

IRSA - CONGRESSO MUNDIAL DE SOCIOLOGIA RURAL (01/10/2025 A 20/01/2026) - IRSA 23 - RURAL YOUTH AND CLIMATE CHANGE: IDENTITIES, TERRITORIAL RESISTANCE, AND THE DILEMMA OF WORK OR MIGRATION

YOUTH OF THE WATERS: EXPERIENCES OF POPULAR EDUCATION

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The project Traditional Knowledge of Artisanal Fishing in the Production of Healthy and Socioenvironmentally Fair Food, also known as Projeto Saberes, is an interdisciplinary initiative aimed at strengthening and valuing artisanal fishing and its traditional knowledge associated with the Patos Lagoon. The project is developed by the MARéSS Laboratory at the Federal University of Rio Grande (FURG), in partnership with the Solidarity Network for the Defense of Artisanal Fishing in the Pampa Biome, with financial support from the Ministry of Fisheries and Aquaculture. Among its main objectives is the implementation of formative activities focused on youth from artisanal fishing families who are enrolled in secondary education. The educational approach seeks to foster the emergence of new youth leaderships capable of engaging in dialogue with their

communities, strengthening strategies to confront socioenvironmental impacts, and expanding the visibility of the products, knowledge, and cultural practices of artisanal fishing. One of the project's key contributions is the inclusion of youth as scholarship holders, promoting their active participation in the activities developed. Currently, the project involves 18 young people, ages 14 to 24, that are middle school students residing in the fishing communities of Z-3 and Barra, in the municipality of Pelotas, Rio Grande do Sul, Brazil. Throughout its implementation, the project foresees the realization of at least 15 formative meetings, as well as communication and educommunication actions, including audiovisual production, combining critical reflection on socioenvironmental issues with the use of communication tools as pedagogical and political strategies.

Palavras-chave: artisanal fishing; education; traditional knowledge; youth participation; socioenvironmental justice.