ABSTRACT: The purpose of the research was to generate a theoretical corpus from Environmental Education to promote sustainable development in the inhabitants of the Villarrica Commune, Cautín Province, La Araucanía-Chile Region. The methodology was focused on the qualitative paradigm with the phenomenological-hermeneutical method. The key informants made up of five (05): three (03) members of the Neighborhood Board and two (02) inhabitants of the town. The information collection techniques were the in-depth interview and direct observation. In the interpretation of information, the techniques of: categorization, structuring, triangulation and theorizing were used. The information analysis process was carried out through the investigation and interpretation of the most significant findings. In the final reflections, the study led to the postulation of an active integrating vision, from the Environmental Education in the promotion of the sustainable development, being possible to approach, from the analyzes, explanations and the collective construction, the reality. The theoretical corpus will allow the individual to understand the relationships of interdependence with their environment, based on reflective-critical knowledge of their biophysical, social, political, economic, cultural and spiritual reality so that, based on the appropriation of the concrete conditions of existence, attitudes and appreciation of responsibility, cooperation, love, solidarity and respect for his integrity as a person can be generated in him and in his community.

RESUMO: A pesquisa teve como objetivo gerar corpus teórico da Educação Ambiental para a promoção do desenvolvimento sustentável nos habitantes da Comuna de Villarrica, Província de Cautín, Região de La Araucanía-Chile. A metodologia foi focada no paradigma qualitativo com o método fenomenológico-hermenêutico. Os principais informantes constituíram cinco (05): três (03) membros da Câmara de Bairro e dois (02) habitantes da localidade. As técnicas de coleta de informações foram entrevistas aprofundadas e observação direta. Na interpretação da informação, foram utilizadas as técnicas de categorização, estruturação, triangulação e teorização. O processo de análise das informações foi realizado por meio da investigação e interpretação dos achados mais significativos. Nas reflexões finais, o estudo levou à postulação de uma visão integrativa ativa, da Educação Ambiental na promoção do desenvolvimento sustentável, sendo possível abordar, desde a análise, explicações e construção coletiva, até a realidade. O corpus teórico permitirá ao indivíduo compreender as relações de interdependência com seu ambiente, a partir do conhecimento reflexivo-crítico de sua realidade biofísica, social, política, econômica, cultural e espiritual para que, a partir da apropiação das condições concretas de existência, possam ser geradas atitudes nele e em sua comunidade, valorização da responsabilidade, cooperação, amor, solidariedade e respeito por sua integridade como ser.


RESUMEN: La investigación tuvo como propósito generar corpus teórico desde la Educación Ambiental para el fomento del desarrollo sustentable en los habitantes de la Comuna Villarrica, Provincia de Cautín, Región de La Araucanía-Chile. La metodología estuvo focalizada en el paradigma cualitativo con el método fenomenológico-hermenéutico. Los informantes clave constituido por cinco (05): tres (03) integrantes de la Junta Vecinal y dos (02) habitantes de la localidad. Las técnicas de recolección de información fue la entrevista en profundidad y la observación directa. En la interpretación de información se utilizaron las técnicas de: categorización, estructuración, triangulación y teorización. El proceso de análisis de la información se realizó por medio de la indagación e interpretación de los hallazgos más significativos. En las reflexiones finales el estudio conllevó a postular una visión integradora activa, desde la Educación Ambiental en el fomento del desarrollo sustentable, siendo posible aproximarse, a partir de los análisis, explicaciones y la construcción colectiva, a la realidad. Él corpus teórico permitirá al individuo comprender las relaciones de interdependencia con su entorno, a partir del conocimiento reflexivo-crítico de su realidad biofísica, social, política, económica, cultural y espiritual para que, a partir de la apropiación de las condiciones concretas de existencia, se puedan generar en él y en su comunidad actitudes, valoración de responsabilidad, cooperación, amor, solidaridad y respeto por su integridad como ser.


Introduction

The planetary reality and its environmental difficulties have become a scenario that cannot ignore poverty, hunger, climate change, desertification, ultraviolet rays entering the troposphere, the extinction of species, among others, highlighting the need for ethical environmental behavior by citizens. Therefore, the natural environment is considered to be the
fundamental field of human existence, as it favors a more direct dialogue and relationship as a basis for promoting the creation of bonds of cultural belonging and the development of a close and deep participation between the human and the natural.

From Haussman in the nineteenth century to current postmodern moments, societal spaces have been subject to interventions with negative impacts generated by humanity despite the emphatically progressive and integrative environmental strategic plans and discourses that have been developed over time; as stated, Gattino and Milesi (2013, p. 5, our translation) state:

We are today facing a great paradox: at the same time that we are creating all the conditions for the disappearance of the human species, we are creating all the conditions to make possible the global relationship and encounter as a species. We threaten survival and, at the same time, strengthen the means of coexistence and communication. The care for one's own life has its expression in several clearly interrelated dimensions: self-care, care for others, and care for the environment. Let's take a closer look at one of these dimensions).

In other words, the dualistic categorization of the world, based on the dichotomies: subject/object, god/world, spiritual/natural sciences, mind/body, spirit/matter, which were expressed as part of the environmental education process, marked the division of the natural and the human being. This means that, on the one hand, the natural sciences were dedicated to study the relationships between the biotic and abiotic elements of the ecosystem, excluding the human being, and, on the other hand, the sciences of the spirit adopted as their object of study the social and cultural organization.

In these times of change and turbulence, the environment reproduces the dominant system of social relations, a space built as an ontoepistemic expression of a historical stage, so the environmental devaluation is the clear evidence of a civilizational crisis. Moreover, it is observed that, when approaching the field of Environmental Education, it is easy to demonstrate the common concern, especially for one dimension of this, the natural environment and the recognition of its role for the improvement of the being-environment-society relationship from relevant educational processes. According to González (2007, p. 109, our translation):

Environmental education clearly described some of the hallmarks of this important pedagogical field. The desirability of environmental education expressed in the form of yet another curriculum subject was dismissed from the outset; rather, the need to build a dimension that cut across all areas of the curriculum was insisted upon. In line with this idea, the Intergovernmental Conference on Environmental Education held in Tbilisi (UNESCO 1977) noted the interdisciplinary and multifactorial connotation of an action-
oriented environmental education, seeking to strengthen even the articulation of educational content as a whole, and giving rise to new training and informational models to help students understand the reality around them with a global sense.

In fact, environmental education clearly had some directions of equivalence to the pedagogical field; Expressing itself as a curriculum standard, however, the need to cement a dimension covering all areas of the curriculum was insisted upon. In addition, at the Conference on Environmental Education, held in Tbilisi, was linked to multidisciplinary and multifactorial intervention for action; emphasizing with the educational content in training to help students to achieve the reality of the context in a globalized way. SÁNCHEZ (2012, p. 49, our translation), indicates:

Environmental education is conceived as a permanent process in which individuals and the community become aware of their environment and acquire the knowledge, values, skills, experience and will to make them act individually and collectively to solve current and future environmental problems.

From this perspective, it is clear that it is a process that affects people, that has an inclination towards the attitudinal and behavioral, but that should not be based solely on the acquisition of a series of knowledge and skills, but rather on the integral development of the being, which allows one to educate for life, precisely by facing the great problems of the relation being environment-society, broadening its conceptualization and theme, led to reflecting on the role of peoples' culture, the revitalization of the indigenous, the vital role of women, the inclusion of physical-natural aspects, but also economic, political, technical, historical, moral, and aesthetic.

In turn, in Chile, according to Díaz (2016, p. 4, our translation), points out, "since 1984, the Environment has been considered from a disciplinary perspective, in 1990 the Ministry of Education set the goal of incorporating Environmental Education into the curriculum." This means that in the mid 1980s and 1990s, Environmental Education is incorporated into the Chilean curriculum. In fact, the Official Programs of Chilean education begin to give relevance and importance to the study of the environment, starting with permanent training for all teachers in order to deepen the knowledge in terms of coexistence, environmental problems and solutions. However, ROMÁN (2018, p. 17, our translation) indicates that Chile's Environmental Education:

It has had a development process for more than 50 years, in which there have been advances, setbacks, and contradictions in implementation. However, it
has no leadership, and its voluntary nature has not facilitated its strengthening in practice, since the projects are not sustainable over time. One of its strengths is that it is formally and non-formally implemented, and can reach all citizens.

It means that, the advances in Environmental Education in Chile, there have been advances, restrictions and objections in the implementation of it, which is why a true leadership has not been assumed in the application of the contents and practices in projects that can be sustained in time and space, so decisions have been generated in general in free activities and away from social and productive actions of the interests and needs of citizens.

In this line of thinking, sustainable development is the process that, inspired by a new paradigm, guides the changes that must be made in values, management methods, economic, ecological, and social criteria, in order to mitigate the situation of global change in which we find ourselves and adopt a path that is more aligned with the possibilities of the nature that shelters us. In this sense, Estrella and González (2014, p. 4, our translation) state:

The World Commission on Environment and Development (WCDC), established by the United Nations (UN) on December 19, 1983, defined the concept of sustainability as an individual way of life that begins in a particular way until it reaches the general sustainable development as development that meets the needs of the present without understanding what future generations have to meet their own needs.

Taking the above into consideration, it was based on a conception of sustainability as one's own or particular way of life until reaching sustainable development as progress that compensates for current needs and be designed for future generations. Despite all the advances that have been made in sustainable development, it is observed that even in some countries, specifically Chile, has not experienced true development in regions or communes. According to Zúñiga (2015, p. 11, our translation), reflects that sustainable development:

It is specifically in the area of environmental degradation, that is, the depletion of natural resources and the deterioration of the resource base through pollution. The omission of the environmental factor in this regard can undo many of the economic benefits extracted from natural resources in Chile.

Based on the previous quote, sustainable development is focused, in some provinces of Chile, in the context of environmental deterioration, which means that it refers to the weakening of natural resources and their reduction through pollution. This situation is reflected in the southern region of Chile, which is why, in an informal interview with Ms. Elisa Sanhueza, who has lived in the aforementioned commune for some years, she said that "it is regrettable how little the inhabitants participate in improving the environmental pollution that is experienced in
this commune and the little treatment given to the garbage, bad smells, and mistreatment of the flora. Mrs. Pinilla said that in the locality there is the presence of environmental deterioration, which is why the community suffers from the organization to solve environmental problems; as well as the negligence of the inhabitants in the implementation of actions that contribute to the improvement of the environment.

Consequently, the situation described leads the researcher to the need to undertake efforts that contribute to the improvement of the environment, and a possible alternative is environmental education for sustainable development; seeks to deepen the processes that have less environmental impact in all its spheres, which is why it requires an individual and community with a proactive attitude, interested and willing to act on behalf of the local, community and national environment. Therefore, it is proposed as an objective of the study to generate theoretical corpus of Environmental Education for the promotion of sustainable development of the inhabitants who are in the region to the South of Chile.

In this perspective, the dissertation was generated from the following questions: What are the epistemological and ontological elements present in sustainable development? What are the emerging meanings and senses offered by the theoretical foundation of Environmental Education for sustainable development? What are the theoretical elements necessary in the construction of a theoretical corpus of Environmental Education for sustainable development in the inhabitants of the southern region of Chile?

**Epistemological View of Environmental Education**

The seriousness of environmental problems forces, in the most conscious academic circles, to rethink the role of science before it; different subjects claim their ecological tradition or their contributions in this sense. The origins of this new attitude lie in the broad ecological crisis with social repercussions and the need to respond, from various fronts, including education. In any case, and as a consequence of its genesis and evolution, environmental education is presented today with a solid body of objectives, principles, contents and a methodology that are its own and that are concretized in the emergence of a new educational conception that develops in the face of the pressing need to contain environmental deterioration, to respond to a problem that is beginning to be glimpsed by politicians, technicians, sociologists, economists and the general public.
The United Nations Educational, Scientific and Cultural Organization (UNESCO, 1998, p. 45, our translation), in its declaration of principles of environmental education for sustainable societies and global responsibility, states that environmental education:

[...] It is a lifelong learning process, based on respect for all forms of life... Such education affirms values and actions that contribute to human and social transformation and ecological preservation. It encourages the formation of socially just societies that preserve a relationship of interdependence and diversity among themselves.

It insists on the need for individual and collective responsibility, critical and innovative thinking, and the interdisciplinary vision that characterizes environmental education, as well as the ethical consciousness it must awaken, perhaps as the most important explicit novelty. He defines it as an education that is not neutral, but ideological, it is a political act, based on values for social transformation. Environmental education deals critically with global aspects, their causes and interrelationships in a systemic perspective of the social, cultural and historical context, such as population, peace, human rights, democracy, health, hunger, degradation of flora and fauna, marginality, among others.

Environmental Education requires the combination of retrospective and prospective aspects of personal and collective history of the relations of being-environment-society, building and analyzing the contexts, retrospective in the sense of: remembering, reconstructing the past: how it acted and what processes or positive or negative phenomena occurred, what the results were, what went right or what actions were not successful and; Prospective, oriented to: the construction of the future, the desirable vision that one hopes to achieve.

**Sustainable Development**

The epistemological vision of sustainable development is an advanced process in time and space of nations, in which it seeks to raise economic growth, financial, productivity, acceptance in the study of technological innovation, the extension of the primary, secondary and tertiary sectors of the peoples. In addition, the expansion of the active population, improvement of environmental quality, welfare and human development. However, Valcárcel (2006, p. 4, our translation) reflects that:

The concept of development is heir to the Western notion of progress that arose in classical Greece and was consolidated in Europe during the Enlightenment period under the assumption that reason would enable the
discovery of the general laws that organize and regulate the social order and, thus, could transform it for the benefit of the people.

The author expresses that development is favored by Western knowledge in classical Greece and entrenched in Europe at the time of the Enlightenment, in which it was proposed that laws normalized the social order; modifying the benefits of individuals. Similarly, Matteos (2015, p. 32, our translation) points out that development is defined as a "process by which the entire society of a country moves towards successive levels of satisfaction through sustained and permanent growth and a constant transformation of its structures. This means changes in the structure of production and occupation, in the quantity and composition of resources and techniques used, and changes in demographic characteristics.

From the premises of development, the range opens up for the sustainable development approach.

Similarly, Matteos (2015, p. 35, our translation) the concept of sustainable development "stems from the confluence of two lines of thought; on the one hand, the theory of economic growth and, later, development, and, on the other, ecology, conservation of natural resources and environmentalism. It means that sustainable development has its origin in the theory of economic knowledge, development and ecology. This approach occurs when the effects of the socioeconomic system on the biosphere are progressively verified. Likewise, it responds to the principles of respecting local culture, minimizing the negative impact caused by the activity of preserving the environment, and supporting human rights. The awareness of society, guiding in the conquest of creation to the affinity of environmental and cultural thinking, both individual and collective.

Methodological approach

The study was framed in the qualitative interpretive paradigm, seeking to clarify and understand the social reality of the phenomena studied, their essence, nature and behavior; highlighted in the value and importance of ideas, feelings, motivations, experiences and interrelationships of individuals in a given context, seeking to identify the nature of their reality and its dynamic structure in a natural environment. According to Taylor and Bogdan (2016, p. 20, our translation) "qualitative methodology refers in its broadest sense to research that produces descriptive data: own words, spoken or written and observable." In the specific case of the study, it is sought that the key informants relate in their own words the facts and events in relation to Environmental Education and sustainable development.
On the other hand, the method used was phenomenological-hermeneutic. In this sense, Barragán, cited by Rojas et al. (2020, p. 245, our translation) states that phenomenology is: "a method that aims to achieve an intellectual view of the object through intuition. Intuition always gives preference to what is immediately given to things." In other words, it is a part or science of thought that studies, analyzes and interprets the phenomena referred to knowledge, that is, the essences of things. The relationship between two or more facts and the area in which that reality is present is instructed.

Likewise, hermeneutics as a referential theoretical perspective for the study, since through it can be interpreted theoretical elements that allow the generation of the theoretical corpus of Environmental Education for the promotion of sustainable development in the inhabitants of the southern region of Chile. Hermeneutics integrates philosophy and phenomenology, starting from the premise that it is the science of interpretation, therefore every expression of human life can be interpreted, relating it to the capacity of understanding that people possess when capturing meanings.

Thus, the key informants were groups of people who provided information in the development of the research. Thus, five (05) key informants from the Villarrica Commune were selected distributed as follows: three (03) neighborhood council members and two (02) inhabitants who have lived for more than thirty (30) years in the locality. This selection was due to very particular characteristics, among them: (a) they are leaders in the commune, (b) they have lived in the community for more than thirty years, (c) they are social fighters, and (d) they are committed to community transformation.

In accordance with the research, the technique of participant observation was assumed, in relation to this technique Taylor and Bogdan (2016, p. 1) argue that "it is the engagement of social interaction between the researcher and informants in the latter's milieu (social setting, environment, or context), and during which data are collected in a systematic and non-intrusive manner. It involves the selection of the social setting, the access to that setting, the interaction with the goalkeepers that favor or allow the researcher access to the setting. In this sense, the in-depth interview was used, which allowed studying the key informants in their behavior and the creation of cognitive knowledge. When referring to the in-depth interview as an information gathering technique, Martínez (2004, p. 26) stands out by stating that: "it is a technical instrument that has great epistemological harmony with these approaches and with its methodological theory". It means that the in-depth interview generates the possibility of a closer encounter with the scenario under study.
To highlight the information obtained and apply the suggested treatment, according to the nature of the study, a dynamic was created between what was collected and the analysis treatment that corresponded to do, consequently, the following techniques of information analysis were put into practice: categorization, structuring, triangulation and theorization. As for Categorization, according to Martínez (2004, p. 164, our translation), "it consists in the segmentation into singular elements or units, relevant and significant from the point of view of the interest of the researcher and his team". Thus, the categorization was performed by the registered units, that is, establishing a unit of meaning enabling the creation of another, within a registered theoretical context.

Next, the Structuring, this information processing technique consists, in the words of the mentioned author, "to present the interpretations of the meanings of the expressions about the categories, subcategories emerging in the systematization of key words contributed by the social actors of the research process" (MARTÍNEZ, 2004, p. 145, our translation). Triangulation, Martínez (2004, p. 178, our translation), states that "a wide variety of data is used to carry out the study that comes from various sources of information." In other words, it emerges from the information collected by the researcher; cross referencing the opinions of key informants. It was used, in the present study, in order to generate more theoretical support for the theoretical understanding stipulated for the study.

Finally, there was theorizing, according to the mentioned author: "it is the process that uses all the means available to the researcher to enhance the contributions outlined in the reference framework" (MARTÍNEZ, 2004, p. 180, our translation). That is, the research was strengthened and generated the theoretical understanding of the constructive interpretation process from the complexity of Environmental Education for the promotion of sustainable development.

Results

At this point in the research, the articulation between the method, the methodology and the epistemology that sustains the course that relates the elements that enable the process of knowledge production is expressed; It gravitated to constitute a plane of meaning expressed in the premises of the method, the methodological procedures and the critical reflective instance that permeated the folding, withdrawal and deployment of the methodical discourse. Likewise, the ontoepistemic connections, interconnections, and transconnections that accounted for the studied phenomenon throughout the research process are presented. In primacy, the intellectual
The talent of the key informants is highlighted, who presented their empirical and scientific positions that valuatively defended the meaning that was pursued with the study.

One of the crucial procedures of the study was given by the informational process, formed from several edges, such as: state of the art or state of the art; hermeneutic techniques; paper writing; paradigmatic clarification and assumed approach; final selection of topic and problem to study, thanks to the contributions of designated readers; construction in the application of the in-depth interview script; Not recording, categorizing, structuring, triangulating, and theorizing the information collected in the in-depth interview and field notes.

Consequently, the process of theory building, intertwined with categorization and subcategorization, from preliminary to emergent; a process that was carried out continuously with contrast and triangulation that generated the respective formal descriptions and empirical descriptions that integrated a whole, i.e., the predictors that enabled the scope of the study's worldview. It is worth clarifying that the tables, which are presented hereafter, contain information relevant to: Open and Axial coding of the in-depth interview.

A. Raw and axial coding of in-depth interviews

<table>
<thead>
<tr>
<th>Proposal: 1. from your opinion: Does the application of Environmental Education contribute to sustainable development?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Informant</strong></td>
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<tr>
<td>-------------------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
</tr>
</tbody>
</table>
Sure, sure, if I agree with that, because environmental education is a way of observing the environment in an integral way.... Individuals must interact harmoniously in care and protection.

One hundred percent, of course, if it contributes, because that's what sustainability is sought and if it's in the

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**Table 2 – Unit of Analysis Coding: Sustainable Development**

<p>| Proposal: 2. from your opinion: What educational actions does the community carry out to promote sustainable development? |
|-------------------------------|---------------------------------|---------------------------------|
| Key informant | Raw information | Axial Code | Hermeneutic Synthesis |
| 1 | ... The community depends on a neighborhood council ... Here so far they are implementing absolutely nothing of this sustainable development, the best after ... | Neighborhood Council Sustainable Development | The interviewees specified the presence of the neighborhood council in the community, but stated that it needs to develop many programs and projects in the locality. In addition, they think that in the opportunities the neighbors join the school members to mediate some situations, among them, the cleaning of green areas. Therefore, the informants are concerned with the development of educational lectures, training workshops in the environmental, social and values areas. All this will result in people's well-being and quality of life; emphasizing awareness, sensitization, harmony, healthy interactions, and coexistence with the environment. What was stated by the informants is relevant to this research, which is why it seeks to deepen, update, inform, raise awareness, and sensitize individuals about environmental education and sustainable development. |
| 2 | ... In the educational area ... In the commune we have schools nearby, one that other times participate together with the neighbors in educational lectures about sustainable development in the quality of life. | School Educational Lecture Quality of Life | |
| 3 | ... Empowerment workshops that have always been addressed in the community, raising awareness of all the people ... It is a | Training Workshops Awareness | |</p>
<table>
<thead>
<tr>
<th>4</th>
<th>There were several meetings, environmental awareness activities. Meetings to apply sustainable development to improve waste treatment... He went to the Ministry of Environment to take action about the pollution that the Lake has...</th>
<th>Awareness Raising Activities Waste treatment Contamination</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>If educational talks were developed with people from the Ministry of Environment... At the community level, young people got together, talked about social issues,</td>
<td>Educational lectures Social themes, tolerance and values</td>
</tr>
</tbody>
</table>

Source: Prepared by the authors
B. Information Triangulation

Table 3 – Proposition: 1. From your opinion: Does the application of Environmental Education contribute to sustainable development?

<table>
<thead>
<tr>
<th>Key Informant Axial Codes</th>
<th>Analysis of Revealed Meanings</th>
<th>Epistemological Logic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmenta l conservation</td>
<td>Healthy Environment t.</td>
<td>Awareness</td>
</tr>
<tr>
<td>Contamination</td>
<td>Healthy Environment t.</td>
<td>Well-being and quality of life.</td>
</tr>
</tbody>
</table>

**Emerging subcategories:** Environmental education, sustainability, and quality of life.

Source: Prepared by the authors

C. Theorization

Theorizing, according to Coffey and Atkinson (1996, p. 56, our translation), is "the integration of analysis and interpretation; it is looking for what is hidden to generate new ideas." The type of ideas that are used, transformed, and delineated can be influenced by understanding, curiosity, or antagonism (theoretical framework); in this sense, no theoretical framework exhausts the possibilities, this helps and regulates reflection, to explore and understand the phenomena; therefore, theorizing was done from the emerging categories.

Emerging category Environmental Education and Sustainable Development: Environmental Education is framed in the knowledge of the individual, that is, who has the ability to analyze, reflect and interpret the social, political, economic, cultural and spiritual
realities of the context in which they operate. As reflected in informant 5: "when we talk about social we talk about the community part that each individual can be part of this environmental education"... The informant alludes to the importance of environmental education from a social point of view. This is endorsed by Carrizalez (2010, p. 54) when he states: Nóvoa (2009) cited by Calderón Torres and Caicedo Rincón (2019, p. 16, our translation) posited that EA is a way for the "rethinking of our relationships with the biosphere, while at the same time an instrument of social transformation and empowerment of the weakest, all with the ultimate goal of achieving more harmonious and equitable societies". Thus, the link between society and environment interrelates actions, feelings and emotions of everyday life, coexistence, experiences, free time, leisure, sensations, work, among other relevant aspects for the strengthening of the environment. These actions must go hand in hand with each and every member of the community.

In turn, sustainable development is identified with the social stage that will enable the indefinite course of human survival through a healthy, safe, and productive life in harmony with nature and spiritual values. As indicated by Informant 5: "... Environmental training is very important and vital when we talk about sustainability... that everything is maintained over time and that we don't use the resources we have now and it's over, but to think about those future generations...". In Guerrero's (2015, p. 123, our translation) thinking, sustainable development "should be considered an instrument to make the economic and social system viable in a certain time and spatial horizon. The sense of sustainability must be considered in realistic terms." Therefore, it requires an individual capable of promoting values of rescue, conservation and protection of the environment; so that this is conceived as a strategy that generates educational, social, economic and human relations resources with the environment.

Conclusions

Going through the research objectives, as a product of the voluntary insertion of the actors in the research process, led to a cognitive affective experiential awakening in the realization of the factors that led to the construction and reconstruction of realities, which as transforming social subjects were able to lead, arriving to reconvert the spaces of everyday life, in areas of shared work, under visions that promoted a creative, innovative, relevant and effective practice, through environmental education. Likewise, it was concretized in a dissertation in which aspects and data are compared to current studies in the field of environmental education and to the precepts of two apparently dissonant worldviews: linear
and complex, which shed new light on the integral link that exists between environmental education and the triad being-environment-society.

Therefore, the objective of identifying the epistemological and ontological elements present in sustainable development, explains the actions and practices that informants perform in everyday life, in response to the positions that direct them, and the importance of reflecting on the needs for change and attribution to a tradition, from which are instituted the transformations that, as social and intellectual subjects, commit them. Furthermore, to appropriate each of the components found in nature; committed, responsible, and valuing the context in which they are found.

In this order of ideas, the objective of interpreting the emerging meanings and senses offered by the theoretical foundation of environmental education for the promotion of sustainable development, framed in the epistemological approach, understands as the process of humanization that shapes the potential self-taught development of knowledge as an ethical project of life, with an evaluative sense of the social reasons of knowledge and relationships with the other, constitute affectivity, the axiological and political sense of life through the social, educational and environmental process.

Consequently, the interpretation of the emerging meanings and senses offered, as a contribution to Environmental Education, induces to rethink actions and reform thinking in the conscious deepening of positions in the protection and strengthening of sustainable development, its dominances and consequences. Therefore, the emergence of a proposal that promotes the understanding of the meanings of its appropriation, to make a sense and a flow of innovative contribution in the construction of knowledge in the educational community, is significant.

Finally, it was possible to elaborate the theoretical corpus of Environmental Education for the promotion of sustainable development in the inhabitants of the Commune of Villarrica, Province of Cautín, Region of La Araucanía-Chile, deepening the importance of environmental education, in which one tries to bring people closer to their immediate reality and the context in which they evolve, that they awaken in their attitude and will so that they are able to give alternatives; Not repeating traditional rational schemes or parameters, it is about motivating the senses, imagination, creativity, inventiveness, personal satisfaction and diachronic and synchronic solidarity.

Likewise, the theoretical corpus is based on the transdisciplinary perspective and on the reconceptualization of the epistemological, theoretical and practical plan in which it approaches the knowledge of the environmental reality of the triad: environment-being-society,
blurring the same intervention for events and actions occurring in the environmental context, which is why it restructures, From the valid internal perception of each individual to the redirection of the being-environment relationship, to a more balanced, fair and sustainable situation, both on the natural, social, spiritual and other levels.

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