanna Dibbern Asbahr:* Project Assistant

*Valquíria Fonseca:* Project Analyst

*Vinícius Gomes Da Silva:* Project Assistant

## **Team Fazenda Rio Grande (PR):**

*Heloize Montowski:* Project Coordinator

*Marcela Machnicki:* Project Assistant

## **Team Rosário do Catete (SE):**

*Bruno Villaça Gonçalves:* Project Assistant

## **The making of this report:**

*Alciana Paulino, Heloize Montowski and Mariana Rico:* content production and review

*Elza Lúgia Araújo Xavier:* proofreading, copyediting and translation

*Pandora Studio de Artes and Marcelo da Paz:* illustrations

*Marko Mello:* Graphic design project and layout development

\*The photos in this report show several activities of Estre Institute and were not necessarily taken in the year of 2017.





## contacts

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