Agroecological environmental education: An integrated approach for the promotion of sustainability

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ABSTRACT
Agroecological environmental education emerges to break the paradigms of conventional environmental education. Emerging an approach that seeks the integration of the subject with the environment in which he is inserted, taking into account the preservation of the ecological environments that are part of the reality of the students. This perspective recognizes the importance of interaction between humans, nature and the agroecological system, promoting a broader and more meaningful understanding of the environment. This article aimed to reflect on a practical experience and the challenges encountered in the development of the agroecological environmental education project. The project was developed during the year 2022 at the Casemiro Karman State College in Campo Largo/PR. The school has the modality of integral education that provided educators, students, community and university to unite to develop collectively the project. The initial proposal was the construction of an agroecological garden, which expanded to soil restoration by carrying out processes such as composting and vermicomposting. Given the results obtained and the lessons learned throughout this project, we emphasize the importance of agroecological environmental education as an essential tool in the formation of a sustainable consciousness. This integrated approach, which considers the interaction between society, agriculture and the environment, is fundamental to promote environmental preservation, food security and the well-being of communities.

1 INTRODUCTION

This article proposes to understand and promote the theme of agroecological environmental education from an integrated and holistic approach to the understanding and transformation of environmental, social and food systems. Looking at soil restoration, sustainable food production and the transformation of social environments.

This expanded approach to environmental education recognizes the importance of the connection between the human being and the ecological environment in which he is inserted. It proposes a holistic view, in which students are invited to understand and experience natural cycles and biodiversity. Looking at agroecology as a field of knowledge and as a practice of socio-environmental transformation.

In the current context, we face challenges such as the pressure for immediate results and the search for quick solutions. However, we believe that building an agroecological and sustainable

awareness in environmental education requires time, patience and respect for the cycles of nature. Leaving aside egoistic wills for the sake of collective well-being and learning to look at the whole, recognizing that all forms of life have their role and contribution in the agroecological system and that everything is connected.

Therefore, this article aimed to reflect on a practical experience and the challenges encountered in the development of the agroecological environmental education project. Through reflections and results obtained, we hope to contribute to the construction of a more sustainable consciousness and a harmonious relationship with nature.

1.1 CONVENTIONAL ENVIRONMENTAL EDUCATION

Conventional environmental education, often adopted, has been shown to be fragmented and disconnected from the social, educational and economic reality of society. Its main focus is on the preservation of isolated ecological environments, distant from the daily life of students, and often restricted to places of elitist access. This limited approach to environmental education neglects to understand the importance of the interaction between humans and their immediate environments, such as the soil they tread on and the food they consume daily.

> Art. 1 Environmental education is understood as the processes through which the individual and the community build social values, knowledge, skills, attitudes and competencies aimed at the conservation of the environment, a common good of the people, essential to the healthy quality of life and its sustainability. (BRAZIL, Law No. 9795/99).

By prioritizing the preservation of geographically distant natural areas, conventional environmental education fails to contemplate the needs and realities of individuals in their social and cultural environment. This fragmented approach prevents subjects from recognizing themselves as transforming agents of their own environments and marginalizes them, making them powerless to promote ecological changes in their communities.

> Agroecology emphasizes the need to study both the parts and the whole. Although the concept that the whole is greater than the sum of its parts is widely recognized, it has been ignored for a long time by modern agronomy and technology. (GLIESSMAN, 2001, p. 438).

Therefore, a new perspective in environmental education is needed, which goes beyond this fragmented approach and seeks a more integrated and holistic vision. Agroecological environmental education emerges as an alternative that prioritizes the understanding of natural cycles, looking at the soil, the restoration of the environments experienced and the connection between food production and sustainability. This approach seeks to reconnect the subjects with nature and its surroundings, providing a more meaningful and transformative environmental education.

1.2 AGROECOLOGICAL ENVIRONMENTAL EDUCATION

Agroecological environmental education emerges to break the paradigms of conventional environmental education. Emerging an approach that seeks the integration of the subject with the environment in which he is inserted, taking into account the preservation of the ecological environments that are part of the reality of the students. This perspective recognizes the importance of interaction between humans, nature and the agroecological system, promoting a broader and more meaningful understanding of the environment.

> The main challenge for agroecology is to revolutionize and then reconstruct and transform the dominant societal structures since the strategy outlined in the previous definition, which found in the local dimension the stronghold that allows it to resist and survive the neocolonizing forms of domination cultural, social, economic and technological-scientific. To develop this task, agroecology introduces, along with scientific knowledge, other forms of knowledge. It develops, therefore, a critique of scientific thought to, from it, generate a pluriepistemological approach, which accepts sociocultural biodiversity. (GUZMAN, 2011, p. 13)1.

Agroecological environmental education values the restoration of the soil and the environments experienced, encouraging sustainable practices and respectful of natural cycles, recognizing the importance of food production in a conscious and integrated way with nature encouraging the community in the promotion of urban agroecological agriculture.

> Agroecology moves by articulating both natural and social knowledge, breaking its disciplinary fragmentation by orchestrating the natural and social results in a single research investigation. (GUZMAN, 2011, p. 18)[2].

In this way, agroecological environmental education promotes an integrated approach, in which subjects are encouraged to become active agents in the transformation of their social and ecological environments. This perspective broadens the view of learners, allowing them to understand the complex interactions between natural and social systems, and enables them to make informed and sustainable decisions in their daily lives.

1.3 AGROECOLOGICAL ENVIRONMENTAL EDUCATION AND INTEGRATIONS

It is essential to contextualize the importance of agroecological environmental education and its close relationship with the social, educational and economic reality of today's society. In this

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[1] Non-original: "*The main challenge facing agroecology is to revolutionize and then reconstruct and transform the dominant societal structures from the strategy indicated in the previous definition, which has found in the local dimension the stronghold that allows to resist and survive the neo-colonizing forms of cultural, societal, economic and technological-scientific domination. To develop this task, agroecology introduces, along with scientific knowledge, other forms of knowledge. It develops, therefore, a critique of scientific thought to, from it, generate a pluriepistemological approach that accepts sociocultural biodiversity*" (GUZMAN, 2011, p. 13).

[2] Non-original*: "Agroecology moves by articulating both knowledge: natural and social, breaking its disciplinary parcelling and orchestrating natural and social findings in a single inquiry"* (GUZMAN, 2011, p. 18).

context, a holistic approach that takes into account the connection between the environment, society and agriculture becomes indispensable.

> Stable production can only happen in the context of a social organization that protects the integrity of natural resources and stimulates harmonious integration between human beings, the agroecosystem and the environment. Agroecology provides the methodological tools necessary for community participation to become the generating force for the objectives and activities of development projects. (ALTIERI, 2004, p. 21).

Agroecological environmental education recognizes that the environment cannot be dissociated from the social reality in which it is inserted. It seeks to understand the interdependencies between natural and social systems, recognizing the mutual influence between them. By considering agriculture as an integral part of this context, this approach aims to promote sustainable practices that value the conservation of natural resources, food security, social justice and economic equity.

> If Agroecology proposes to design and manage sustainable agroecosystems and build sustainable rural development strategies encompassing the ecological, social, cultural and economic dimensions, we can affirm that Agroecology is a science that serves society as a whole, current and future generations, the actors of the rural and urban world. (EMBRAPA, 2006, p. 39).

In an increasingly globalized world, in which socio-environmental issues become increasingly urgent, agroecological environmental education plays a fundamental role in the formation of conscious and engaged citizens. By connecting students with the land they tread, with the food they consume and with the importance of agriculture for society, this approach stimulates critical reflection, the appreciation of traditional knowledge and the search for sustainable solutions to contemporary challenges. This approach demands,

> [...] an education that would lead man to a new posture in the face of the problems of his time and space. Intimacy with them. That of research rather than mere, dangerous and tedious repetition of passages and statements disconnected from their very conditions of life. The education of "I marvel" and not just of "I manufacture". [...] It would not, however, be with this education detached from life, centered on the word, in which it is highly rich, but on the word "miraculously" emptied of the reality that it should represent, poor of activities with which the student gains the experience of doing, that we would develop in the Brazilian the criticality of his conscience, indispensable to our democratization. (Freire, 1978, p. 93-94).

Therefore, agroecological environmental education goes beyond the isolated and fragmented view of the environment. It proposes an integrated and systemic understanding, in which the connection between the environment, society and agriculture is recognized as fundamental to building a more sustainable and equitable future.

1.4 AGROECOLOGICAL ENVIRONMENTAL EDUCATION: OBJECTIVES AND JUSTIFICATION

The project was developed during the year 2022 at the Casemiro Karman State College in Campo Largo/PR. The school has the modality of integral education that provided educators, students, community and university to unite to develop collectively the project. The initial proposal was the construction of an agroecological garden, which expanded to soil restoration by carrying out processes such as composting and vermicomposting.

The choice of the theme of agroecological environmental education is based on the need for an approach that goes beyond conventional and fragmented approaches, seeking a broader and more integrated understanding of environmental issues. In this sense, this project aims to build an agroecological environmental education, with emphasis on soil restoration and awareness about the recovery of spaces.

Soil, as a vital element for agriculture and environmental sustainability, plays a central role in this proposal. Recognizing the importance of a healthy and fertile soil for the production of quality food, as well as for the preservation of biodiversity and natural cycles.

In addition, the project aims to make participants aware of the importance of recovering the spaces in which they live and study. From the understanding of the interaction between human beings and the environment, we seek to awaken a critical and engaged environmental awareness, which promotes transformative actions in favor of sustainability.

In this way, the proposed agroecological environmental education project aims to contribute to the formation of conscious citizens, capable of understanding the importance of soil, agriculture and environmental preservation, and of acting responsibly and sustainably in their life contexts.

2 EXPERIENCES AND CHALLENGES IN THE AGROECOLOGICAL ENVIRONMENTAL EDUCATION PROJECT

In this chapter we describe the trajectory of the project from the choice of the garden as a starting point to the stages of the project and the actions taken to deal with the challenges faced. These experiences and challenges were fundamental for the maturation of the project and the understanding of the importance of the agroecological approach in environmental education.

2.1 CHOOSING HORTA AS A STARTING POINT

The garden was chosen as the starting point for the implementation of the agroecological environmental education project. The decision was based on the importance of this space as a practical tool for learning, allowing participants to directly experience the relationship between agriculture and the environment.

By growing their own food, participants can concretely experience natural processes, from soil preparation to harvesting produce. This experience provides a deeper connection with nature and awakens awareness about the importance of producing food sustainably.

> Conceiving these policies imposes on us the challenge of producing new inter and transdisciplinary knowledge, which are capable of articulating different dimensions of the life of the subjects of the field, allied to their educational process, that is, a school glued to the floor of life, linked to the processes of the production of the social existence of these subjects. (MOLINA, 2008, p. 30).

Participants have the opportunity to integrate knowledge from various areas, such as biology, chemistry, geography and mathematics, through the cultivation of plants and the observation of the ecological processes that occur in the garden environment. Participants have an opportunity to live a meaningful and enriching experience, enabling the understanding of the importance of sustainable agriculture and the intrinsic relationship between human beings and the environment.

2.2 PROJECT STAGES AND ACTIONS TAKEN

At the beginning of the project, we faced several challenges related to the state of the soil, which was compacted and lifeless. Aware of the importance of a healthy and fertile soil for the development of the agroecological garden, we have established a detailed plan with specific steps and actions aimed at soil restoration and the promotion of biodiversity.

2.2.1 Analysis and Awareness of Soil Problems

We carry out detailed analyses of the soil, evaluating its components, pH and nutrients present, identifying its deficiencies in terms of nutrients and microbiological life. This stage allowed the participants to understand the problems faced by the soil, collecting essential information for the elaboration of recovery strategies and the importance of its recovery for plant health and environmental sustainability.

During one of our field classes in the schoolyard, we carried out an activity of observation and analysis of the soil, in which the students could directly experience the problems faced by our soil. While we were in a circle, discussing the challenges and possible solutions to build a soil richer in biodiversity and nutrients, something unexpected happened. An earthworm appeared in the dry, lifeless soil, as if it were crying out for help.

One of the students was the first to notice the presence of the worm and immediately caught the attention of the educator and the other colleagues. Everyone was surprised to witness the resistance and survival of this small animal in an arid and unwelcoming environment. It was a remarkable moment that made us reflect on the importance of life in the soil and how it is fundamental to plant health and environmental sustainability.

This encounter with the earthworm awakened in us the awareness of the need to create a soil more conducive to life and biodiversity. We realized that we needed to integrate the nutrients that are discarded daily in the garbage and incorporate the organic materials produced within our school and our homes. It was from this experience that we became even more committed to composting and soil recovery.

The presence of the earthworm showed us that even in an arid and unfavorable soil, there is still hope and possibility of transformation. From that moment on, we seek to create a more diverse and welcoming environment for all forms of life that inhabit it, allowing life in the soil to develop and promote the health of the entire ecosystem in which we are inserted.

2.2.2 Implementation of Agroecological Practices for Soil Improvement

Based on soil analyses, we implement agroecological practices to improve soil conditions and structure. This included crop rotation, the adoption of cover crops, incorporation of organic matter such as composting, the use of natural fertilizers and the adoption of soil conservation techniques such as no-till and vegetation cover, aiming to enrich the soil with essential nutrients for plant growth, stimulate biodiversity and strengthen its water retention capacity.

Another important action was to encourage the active participation of students, teachers and community members in the maintenance of the garden and in the implementation of agroecological practices. We conduct workshops and trainings with the support of the university to provide the necessary knowledge on sustainable farming techniques, encouraging the adoption of a holistic approach towards agriculture and the environment.

2.2.3 Construction of the School Garden from the Restored Soil

Throughout the project, participants were actively involved in the construction of the school garden. They learned about space planning, proper crop selection, proper plant management, and the importance of teamwork. The garden became a practical learning environment, where students could experience natural cycles, understand the importance of healthy eating and develop cultivation skills.

> It is necessary an education that promotes the development of uninhibited creativity, free, without aiming at rewards, and that leads to new forms of intercultural relations, proposing a new organization of society. These relations must characterize mass education and at the same time provide adequate space to preserve diversity, which will have as a consequence the elimination of discriminatory inequality, which is responsible for intolerance and fanaticism. (D'AMBROSIO, 2019, p. 24).

The stages of the project took place in an integrated manner considering the interdependence between soil restoration, biodiversity promotion and agroecological practices. These actions provided the construction of an agroecological and sustainable space with the healthy development of plants.

This experience has enabled a deeper awareness of the importance of adopting sustainable practices in agriculture and the positive impact this can have on the environment and people's quality of life.

2.3 CHALLENGES FACED

During the implementation of the agroecological environmental education project, we faced significant challenges such as the need for adjustments and adaptations of the techniques to the specific conditions of the place, in the search for sustainable solutions. Each environment presents its particularities in relation to soil, climate and availability of resources, which required flexibility and creativity in the search for adapted solutions. It was necessary to constantly evaluate the needs of the garden, monitor the soil conditions and make adjustments in the practices used, thus ensuring the best use of the available resources.

One of the main challenges we faced was the initial resistance of some participants to abandon conventional farming practices. Many were accustomed to the use of chemical fertilizers and pesticides, which made it difficult to accept the proposed agroecological techniques. It took a constant work of awareness and information to show the benefits of these more sustainable practices in terms of soil health, quality of food produced and preservation of the environment.

Another challenge was the pressure for immediate results, the need to speed up processes and the lack of patience in respecting natural cycles. However, these challenges were seen as opportunities for learning and awareness about the importance of an agroecological approach. Just as it was a propitious time for the collective to develop a collaborative and mutually learning approach. Resisting this destructive scenario summarized by Primavesi (2016):

> Current agriculture has radically modified ecosystems, implementing mechanistic, unnatural systems with a very short-term vision, in favor of momentary profits, which destroy the soil, waterways, climate and the future of humanity. (PRIMAVESI, 2016, p. 191).

Despite the challenges, collaboration and community engagement were essential to the success of the project. Involving parents of students and community members in the construction and maintenance of the agroecological garden, strengthened ties between all involved and promoted greater awareness of the importance of sustainable agriculture.

These challenges required patience and a participatory approach, in which all participants had the opportunity to express their opinions, share experiences, exchange knowledge, and learn and grow together. Over time, it was possible to observe a change of mentality and a greater acceptance of agroecological practices, opening a path in the promotion of an agroecological environmental education, capable of transforming people's view of nature, agriculture and their role as agents of change.

3 REFLECTIONS ON THE PROCESS OF AGROECOLOGICAL TRANSITION IN ENVIRONMENTAL EDUCATION

In this chapter we explore the challenges of the agroecological transition in environmental education. The current educational context values immediate results, which limits the construction of a sustainable agroecological environmental education. The transition to an agroecological consciousness requires a shift in the collective mindset, moving away from quick fixes and prioritizing understanding of natural cycles. Promoting ecological dialogue and recognizing all forms of life as collaborators in the agroecological system are fundamental to overcome these challenges.

3.1 ANALYSIS OF THE DIFFICULTIES ENCOUNTERED IN THE CURRENT EDUCATIONAL CONTEXT

In the current educational context, the pressure for immediate results and quick solutions represents a significant challenge for the implementation of agroecological environmental education. The education system is increasingly focused on achieving tangible goals and results, often neglecting the importance of longer, more gradual processes. This approach prevents the building of a deeper environmental awareness and integral understanding of the natural cycles that sustain life.

> These reflections call into question the set of current concepts and models, to the extent that survival depends on a global and holistic view of reality, a view that emanates, in turn, from the great traditions and the most recent conclusions of science. This requires a radical change, which applies to all levels of knowing and doing. Clearly, the living interaction of all things in the universe implies our environment and the translation of our knowledge into a process of integration, encompassing the finer aspects of reality. Essentially, a total unity of life is sought between man, nature and the cosmic body. (D'AMBROSIO, 1991, p. 171).

In the project in question, we also face these dilemmas. The view that everything is separate and fragmented went hand in hand with the need to accelerate processes to meet the demands of the educational system, which in turn can compromise the integrity and effectiveness of agroecological environmental education. This disciplinary and fragmented view of education disregards the importance of a more contextualized learning, which takes into account the interactions between human beings, nature and agriculture.

It is essential to recognize that the transition to an agroecological environmental education takes time and patience. It is a process of gradual construction of agroecological awareness, which involves a look at the connections between knowledge and the adoption of a more holistic and integrated perspective. Valuing learning processes that promote the understanding of natural cycles, the connection with the environment and the strengthening of the harmonious relationship between humans and nature.

> Educators are understanding that we are in a propitious, opportune and historical time to radically rethink education, because the field in Brazil is going through tensions, struggles,

> debates, organizations, extremely dynamic movements. [...] What is missing is to discover those nuclei, or those pillars, or those matrices, which will end up being the master beams that will build a basic education project. This is one of the central tasks at this moment: to capture the school, the education that is springing up, to capture what is educational in the set of actions, gestures, struggles of the social movement of the countryside. (ARROYO; CALDART, 2004, p. 70-71).

It is urgent to start a critical reflection on the current educational model and seek alternatives that value the construction of an agroecological and sustainable consciousness. Agroecological environmental education must go beyond the transmission of knowledge and engage students in a participatory way, through dialogue and reflection on the relationship between society, agriculture and the environment, advancing towards a truly transformative environmental education.

3.2 PATHS OF TRANSFORMATIONS OF COLLECTIVE ENVIRONMENTAL CONSCIOUSNESS

It is important to break away from the fragmented mindset that separates humans from the environment and adopt an integrated approach that recognizes the interdependence between all elements of nature. This implies understanding and respecting natural cycles, recognizing the relevance of each element in the balance and sustainability of the system.

> Integral ecology seeks to accustom the human being to this global and holistic vision. Holism does not mean the sum of the parts, but the capture of the organic totality, one and diverse in its parts, always articulated among themselves within the totality and constituting this totality. (BOFF, 1999, p. 34).

To achieve this transformation, it is necessary to promote awareness of the interconnection between society, agriculture and the environment. It is necessary to stimulate ecological dialogue, creating spaces for reflection and discussion that allow participants to broaden their vision and understanding of the importance of agroecology and its relationship with environmental sustainability.

In addition, it is crucial to keep a close eye on the future and continue to build an agroecological and sustainable awareness. This entails expanding the scope of the project, encompassing areas other than soil restoration. Exploring themes and practices such as biodiversity conservation, water resources management, agroforestry, healthy food production and the valorization of local culture. In this way, we broaden the horizons of environmental education, promoting an integral vision of nature and stimulating the active participation of individuals in the construction of a more sustainable future.

3.3 ECOLOGICAL DIALOGUE AS A TOOL OF AWARENESS

During the implementation of the project, we had significant experiences that highlighted the importance of ecological dialogue as a powerful tool for awareness. One of these experiences was experienced through observation and interaction with ants, which generated a valuable educational opportunity.

At one point, a giant anthill appeared near the spot where we were starting our first vegetable garden. This situation generated some concern and uncertainty among the participants, because there was a fear that the ants could harm the garden. However, we took this opportunity to conduct an ecological dialogue, with the aim of breaking paradigms and building a broader environmental awareness.

During the dialogue, we explained to the students that the ants were not enemies, but collaborators of the agroecological system. We shared the understanding that the presence of ants indicated a compacted and unwelcoming soil, since they play a key role in aeration and soil turnover. This awareness awakened in the participants a new vision, allowing them to understand ants as allies in the construction of a healthy agroecological environment.

As we move forward in the project, ants have become a living example of how interaction between living things is critical to the sustainability of the system. Through the ecological dialogue, the students were able to recognize the importance of each element in the agroecological ecosystem and understand how their individual actions impact the whole.

> I cannot investigate the thinking of others, referred to the world if I do not think. But I don't think authentically if others don't think either. I simply cannot think for others either for others or *without* others. The investigation of the thinking of the people cannot be done without the people, but with them, as the subject of their thinking. And if his thinking is magical or naïve, it will be by thinking his thinking, in action, that he himself will surpass himself. And overcoming is not done in the act of consuming ideas, but in the act of producing them and transforming them into action and communication. (Freire, 1987, p. 58).

Building dialogue with the community was important to share the importance of maintaining the balance of the system without resorting to the use of poisons or harmful substances. It was essential to convey the message that the diversity of life and the promotion of nutrients in the soil were more effective and sustainable strategies. We faced resistance and ingrained beliefs that the only way to deal with ants was through the use of chemicals.

During these dialogues we explained that the use of poisons and chemicals could cause damage not only to ants, but also to other species and soil quality. We emphasize that the agroecological approach to pest control and the balance of the ecosystem promote the diversity of life and the addition of nutrients to the soil. Building a healthy and resistant environment, able to naturally regulate the presence of ants and other pests.

Gradually, they came to see ants as valuable collaborators and understood the importance of preserving biodiversity. The dialogue was instrumental in actively engaging participants and promoting a change of mindset regarding the use of poisons. Building a collective vision that the best way to keep the system balanced and harmonized is to promote the diversity of life and nourish the soil in a natural and sustainable way.

This experience with ants was just one of several experienced during the project, highlighting the effectiveness of ecological dialogue as a powerful awareness tool. Ecological dialogue, therefore, emerges as a fundamental practice in agroecological environmental education, promoting the connection between humans and nature and stimulating the collective consciousness for the construction of a more balanced and harmonious future.

4 FINAL CONSIDERATIONS

Through this article, we explore the importance of agroecological environmental education in building a sustainable consciousness. Throughout the project, we faced challenges and overcame obstacles, achieving significant results that reflected improvements in soil, increased biodiversity, and changes in participants' perspectives on nature and agriculture.

During the implementation of the project, we observed soil restoration as one of the main results achieved. Through detailed soil analyses, it was possible to identify soil deficiencies and needs, as well as to develop recovery strategies. By adopting agroecological practices such as composting and the addition of organic matter, we observe an improvement in soil quality, promoting plant health and the fertility of the environment.

In addition, throughout the project, we witnessed an increase in biodiversity in the garden space and in the surroundings. Awareness of the importance of preserving biodiversity led participants to adopt practices that favor the diversity of plant and animal species. The presence of pollinators, beneficial insects and other forms of life became more evident, evidencing the relevance of a balanced and healthy environment.

One of the most impactful aspects was the change of perspective of the participants in relation to nature and agriculture. Through ecological dialogue, awareness of the interdependence between humans, the environment and agriculture has been disseminated. Participants came to understand the importance of an integral view of nature, respecting natural cycles, promoting diversity and adopting sustainable practices.

Given the results obtained and the lessons learned throughout this project, we emphasize the importance of agroecological environmental education as an essential tool in the formation of a sustainable consciousness. This integrated approach, which considers the interaction between society, agriculture and the environment, is fundamental to promote environmental preservation, food security and the well-being of communities.

For future research and educational practices in this field, we suggest the continuity and expansion of this project. It is essential to advance in the promotion of agroecological environmental education, covering other areas besides soil restoration. The conservation of biodiversity, the

management of water resources, agroforestry, the production of healthy food and the valorization of local culture are themes that deserve to be integrated into agroecological environmental education.

In short, agroecological environmental education has the potential to promote a profound transformation in our relationship with nature and in the construction of a more sustainable society. The results achieved throughout this project reinforce the importance of this approach and motivate us to continue on this path, aiming at a more harmonious and balanced future for current and future generations.

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