

The School Garden as a Space for Re-Existence: an Interpretation of Ancestral Knowledge in Endogenous Development

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ABSTRACT

This research analyzes the school "conuco" (traditional small-scale plot) as a pedagogical and cultural device that transcends simple planting to become a space of re-existence. Through a documentary-hermeneutic approach, the underlying meanings in the relationship between ancestral knowledge and endogenous development are interpreted. The study uses the hermeneutic method to reveal how traditional agricultural practices in the educational environment strengthen local identity and food sovereignty. Among the main findings, it stands out that the conuco not only serves as a living laboratory but also acts as a catalyst for social co-responsibility, where the dialogue of knowledge allows the decolonization of pedagogical thought. It is concluded that endogenous development, seen from the small scale of the conuco, offers a viable and ethical alternative to global consumption models, promoting an integral formation that links the school with its territorial and cultural reality in an organic and transformative way.

Keywords: School conuco, endogenous development, re-existence, ancestral knowledge, hermeneutics.