



2020 TOP 100 GOOD PRACTICE STORY

Title of the Story: Culture & communities

Destination Name: *(include any state, province or region)*

Canguçu

Country: Brazil

Submitter name: Fabiane Lages Brochado

Email address: acican01@gmail.com

Position: first step

Nomination Category: *(Please check the boxes that indicate the focus of your story)*

- Culture & Communities
- Environment & Climate
- Nature & Ecotourism
- Islands & Seaside
- Immediate responses in dealing with the COVID -19
- Post COVID -19 recovery
- One of the 17 SDGs* *(if yes, which one)* Click or tap to choose

*The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The 17 SDGs are integrated—that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. What are the Sustainable Development Goals? <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

For further information on Tourism for SDGs: <http://tourism4sdgs.org/>

Find detailed instructions for submitting good practices [here](#)



DESCRIBE YOUR GOOD PRACTICE STORY

Address each aspect of your good practice story in the different sections being specific including relevant quantitative and qualitative information.

Issues faced

In 2017, the National Capital of Family Farming implements the Escola do Campo Project (EDUCCAN). The Project foresees to outline in the school environment a period of full shift, in which the basic curriculum is worked together with methods and projects aimed at valuing life in rural areas. The municipality has more than 14 thousand rural properties, and of the more than 56 thousand inhabitants, 63% live in the rural area. Thus, thinking about the sustainability of this environment and of people becomes essential to an education aimed at organizing and maintaining the territory.

Methods, steps and tools applied

The rural schools project through the methodologies and the format of the classes, students are agents helping the family to improve the quality of life and increase income. The basis is the student's reality, where he perceives opportunities in his environment. Classes also include visits to properties, activities at the school, with animals, a selection of garbage and vegetable gardens.

Key success factors

The Canguçu Field School Project serves more than 1,300 students in 10 of the 25 Rural Schools, which in addition to the mandatory curriculum include activities in the area, sustainable actions, alternatives for strengthening agriculture and learning alternatives that add quality of life in the countryside, separation waste management, entrepreneurship, cooperatives, conscious use of natural resources, preparing students' properties for the demand to expand food production, marketing spaces, rural tourism, rural accommodation, participation in local fairs, selling for the change of food in productive cultures of the properties. All this work will be linked to the National Curriculum Base



Lessons learned

The lessons learned in the Schools of the Countryside axis is to strengthen community awareness and promote economic development in a sustainable way, thinking about future generations, so that in 2030 we can reach 16 schools with this teaching method and in 2035 reach the number of 50 projects a operate with Rural Tourism, guaranteeing a growth of 400% in relation to the current number.

Results, achievements and recognitions

The results are the constant strengthening of agriculture and learning of alternatives that together add quality of life in the countryside, separation of residues, entrepreneurship, cooperatives, conscious use of natural resources, preparation of student properties for the demands of expanding food production, marketing spaces, rural tourism, rural accommodation, participation in local fairs, selling food changes in the productive cultures of the properties, all of these works linked to the National Common Curricular Base.

Additional references

https://drive.google.com/drive/folders/1mgzpsxlhg0qljivkxII5vOnQyUMrmEe_

