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### **Teaching Agroecology in Early Education as a Transformative Action of Family-school-community Integration**

#### **ABSTRACT**

The objective of this research is to promote the teaching of agroecology in initial education, from the transformative actions of family-school-community integration of the CEI Mapurite, Cojedes State. For this, the research is based on the contributions of the Social Learning Theory of Bandura (1987). Framing itself in the socio-critical paradigm, specifically in the scientific method: Action Research. As key informants, 4 teachers and 3 representatives of the Mapurite Initial Education Center were determined, and for the design of the transformative action plan, the informal interview and participant observation were used as instruments for collecting information. As results after developing the didactic and innovative strategies to achieve the development of meaningful learning, it was established that during each of the activities, the promotion, not only the values of integration, sense of belonging and identity, environmental preservation, but also also the community organization from the reactivation of the Bolivarian Family Movement and the group of "Preservers of the Environment", generating sustainable, axiological and community educational activities from agroecology, which were essential in learning about environmental preservation, the culture of agroecological culture with bio-fertilizers, the elimination of indiscriminate burning and the construction of three school conucos, coined by the transversality of environmental education. Having as result the family-school-community integration with activities of socialization and school production, with the preparation, planting and maintenance of agroecological spaces with the participation of the producers of the territory.

**Descriptors:** teaching of agroecology, initial education, family-school-community integration, transformative action

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