

Transformation of Cultural Imaginaries Through the Applicability of Transversal Projects in Educational Institutions.

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Abstract: This article focuses on the study carried out in two public educational institutions, one rural (Aguaclara) in the village of Aguaclara and the other urban (Corazón del Valle) located in commune four, in the central area of the city of Tuluá. This contrast of perceptions makes it possible to compare perspectives that transcend the transformation of cultural imaginaries, knowledge and the visibility of micro-policies generated within the educational communities involved.

Objectives: The main objective of this article is to determine the applicability of the Transversal Projects (PESC, PRAES and VIAL) in the Aguaclara and Corazón del Valle Educational Institutions for the transformation of the cultural imaginaries of their communities. To materialize it, an identification of the structuring of these Transversal Projects in the PEI of their institutions is carried out; as well as their applicability within the respective Educational Institutions is analyzed and strategies that contribute to the strengthening of cultural imaginaries are established, based on these Transversal Projects that belong to these Educational Institutions.

Method: The investigative study of the present article has a quantitative approach, of pre-experimental design, from an investigation of descriptive and transectional scope, in a population of 75 teachers of basic primary, A non-probabilistic sample of 50 teachers was selected from the educational institutions of Aguaclara (25) and Corazón del Valle (25) in the municipality of Tuluá (Valle del Cauca, Colombia), who can provide guidance on aspects related to transversal projects and involve them in the solution of socio-cultural phenomena and the specific problems of their communities.

Results: The results of the study showed that 70% of the teachers claimed to 'Have a general idea' of the content of the IEP, and 30% claimed to have a 'very good understanding' of it. 90% of teachers believe that the IEP has a positive impact on the quality of education and for the cross-curricular pedagogical project (CTP), 50% of teachers said they had a 'general understanding' of its content, while the remaining 50% said they 'know it well'.

Palabras clave: Imaginaries, culture, cross-cutting projects, public spaces, educational communities

1. Introduction

The subject of this article focuses on how to improve coexistence in public spaces, from the intervention carried out in educational institutions, from the Transversal Projects (PESC, PRAES and VIAL), taking as a sample the students of the Educational Institutions Aguaclara (rural sector) and Corazón del Valle (urban sector) to generate a transformation in the cultural imaginaries of their communities.

The problems that are present in the municipality, and which we wish to intervene, correspond to: the high rate of traffic accidents (especially on motorbikes) involving young people of school age, the scarce involvement of this age group regarding the increase

of polluting waste that affects the public spaces where they share, also the poor management of waste from the source, in addition to the problems of school bullying, among other aspects. These negative scenarios seem to have no end in terms of disturbance in the educational communities, a situation that indicates that the transversal projects, considered obligatory, are not included in the curricular planning, but are worked on as activities that are incorporated into the institutional timetable, in an isolated manner and lacking a common thread that contributes to remedy this type of situation in the educational institutions of the region.

For this reason, pedagogical projects have been implemented with the intention of being able to respond to the intervention of these problems, as a requirement established in national regulations, however, those responsible for implementing them propose a series of activities that do not allow them to be related to the curriculum and do not suggest learning that favours the student's citizenship training, actions that are reflected in their social behaviour. Given this panorama, the objective is to define and analyse the criteria and characteristics that should be taken into account in a curricular integration model in order to understand the cross-curricular projects that are part of the curriculum, with the aim of contributing to the citizenship training of students, and also so that it can be used by other actors in the educational community (teachers or parents in public educational institutions), as a possible way of integrating the various forms of knowledge towards the development of competences for life. However, this effort implies the reorientation of pedagogical practices towards the construction of meaningful knowledge, aimed at the transformation of local, regional and national contexts.

From a methodological point of view, this article is relevant because it attempts to pedagogically address the problems that affect today's society, such as: environmental imbalances, social inequalities, exclusion, the proliferation of dysfunctional families, the tendency towards individualization and demobilization, among other aspects. From a theoretical point of view, this article stands out for being regulated by Decree 1860 of 1994, since by positively intervening in cross-cutting projects, through pedagogical strategies, it is possible to plan, develop and evaluate the curriculum in the educational establishment, in such a way that it enables the improvement of the quality of the pedagogical process, in addition to comprehensively developing the student from the activities immersed in the study plan, so that the student takes advantage of materials, equipment, acquires technical and technological mastery, to solve social, environmental, political, and economic problems, in addition to promoting their investigative spirit and other purposes and objectives set out in the PEI. From a practical point of view, it is also important, because the pedagogical project can be planned or conceived as an activity that is part of the curriculum and can exercise the student so that he can solve the problems diagnosed in his environment, from its

different social, scientific, cultural and technological aspects that involve them.

Among the most significant theoretical foundations is that of Acedo (2022) who uses gamification as a technological tool, in such a way that it allows the activation of interest in learning in children, through the implementation of learning through play, which makes the process fun and interactive, creating addiction to learning and providing immediate feedback.

On the other hand, the educational sector is called upon to promote significant changes, in order to lead the formation of individuals capable of living in a society in which they develop in a tolerant, supportive, honest and fair manner. Pedagogical models must be based on "transversality", or transversal axes that are inserted in the curricula, in order to meet specific objectives or purposes, such as providing elements for the transformation of education and which are determined by the legal and educational aspects established in Colombian regulations, such as: the Transversal Pedagogical Projects established by the Ministry of National Education in art. 14 of Law 115 of 1994, which takes into account: Environmental Education, Sexual Education and Human Rights (education for justice, peace, democracy, solidarity, brotherhood, cooperativism and the formation of human values). The research revolves around the concept of transversality, which Rendon Pantoja (2015) defines from a concept that arises with educational reforms to "cross the curriculum", as that of establishing a transdisciplinary dimension that crosses all its components, emphasizing the procedural, attitudinal and axiological dimension of the educational component. A concept that is in turn highly questioned from a socio-critical perspective of the curriculum, especially if it is illuminated from a post-structuralist approach, where it loses meaning and coherence, because this concept of transversality, not neutral, located and dated in personal, social, historical and political contexts, has provided it with different accentuations, because it loses meaning and coherence from the very contradiction of a mandatory curriculum, which invents a name to include what does not fit elsewhere in the curriculum. The transversal axes contribute through education to the resolution of latent problems in society, which transversalize the curricular meshes of educational institutions.

Curricular designs took a new turn after UNESCO disseminated, from 1996, the theme of

“TRANSVERSALITY” (Chica, 2007), in addition to the report of the international commission in which they enunciate education for the 21st Century, as well as the incorporation of its axes. On the other hand, educational institutions have been formulating strategies for the formation of values using the concept of transversal axes, in order to give an integrative approach to the curriculum and allowing the comprehensive training of their students.

The definition of the transversal axis is complex, therefore, it is preferable to issue the concept that conceives them as globalizing instruments of an interdisciplinary nature, which cover the entire curriculum and in particular the areas of knowledge, disciplines and topics, all with the purpose of creating favorable conditions that provide students with greater training in social, environmental or health aspects. The transversal axes have a global character, because they cross, link and connect many subjects of the curriculum. This means that they become instruments that go through the subject, the topics and fulfill the objective of having an overall vision.

It is necessary to insist on the fact that the transversal approach does not deny the importance of the disciplines, but rather requires a review of the strategies traditionally applied in the classroom, to be incorporated into the curriculum. Thus, at all levels, a meaningful education for the student needs the connection of these disciplines with the social, ethical and moral problems present in their environment. The transversal axes interact interdisciplinarily and transdisciplinarily, for which reason, it is necessary to introduce transformations in mentalities, starting by openly questioning the paradigm shift that teachers have to give, since they consider themselves absolute owners of the subject they guide. Within the academic field, “deification” is current, until the moment in which scientific or technical content produces quite negative consequences, both for the individual and for the community.

In this context, the Corazón del Valle Educational Institution has its main headquarters in commune four, the most central sector of the city of Tuluá; while the Aguaclara Educational Institution is located in the district that bears its name, in the flat rural area, southwestern strip, bordering the municipality of Andalucía. It is a district that has all public services, 40% paved roads and urban transportation, which is characterized by the fact that the lands, for the most part, are dedicated to the cultivation of sugar cane,

given its proximity to the San Carlos Sugar Mill. This region also stands out for its traditional Valle del Cauca cuisine offered in its restaurants and for its multiple nightclubs that make its idiosyncrasy the happy, friendly and party-loving behavior, the same as that observed in the city of Tuluá. Tuluá is a city in the department of Valle del Cauca, located in the central region, a demographic engine that has an approximate population of 312,415 inhabitants in 2023. Due to its geographical location, its socioeconomic influence extends over the neighboring towns of Andalucía, Bugalagrande, Bolívar, Riofrío, Roldanillo, Trujillo, Zarzal, Sevilla, Buga, San Pedro and others whose floating population amounts to approximately 600,000 people. The Municipality of Tuluá occupies a territory of 910.55 km² (91,055 ha) of which 98.78% is equivalent to the rural area and 1.22% is equivalent to the urban area

Among the previous studies or background that support the state of the art on the subject, Acedo et al (2022) stand out, who motivate students with gamification in the use of technology as a learning tool, with the main objective of providing a source of learning that affectionately encourages students. From a descriptive, non-experimental and cross-sectional methodology, which is based on the account of processes that students go through, it allows us to reach the conclusion that gamification can be used as a learning strategy, due to the contribution it makes to the development of meaningful learning in students, to be trained as integral beings.

Arturo (2020) establishes the objective of implementing a proposal that integrates transversal projects into the curriculum, so that they can influence the way in which students develop their competencies. From a mixed-approach research, concurrent transformative design, action-research method developed from different stages and phases, he uses foresight to build a participatory proposal that identifies the curricular transversality and the competencies of students, in relation to their comprehensive training, which allows him to reach the conclusion that transversal projects are not relevant, because teachers take them as tools for the ethical strengthening of student competencies for life, as a way of facing their future and part of their comprehensive training, with which they can contribute to society; for this reason, transversal projects must be implemented with a social and transformational sense, so that they respond assertively

to the needs of a new society, from the perspective of the students of tomorrow. Rojas and Barahona (2024) formulate the objective of recognizing the impact that transversal projects have to strengthen the educational quality of students, through a humanistic-interpretive epistemic perspective, which is based on a descriptive educational ethnographic method and sequential methodological design, which allows them to reach the conclusion that transversal projects strengthen educational quality and the comprehensive training of students.

The Ministry of National Education, within its Educational Quality Policy Strategies, contemplates training for citizenship through the strengthening and expansion of transversal pedagogical programs and the Citizen Competencies program.

The Transversal Pedagogical Projects established in art. 14 of Law 115 of 1994 are: Environmental Education, Sexual Education and Human Rights, from which it seeks to make possible the integration of the various knowledge for the development of competencies for life. This implies reorienting pedagogical practices towards the construction of meaningful knowledge, which aims at the transformation of local, regional and national contexts and adheres to the curriculum through decree 1860, article 36, where transversal projects are a complementary training strategy that seek to strengthen the educational process of students oriented towards integral development.

Likewise, Decree 1860 in its Article 33 determines that the development of the curriculum is the product of a set of organized activities leading to the definition and updating of criteria, study plans, programs, methodologies and processes that contribute to comprehensive training and national cultural identity in educational establishments. The curriculum is developed to guide academic work and must be conceived in a flexible manner to allow its innovation and adaptation to the characteristics of the cultural environment where it is applied.

Based on all the above, the objective is to determine the applicability of the Transversal Projects (PESC, PRAES and VIAL) in the Aguacalara and Corazón del Valle Educational Institutions, to transform the cultural imaginaries of their communities.

2. Methodology

This article has the characteristics of a quantitative approach, in which Hernández Sampieri et al. (2014) highlight the measurement of investigative phenomena and information that involves the knowledge of teachers, which are delimited according to the management of transversal projects in their institutions, to whom instruments are applied that

allow the discovery of phenomena that revolve around the real world, in relation to public spaces that involve education, which can have numerical representation and also be analyzed and interpreted with statistical procedures.

The design is of a pre-experimental nature, because it is applied to a single group of teachers from two Educational Institutions (Aguacalara and Corazón del Valle), as a first approach to the structuring and applicability of the Transversal Projects (PESC, PRAES and VIAL) in the PEI of their Educational Institutions (Hernández Sampieri et al., 2014).

Since the research data were collected at a single time, the design is of a cross-sectional type, by identifying the structuring that involves the transversal projects and their applicability, as well as the realization of the analysis for the establishment of strategies that strengthen the cultural imaginaries of their communities, so that time passes in the application of the instruments (Hernández Sampieri et al., 2014).

The scope of the research is descriptive, by specifying the structuring and applicability of the Transversal Projects (PESC, PRAES and VIAL) that the teachers of the two institutions of the present research perceive, in relation to the implementation of imaginaries in the educational community, taking as a basis the dimensions that were established for the analysis, specifying the characteristics and the profiling of teachers, communities, processes and phenomena subjected to the corresponding analysis (Hernández Sampieri et al., 2014).

The Corazón del Valle Educational Institution has five locations, with a population of 7 preschool teachers, 42 in Primary Basic Education and 35 in Secondary and Middle Education, for a total of 84 teachers who serve more than two thousand students in transition to eleventh grade in its 6 locations, two on the outskirts of the center and four in the most vulnerable sectors of the city; while at the Aguacalara Educational Institution 68 teachers teach more than a thousand students in transition to eleventh grade, distributed in five locations.

The sample chosen to which the intervention was carried out corresponded to 50 primary basic teachers (25 for each institution). The sample selection method was non-probabilistic, because its selection depended on the decision made by the researcher in charge of collecting the data (Hernández Sampieri et al., 2014), after applying the designed instruments, who were imposed the following inclusion criteria: being practicing teachers, belonging to both institutions, who had their academic load in primary education and managed the transversal pedagogical projects in their headquarters.

The procedure with which the research was developed describes the application of the instruments that guaranteed the obtaining of the required data, so that the development of the proposed objectives could be fulfilled, based on the following phases.

First Phase. The work units were the specific groups that were the object of study. The important thing in this phase was the formation of the research group that was interested and could participate in the transformation of the problem, therefore, it was necessary to become aware of the problems that affected the community and to reflect critically to identify the priority problems.

Second Phase. This refers to the diagnosis in which the interests and needs of the community under study were interpreted, in order to agree on the problem that was ultimately investigated. To carry out this diagnosis, the SWOT analysis was chosen, with groups of parents and teachers, in addition to the problem tree built with the student girls.

Third Phase. In this phase, the transversal projects were defined, taking into account the context and in which the teachers participated, in addition to taking into account the student community and the research team. The information obtained was socialized, both in the problem tree and the application of the SWOT, in addition to reflecting on its reality.

Fourth Phase. The evaluation is carried out, where the knowledge built and the results of the process are reflected upon, with the purpose of establishing agreements. The work and evaluation minutes were prepared, which were applied after each activity, which allowed the necessary feedback of the process.

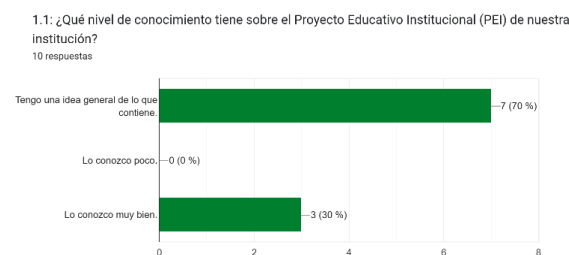
Finally, a systematic bibliographic review was carried out throughout the process, so that the theory-reality contrast would guide the work and allow for the creation of a set of responses, conclusions and suggestions regarding the research experience being carried out, in order to thus make known the results of applicability.

3. Results

3.1. Understanding and accessibility of the IEP.

The survey showed that 70% of teachers said they “have a general idea” of the content of the IEP, and 30% said they had a “very good understanding” of it. While this may seem like a positive trend, the fact that most teachers have only a superficial understanding of the document indicates a gap in knowledge about the IEP necessary to ensure its effective application in daily teaching practice. As Bolívar (2012) points out, the IEP must not only be known, but also internalized by educational participants to become a tool for change.

Figure 1. Level of knowledge about the IEP



Regarding access to the IEP, 90% of teachers considered it acceptable to participants in the educational community, with 10% disagreeing. However, teachers revealed concerns about the lack of dissemination of information to certain groups, particularly parents. This demonstrates the need to expand communication mechanisms to ensure that the IEP is accessible and understood throughout the educational community.

Figure 2. Availability and accessibility of the IEP for the entire educational community

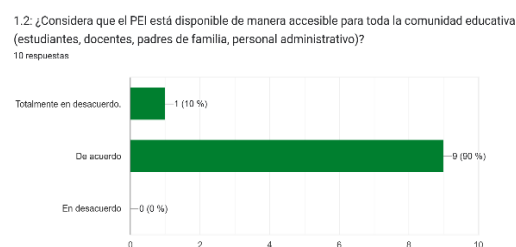
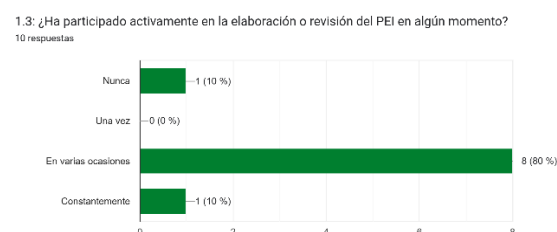


Figura 3. Participación activa en la elaboración o revisión del PEI



3.2. Participation in the creation and revision of the IEP

80% of teachers said they participated in the development or revision of the IEP “many times” and 10% said they did so “frequently”. However, 10% said they had never participated. Although most teachers participated to some extent, comments indicated that these experiences were not always inclusive and effective, which is at odds with the recommendations

made by Fullan (2007), who argues that the active participation of teachers in the construction of the IEP is essential to guarantee commitment and alignment between strategic design and educational practice.

Figura 4. Redacción del PEI clara, concisa y fácil de entender

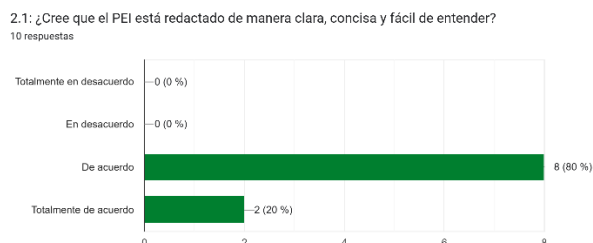
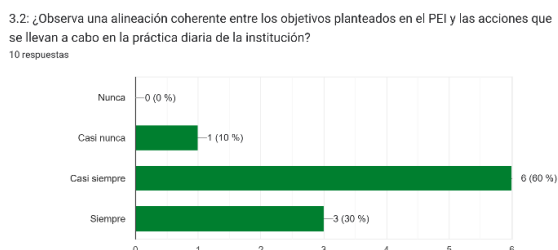


Figura 5. Información fácil de encontrar dentro del PEI



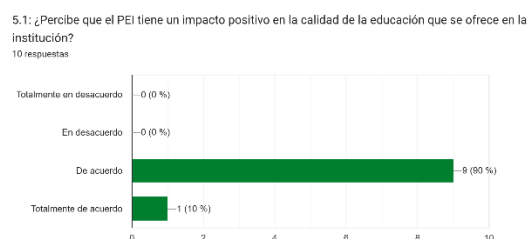
3.3. Clarity, language and coherence in the IEP.

Eighty percent of teachers considered that the IEP was written in a clear and concise manner, while the remaining 20% considered it to be "very clear." However, the analysis of the comments shows that this perception does not always lead to consistent implementation. Only 60% of teachers considered that there was congruence between the objectives established by the IEP and the daily actions of the institution, and 40% recognized that these relationships were inconsistent. This indicates a gap between strategic planning and institutional reality, as Sacristán (2008) points out regarding the fact that this issue can undermine the capacity of the IEP Faculty of Education to transform educational practice.

3.4. Impact and updates of the IEP

90% of teachers believe that the IEP has a positive impact on the quality of education, while only 30% say that it is "always" updated regularly. This is a major challenge, because strategic documents such as the IEP must reflect the changing needs of the educational and social environment. Lack of regular updates can limit their long-term relevance and effectiveness.

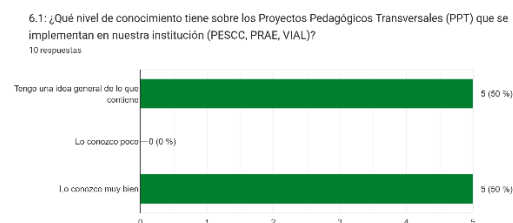
Figure 6. Appropriate language of the IEP for the entire educational community



3.5. Knowledge and use of the PPT

Regarding the transversal pedagogical project (PPT), 50% of the teachers said they had a "general understanding" of its content, and the remaining 50% said they "know it well". Although this distribution is more balanced than that of the PEI, the observations made by the teachers indicate significant problems with its implementation, given the poor integration of the content with the subjects at the time of application.

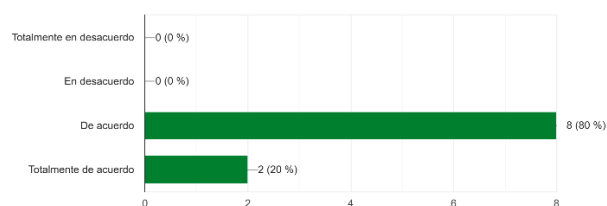
Figure 7. The PEI clearly reflects the values, principles and mission of our institution



80% of teachers believe that PPTs are useful for the development of transversal competences, and a similar proportion of teachers believe that PPTs are convenient for the development of significant learning. However, the saturation of activities "activitis" defined by teachers as many activities with few defined objectives, in addition to the lack of coordination between projects, was a recurring problem in the responses. According to Stenhouse (1975) interdisciplinary projects must be consistently integrated into the curriculum, so that they do not become isolated and decontextualized activities.

Figure 8. Alignment between the objectives set out in the PEI and daily practice in the institution

7.2: ¿Considera que los PPT contribuyen a desarrollar en los estudiantes habilidades y competencias transversales que van más allá de los contenidos académicos tradicionales?
10 respuestas



3.6. Teachers' Observations and Recommendations

The comments support the quantitative results and highlight specific recommendations for improving the management of IEPs and PPTs. The most repeated observations were: the need to integrate activities into a common schedule to avoid oversaturation, provide training at the beginning of the school year, and effectively implement the program. In addition, some teachers suggested that the IEP should more clearly reflect the institution's mission and vision and be open to all stakeholders in education, including parents.

3.7 Strategies

Within the strategies that can be implemented to achieve the purposes of changing cultural imaginaries, the following can be proposed, from the following categories of analysis:

3.7.1 Transversal projects

Transversal projects in education are a teaching strategy that integrates knowledge, values and skills that articulate different areas of the curriculum, with the aim of addressing social problems that occur in the context and for which Cortina (2017) maintains that these programs aim to create meaningful teaching that transcends isolated disciplines and promotes a comprehensive perspective and learning for students. In this sense, the School Environmental Projects (PRAES), the Project for Education for Sexuality and Construction of Citizenship (PESCC), the Road Safety Project and other similar projects are seen as key tools for the education of citizens.

One of the key strengths of transversal projects is that their adaptive education content meets the needs of the contexts in which they are applied, because according to Álvarez et al. (2018) emphasize situated learning and promote connections between theory and practice, with an approach that allows students to actively participate in solving problems that arise in social fabrics, such as caring for the environment or road safety.

Regarding the ability to design and implement transversal projects, they also imply the internalization of an ethical and participatory reflection. For Torres (2020), these are projects that not only teach technical knowledge, but also promote values, among which are: respect for diversity and social responsibility. This is especially true in communities where there are social tensions that require transformative teaching interventions and, in addition, these transversal projects become an important tool for developing 21st century skills. According to Morín (1999), transversality fosters critical thinking, creativity and the resolution of complex problems and, when applied to these projects, they integrate elements of fundamental research, with commitment and collaboration in the current educational context. The success of programs that are applied interdisciplinarily depends on the interdisciplinary approach and the commitment of the entire educational community, because, according to González (2015), social connections are strengthened and educational experiences are enriched with the participation of the educational community, which allows consolidating in this article the implementation of an education that is up to the challenges that are presented today.

3.7.2 Education and sustainable development

Education for Sustainable Development (ESD) is defined as inclusive and participatory, as well as being a type of education that promotes community empowerment, a perception by which Brundtland (1987) ensures that sustainable development must meet the needs of the current generation, without compromising the ability of future generations to meet their own needs. This ethical principle is reflected in educational practices that involve students, teachers and communities to find local solutions to global problems, such as climate change and social inequality.

Another fundamental aspect of education for sustainable development is its ability to promote interdisciplinary learning approaches, which, as Sterling (2016) argues, contribute to solving sustainability problems, so it is necessary to integrate knowledge from different disciplines to understand the complexity of social and ecological systems. For example, topics such as natural resource management, urban planning and the circular economy can be explored in school projects that combine science, social sciences and the arts.

Similarly, education for sustainable development is consolidated as a strategy to achieve the Sustainable Development Goals that are set and, specifically, in the fulfillment of the established goals, which point out the

need to guarantee the necessary knowledge and skills in all students, to promote sustainable development, including human rights, gender equality and the promotion of a culture of peace (United Nations, 2015). This highlights the importance of sustainability as a cross-cutting axis in educational systems around the world.

Finally, education for sustainable development is not only a tool to respond to global crises, but also a means to rethink possible futures, as Escobar (2018) proposes, who asserts that sustainability should be seen not only as a technical objective, but also as an opportunity to rethink the relationship between people, nature and communities. This transformative approach is essential to develop citizens who not only respond to current challenges, but also work to build a more just and equitable future.

3.7.3 Coexistence and Citizenship

Coexistence and citizenship are fundamental pillars of human learning, especially in educational contexts aimed at the development of social, moral and civic skills. Cortina (2017) argues that citizenship education involves cultivating subjects who can actively participate in public life, respect differences and contribute to the common good. On its own, coexistence lays the foundations for an inclusive and peaceful society, and with greater influence in the school environment, where coexistence is understood as the process of promoting harmonious interaction between members of the educational community. In this same sense, Lomas (2016) emphasizes the promotion of coexistence that means not only reducing conflict, but also creating an environment that values empathy, dialogue and cooperation, along with the implementation of teaching strategies that lead to the peaceful resolution of conflicts and the development of socio-emotional skills.

Citizenship, in this aspect, transcends the legal framework and turns it into an everyday practice that, for Marshall (2015), is part of education that, in addition to knowledge of rights and responsibilities, should also include the ability to act responsibly, both locally and globally. In this context, schools play a key role as spaces for democratic learning, where coexistence and citizenship are closely related to education in values. Similarly, Delors (1996) believes that coexistence is one of the four pillars of education, because it allows students to understand and respect the perspectives of others, from a type of learning that

helps develop people who value cultural diversity and are committed to social cohesion.

Coexistence and citizenship are important elements in the construction of a more just and egalitarian society, as Fernández (2019) points out, in search of strengthening social relations within and between classes, in search of promoting a sense of belonging and with active participation in the various social processes. This comprehensive approach turns schools into places where the values necessary for responsible global citizenship are instilled.

3.7.4 Public spaces

Public space is an important condition for social interaction, citizen participation and the formation of collective identity; for this, Gehl (2014) defines public space as a place where daily activities are carried out, community ties are strengthened and collective well-being is promoted. In educational contexts, these spaces play a key role, by providing a learning environment outside the classroom, since the community occupation of public space can promote social cohesion, as Harvey (2013) argues, by conceiving them as crucial spaces for the articulation of civil rights, because they are areas of encounter, exchange and debate. In this sense, schools can promote projects that encourage the care and responsible use of these places.

On the other hand, public spaces are considered tools for social and environmental change, according to Jacobs (1961) due to the importance they have in the formation of sustainable communities, by providing environments for interactions between people of different origins and ages, by promoting a sense of belonging and shared responsibility, which are key to education for sustainable development. In the context of the city, public spaces also have a significant impact on security and quality of life, as argued by White (1980), because accessible and well-designed environments not only improve people's well-being, but also reduce the occurrence of antisocial behavior. Therefore, incorporating educational programs that focus on the use and care of these spaces is essential to promote coexistence.

Public space is a place for active citizens according to Lefebvre (1991), because they are occupied as a right that allows citizens to democratically transform their environment. For this reason, by involving students in activities that promote respect and care for these

places, schools can help develop agents of change who value the common good.

3.7.5 Road Safety and Education

Due to the increasing number of traffic accidents and their impact on human lives, economic costs and social consequences, road safety has become a primary issue in modern society, because, according to the World Health Organization (WHO), traffic accidents are the leading cause of death worldwide, especially among young people aged 15 to 29 (WHO, 2018). Given this reality, road safety education is positioned as an important strategy to promote responsible behavior and prevent risks on public roads.

Road safety education involves not only the teaching of traffic rules and signs, but also the development of attitudes and values that promote coexistence on the road, as Rodríguez (2017) argues, from an integrated approach to road safety education and taking into consideration the perception of risk, respect for the rights of others on the road and the development of a road culture based on shared responsibility. This is especially true in urban areas, where population growth and the increase in the number of vehicles complicate mobility.

In this sense, schools play a key role in educating citizens to recognize their role in road safety, even from an early age, when children can learn the importance of being responsible pedestrians, as Pérez et al., (2021) point out regarding transversal teaching programs, such as those that integrate road safety education into school curricula, where they have proven to be effective in reducing risky behaviors on the road.

From another perspective, road safety initiatives must extend beyond schools and encompass the entire community, as proposed by Martínez and García (2020) from a participatory approach, in which families, government agencies and civil society organizations work together to create a safer environment. This approach allows them to consolidate the knowledge acquired in the classroom and in their daily lives, promoting coherence between educational information and social practice.

However, road safety education cannot be separated from sustainable mobility strategies, and taking into account what Álvarez and Muñoz (2018) argue about promoting the use of alternative means of transport such as bicycles or public transport, coupled with

adequate infrastructure, not only helps reduce road risks, but also mitigates the environmental impact of road transport. In this framework, road safety education becomes a tool towards safer, fairer and more sustainable cities.

Finally, road safety also requires an inclusive approach that takes into account the needs of the most vulnerable road users (for example, pedestrians, cyclists and people with limited mobility) as Gehl (2010) states, considering that urban spaces must be designed with them in mind and not only taking vehicles into account, a situation that implies changing cultural attitudes that prioritize speed over safety, which is why road safety education must be implemented with the inclusion of a critical perspective that questions these assumptions and promotes safer mobility.

In this way, road safety education is a multidimensional field, not only because of the dissemination of knowledge about traffic on the streets, but because its objective must be directed towards the education of citizens, with the purpose of making responsible decisions on the road, respecting life and helping to build a conscious road culture. This issue requires a collaborative effort between public policies, education and civil society, to ensure that streets and roads are safe places for everyone.

3.7.6 Social Transformation

Social transformation is understood as a profound process of change in social structures, values and practices that aim to achieve collective well-being and social justice. A concept that goes beyond superficial modifications and implications of the reconfiguration of power relations, institutions and cultural dynamics, according to Giddens (1991), from changes that result from the interaction of social actors and institutions, within a context of tensions and contradictions that encourage innovation and adaptation.

For Castoriadis and Pagé (2008) social transformation is based on the creativity of society, with questioning of existing norms and structures, the generation of new institutional and collective meanings, which Castoriadis (1987) had related to the introduction of the concept of radical imagination, where he describes the capacity of society to create new things challenging traditions and inherited rules. This approach emphasizes that social change is not only a technological change, but also a profound creative and political process. This author believed that an important aspect of social change was autonomy and

that an autonomous society is one that thinks critically about the norms that govern it and assumes a collective commitment to change them when they no longer serve the common good. Pagé (2008) complements this vision by pointing out that the role of education has a space for the development of this critical and creative potential. In this context, therefore, educational institutions not only transmit knowledge, but also become laboratories of social imagination, where students can explore and propose alternatives to existing structures.

On the other hand, Fraser (2008) states that social transformation implies the reconfiguration of social structures and relations of justice, if they are addressed simultaneously with issues of economic redistribution, cultural recognition and political representation. This multidimensional approach reflects the opinions of Castoriadis and Pagé (2008), who assert that significant change must encompass both the material and symbolic spheres. In this framework, education plays a central role in promoting citizen participation in democratic and equitable processes.

Finally, the process of social change requires a collective vision and an alternative future, because, as Escobar (2018) says, in times of global crisis, imagining alternative forms of social organization and coexistence becomes a fundamental challenge. From this perspective, education becomes a key factor of transformation, with the formation of citizens capable of questioning the present and creating new possibilities. This approach links Castoriadis' (1997) ideas on radical imagination with Page's (2008) practical advice, emphasizing the importance of creativity, autonomy and participation as pillars of profound social change. Social change is ultimately an approach that integrates and combines material analysis with the symbolic dynamics of society engaged in imagination and collective action.

3.7.7 Cultural Imaginaries

Cultural imaginaries are collective configurations of meaning that structure the way societies understand and perceive the world. For this reason, Castoriadis (1997) argues that imaginaries represent the institutional core of society and become the symbolic structure that gives meaning to practices, norms and institutions. These structures are not static, on the contrary, they are dynamic and change with social interaction, historical context and cultural development, because imaginaries work through the

symbolic dimension that articulates the myths, values and narratives that shape collective beliefs, and through the institutional dimension that translates these meanings into organizational structures.

In this same orientation, education plays a central role in the transmission and change of meaning of cultural imaginaries, since for Taylor (2006) social imaginaries constitute what people believe is possible or ideal, and influence educational practice and public policies. For example, the imaginary of success, which is based on meritocracy, has shaped educational systems that prioritise competitiveness, often at the expense of values such as cooperation and justice. In this sense, imaginaries not only reflect society's aspirations, but also serve as normative frameworks that legitimise power relations.

Similarly, it is necessary to make changes in cultural imaginaries to face contemporary challenges, taking into account that Castoriadis (1997) distinguishes between the given imaginary and the constitutive imaginary, the latter representing the ability to question and recover dominant meanings. However, Escobar (2018) emphasizes that, in situations of global crisis, imagining alternatives is crucial to overcome patterns that maintain inequality and unsustainability. This process of transformation requires not only changes in collective values, but also in daily practices and institutional structures that support these values.

Rethinking cultural beliefs is an educational and political act that Freire (2005) argues based on education, proposing it as a free space in which people can challenge dominant meanings and build new interpretations of reality. For example, in an ecological context, questioning the imaginary of progress based on infinite growth can open the way to sustainable development, based on interdependence and respect for diversity. This approach fosters critical learning that connects local contexts with global problems.

Finally, understanding cultural imaginaries leads to understanding the tension between continuity and change, bearing in mind that the process of globalization and technological innovation has created new dynamics that are changing traditional ways of understanding the world. However, these changes have not always been equitable and inclusive, because building a more just and sustainable future requires collective work that combines creativity with critical thinking, in a way that allows us to imagine and create

a shared vision that aligns with the aspirations of the community and current challenges.

8. Conclusions

Based on the analysis of the research results, the concepts obtained from teachers regarding their knowledge and implementation of Institutional Educational Projects (PEI) and Transversal Teaching Projects (PPT), several patterns were identified that show areas of strength and opportunity in educational management that allow conclusions to be reached in a critical and coherent way.

Regarding the PEI, it is worth noting that, although most teachers claim to have a general understanding of its content, few demonstrate in-depth knowledge, which allows us to highlight important gaps in the mastery of this fundamental document, despite its relevance as a guide for teaching practice. In addition, although many believe that the PEI is accessible to the educational community, comments indicate that this access is not uniform, especially for parents, a situation that allows us to point out, based on Bolívar (2012), that the real impact of the PEI depends on how it is received by all actors in education. This demonstrates the need to improve its dissemination and understanding within the school community.

A worrying finding is the lack of coherence between the PEI and the daily activities of the institutions. Although there was consensus that the document reflected institutional values and principles, some teachers questioned its relevance to daily practice. This may indicate a gap between the design and implementation of the PEI, a problem that had already been identified by Fullan (2007) as one of the main barriers to generating educational change. This disconnection seemed to be reflected in the participation of teachers in the preparation or review of the PEI and, although some participated actively, not all of them made their best contribution. The lack of active participation by teachers imposes a limit on the capacity of the PEI to respond to the real needs of the educational community.

Regarding the implementation of transversal pedagogical projects, there is a positive general view of their impact, particularly in terms of developing transversal skills, promoting meaningful learning and improving the school climate. However, the arguments put forward by teachers highlight issues such as the intensity of activities and the lack of coordination between projects that affected their implementation.

This suggests that, despite the transformative potential of PPTs, their implementation is not always consistent with strategic planning, which is also reinforced by Sacristán (2008) when he emphasizes that transversality must be effectively integrated with the curriculum, something that seems to be lacking institutionally.

Another key issue is the perception of teachers about the need to carry out periodic evaluations of PPTs, which, despite the fact that most teachers recognized the importance of such evaluation, there does not seem to be any systematic mechanism that allows the measurement of their impact and the effectiveness of their intentionality. In the words of Stufflebeam (1983), a continuous evaluation system is necessary to ensure the relevance and quality of educational programs, adapting them to changing environmental needs. It can be concluded that this analysis shows that educational management faces problems in areas such as the coordination and strategic planning of the PEI and PPTs. Although the integration of these programs and their contribution to meaningful learning has been recognized, there are still structural problems that hinder their transformative potential, a situation that requires strengthening the learning, planning and evaluation processes, greater participation of the educational community and the effective adaptation of institutional policies and teaching practices.

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