



Escuelas transformadoras. Camino hacia la ciudadanía global y la agenda 2030 [

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text (article)

Analítica

In the current social context, the need to reflect and investigate as an educational community is essential to dissolve limitations that keep us away from a school based on Education for Global Citizenship, according to Agenda 2030. This qualitative study of evaluative research based on the theory aims to know the dynamics and processes of change perceived by the teachers of five rural schools in the construction of a pedagogical culture for social transformation. Twelve interviews, supported by cartographies, have been carried out with the teaching staff and management team. In addition, a discussion group was organized, and the final return of the results to the schools. The results show 9 phases that reflect dynamics of change to become "Transformative Schools". The challenge of transforming schools is that pedagogical reflection is a continuous, flexible and systemic process that generates a culture of social transformation and change according to the Sustainable Development Goals. All this within the framework of a participatory culture in which the educational community is a network that remains active and is in continuous development

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