



Pedagogical practice as a tool for sustainability: a look at eco-tourism activities

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ABSTRACT

The main objective of the proposal is to analyze the educational practices related to tourism in the Conservation Units. Afterwards, the ideal is to delimit which Conservation Units work with tourism as a pedagogical mechanism, to evaluate which educational practices are carried out in these Units and finally to be able to understand tourism as an activity beyond leisure, but also to build knowledge. Sustainable tourism is understood as one in which the individual carries out activities that build in themselves the capacity to develop skills in which they act with the environment, knowledge being one of them, this can develop perhaps through socialization relations, customs for this care.

Keywords: Tourism, Environmental Education, Pedagogy

A prática pedagógica como ferramenta para sustentabilidade: um olhar sobre atividades eco turísticas

RESUMO

O objetivo principal da proposta, é analisar as práticas educativas ligadas ao turismo nas Unidades de Conservação. Posteriormente, o ideal é delimitar quais as Unidades de Conservação que trabalham o turismo como mecanismo pedagógico, avaliar quais são as práticas educativas realizadas nessas unidades e por último poder compreender o turismo como uma atividade além do lazer, mas também para construção dos saberes. Compreende-se um turismo sustentável, em que o indivíduo realize atividades que construam em si capacidade para desenvolver competências em que o mesmo atua com o meio ambiente, sendo o conhecimento um deles, este pode desenvolver porventura através das relações de socialização, costumes para esse cuidado.

Palavras-Chaves: Turismo, Educação Ambiental, Pedagogia

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1. Introduction

Tourism is a practice developed since the 19th century, after the Industrial Revolution, to instigate the workers' leisure. Moreover, as the years went by, this activity gained notoriety and adhered to the citizens' customs. The objective was to rest the working day; however, it gained several facets to the tourist segment and cultural, social, commercial, and educational tourism. The individual who performs tourist activity is the tourist. Educational tourism aims at the relationship between nature and the individual, spreading leisure linked to pedagogical knowledge. For Trigo (2002), education in tourism started recently, when geopolitical changes and new technological apparatuses appeared around the nineties—developed by population with a change in how tourism would be performing thought the demand. Thus, some scholars to think about how tourism activities could think primarily about preserving the environment.

The conservation units become a vibrant instrument for realizing the educational tourist activity because it already by law aims to promote research that studies nature. The term Conservation Unit is given by the National System of Nature Conservation Units (SNUC), explicit in Law No. 9,985 of July 18, 2000, which defines in its Article 1, these spaces as:

Espaços territoriais e seus recursos ambientais, incluindo as águas jurisdicionais, com características naturais relevantes, legalmente instituídos pelo Poder Público, com objetivos de conservação e limites definidos, sob regime especial de administração, ao qual se aplicam garantias adequadas de proteção da lei. (BRASIL, 2000).

Furthermore, based on what is stated in Article 4, specifically in point X, of that law, which has as one of its objectives, to use the conservation units to provide means and incentives for scientific research activities, studies, and environmental monitoring. We understand that it is essential to promote interaction activities to provide students with greater awareness and understanding that the environment, but in a way that does not denigrate it and consciously uses its resources.

The World Tourism Organization states that tourism has become one of the main socio-economic sectors in the world, based on calculations made by this institution, that by the year 2020, there will be about 1.6 billion arrivals of international tourists and that the international tourism revenue will reach 2 trillion dollars (OMT, 2003, p. 17). From the economic point of view, this scenario represents incalculable figures, as well as it refers to an intense movement of people in search of destinations and services performed directly or indirectly by the sector in question.

However, with the growth of tourist activities, environmentalists discuss the degradation that such places have suffered over people's movements. The idea of ecotourism arises, which for the financial capital is lucrative, however now the tourist activity is carried out thinking about environmental awareness, thus leading to an informal educational practice, which creates in the subject's awareness of care for the environment.

Ecotourism is an alternative for regional development, having as an instrument the work of conservation through fees paid by tourists. For Serrano (2000), this is a sustainable practice in an unsustainable context for a capitalist idea. According to Luchiari (2005), preserving the spaces kept away from this capitalist logic is considered attractive potentials; they value the environmental heritage, independent of local cultural dynamics.

The proposal's main objective is to analyze the educational practices related to tourism in the Conservation Units. Afterward, the ideal is to delimit which Conservation Units work with tourism as a pedagogical mechanism, to evaluate which are the educational practices carried out in these Units, and finally to be able to understand tourism as an activity beyond leisure, but also to build knowledge. Understand sustainable tourism as one in which the individual carries out activities that build in him/herself the capacity to develop skills in which he/she acts with the environment, knowledge being one of them, he/she can develop perhaps through socialization relations, customs for this care.

2. Material & Methods

The research is part of the Ecotourism discipline proposal of the Federal University of Pernambuco. It had an integral part of the final grade, presenting a viable pedagogical proposal for tourism and sustainable education. With this, readings about the Conservation Units that work with tourism and their advanced practices are educational and linked to correct nature management.

The research develops in a descriptive and explanatory manner. The descriptive research form requires the researcher information that describes the type of study through the facts and phenomena of absolute reality (Triviños, 1987). Explanatory research identifies the factors determining or corroborating the phenomena's occurrences (Gil, 2007). Furthermore, through a bibliographic review, as theoretical support to understand tourism beyond a leisure activity and as a pedagogical practice. Using the Conservation Units as school extension activities; currently, there is a very lively debate about which methods would be exciting and at the same time instigating to carry out such an activity.

Characterized as social science, interaction with the environment is of great value for the individual's formation. According to Tachizawa and Andrade (2008), the concern with the environment is essential for forming our society and the various types of human intervention that society performs in nature. Non-formal education in spaces beyond a classroom, characterized by showing the possibility of something without the demands that traditional pedagogy demands. Thus, it is structured in an unintentional or organized way, but casual and empirical, exercised through experiences with the environment, naturally.

For Gohn (2010), this practice is developed through a socio-political, cultural, and pedagogical process of citizenship formation, understanding the political as the individual's formation to interact with the others in society. Thus, carrying out educational and sustainable tourism in the conservation units also helps build human awareness as the person responsible for taking care of nature. According to Beni (2003), tourism is a phenomenon related to the context of leisure and therefore is holder of enormous potential in the process of changing values, ceasing to be just a utilitarian activity, to compose qualitative spaces and conducive to socio-cultural exchanges.

For Pires (2002), the ecotourism activity can be understood as an expression impregnated with desires and ideals of changes and innovation of the conventional mass tourism, or even as a banner of pioneer movements and actions in this sense. Various alternative types of tourism highlight conventional tourism alternatives: participatory tourism, responsible tourism, soft/brand tourism, environmental tourism, sustainable tourism, ecological tourism, nature-based tourism, ecotourism, and rural tourism.

3. Results and Discussion

The expected results are using an educational practice correlated to the Conservation Units' tourism (UC). For example, from the APA's (Environmental Protection Area), it is interesting to insert a pedagogical work with the people in these areas, be they residents, visitors, and tourists, aware of the place and its importance to preserve this place.

One of the activities that would be and is quite pertinent to study and bring as a guideline in this proposal are the activities related to ecotourism, that connect which to the pedagogical from the moment that one inserts importance of instructing the individual to become aware of the environment. So, if one of the expected results is to raise awareness of the environment, the Conservation Units' work that aims at pedagogical work, which practices have been carried out, destroys tourism as a leisure and learning tool.

The educational bias finds through of the activity in ecotourism in the fact that it is a moment composed of different actions that present the importance of the environment (nature) itself to humanity and that needs the responsible participation of 'ecotourists' to achieve its objectives, including that of nature conservation. Well, an action of generous support would be the practice of didactic excursions and the experience of the

classroom in nature. However, to understand how a UC works, we need to know what areas can make activities and what they cannot. The Ministry of the Environment divides the Conservation Units into two subdivisions: The Integral Protection Units and the Units for Sustainable Use.

The following are considered Integral Protection Units: ecological stations, biological reserves, national parks, natural monuments, and wildlife refuges. On the other hand, the Sustainable Use Units are environmental protection areas with relevant ecological interests, national forests, extractive reserves, fauna reserves, sustainable development, and particular natural heritage. These are the places that today classify Brazil as environments that should have a more significant concern regarding their management.

The activities of intervention ecotourism are all the Units of Integral Protection, wherein all these places it is allowed by law in the 9.985, guaranteed in the same, activities directed toward educational actions. For example, in the Biological Reserve (UPI), its main objective is to reestablish the Ecosystem and projects for management action, focusing on the recovery and maintenance of environmental balance.

4. Conclusion

Environmental Education is a very needy area seen unpretentiously by a large part of the school body. It can be worked on and seen in a way that criticizes our customs and care for the environment, and it contributes to a transformative education at school that encourages students to think freely through the teaching and learning process.

The proposal is a relationship between environment and pedagogical teachings that environment transforms into a natural library outside the institutions' walls and serves us as a moment of reflection when thinking about our role as a modifying agent of nature.

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