

EDUCATING FOR A SUSTAINABLE FUTURE THROUGH THE CIRCULAR ECONOMY: CITIZEN INVOLVEMENT AND SOCIAL CHANGE

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INTRODUCTION

European and national educational directives establish the framework of action and the commitments that must be made by each agent to reach the new sustainable paradigm which is based on circularity.



The school, as an institution of social transformation, faces a reproductive framework that feeds the consumer socio-economic structure.



OBJECTS AND METHODS

The aim is to **identify the forces for change** to improve the intervention mechanisms in the educational field in Spain aimed at fostering the involvement and the participation of young people.

Discourse analysis using Grounded Theory

Prospective analysis using the scenario method

Semi-structured interviews and focus groups are conducted with technicians and managers, trainers of trainers, teachers, and researchers (n=53)

Qualitative methodology

The discourse of the agents and legislation on education and sustainability are analysed to generate substantive theory.



CONCLUSIONS

Educational policies and standards

must decisively integrate **environmental and sustainable development content**, giving flexibility to the curriculum and expanding by carrying out an ecosocial, comprehensive and transversal treatment of competences.

The **recommendations** resulting from this research offer a practical guide to continue progressing from a global awareness that reconnects us with our environmental reality.



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