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NON-FORMAL AGROECOLOGICAL SCHOOLS AND TRANSFORMATIVE IMPACT: EXAMPLES FROM ITALY

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This work examines non-formal agroecological schools initiatives as key spaces for learning, participation and transformation within agroecological transitions. Grounded in critical pedagogy, the study focuses on how such initiatives operate in EU contexts, particularly Italy, where they are relevant but underexplored in the literature. Building on gaps identified by Rivera-Ferre et al. (2021), the research investigates how non-formal agroecological education contributes to food sovereignty and territorial transformation, and how its transformative impact might be assessed. Based on a mapping and screening process and semi-structured interviews with organizers, the analysis explores participant engagement, inclusion of under-represented groups, and processes of knowledge socialisation, drawing on Freirean emancipatory pedagogy. Conducted within the riflAEssi project and the EU Agroecology Partnership, the

study aims to identify methodological and organisational pathways that support cognitive justice, knowledge exchange and stronger connections between agroecological schools, movements and territories.

Palavras-chave: critical pedagogy; non-formal schools; knowledge and inclusion; agroecological transition.