

Towards a Healthy Environment in Early Childhood Education from the Perspectives of Liberating Education and Ecopedagogy

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ABSTRACT

This article delves into the configuration of a healthy environment within early childhood education, proposing a vision that transcends the mere suitability of the physical space. Instead of focusing solely on infrastructure or hygiene, the research redefines this concept as a pedagogical and relational ecosystem where health, affectivity, and learning converge. The methodology employed consisted of a qualitative study with an interpretive design, using a hermeneutic approach based on two theoretical pillars: Paulo Freire's Liberating Education and Ecopedagogy. This triangulation allowed for the analysis of school dynamics not as a static scenario, but as a living organism that breathes through human and natural interaction. The findings revealed that integrating Freirean principles; specifically dialogue, conscientization, and praxis, with the holistic perspective of ecopedagogy generates a paradigm shift. The early childhood environment is thus transformed into a territory of autonomy and mutual care, where the child is not a passive recipient, but a subject with ecological belonging. In conclusion, the articulation between these theories is fundamental to overcoming traditional welfare-based practices. By fostering an environment that integrates critical responsibility and environmental sensitivity, the foundations are laid for children to learn to inhabit the world with an ethic of care, transforming early childhood education into an engine of social transformation and affective sustainability.

Keywords: Healthy Environment, Early Childhood Education, Liberating Education, Ecopedagogy.

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