

## **Pedagogical renewal through the construction of educational commons.**

**Cristina Serván Melero**

**Lucía del Moral-Espín**

**Beatriz Gallego Noche**

### **Abstract**

In this article we reflect on how *educational commons* are a valuable strategy to address inequalities by contributing to the logics of the Movements for Pedagogical Renewal (MRP) through new conceptualisations, social alliances and pedagogical formulas. Established around three pillars: the community, the educational good and the system of governance, the paradigm of the commons incorporates critical and renovative pedagogies to generate educational goods. The critical and emancipatory stance and the struggles that have driven the MPR are essential for developing and deepening community governance and social and political transformation through education in collaboration with social actors. The research aims to understand the possibilities and limitations of these conceptualisations to activate eco-social justice practices in non-formal education. The research methodology corresponds to critical ethnography, adopting a questioning of social, political, cultural, economic, ethnic, and gender structures, assuming that relations are traversed by power inequalities, applied to the case study of an educational process. The analysis of the information allows us to interpret that it has been possible to put into practice fundamental conceptualisations of the commons, such as the co-creation of community, self-governance and the application of complex methodologies.

**Beatriz Gallego Noche** received her PhD from Seville University and is a Senior Lecturer in the Department of Didactics at the University of Cádiz, Spain. She has participated in projects on inclusion in education, gender and teacher training. She has numerous publications in high-impact academic journals and editorials and has been a visiting researcher at prestigious centers in the United Kingdom.

**Lucía del Moral Espín.** Senior lecturer in Sociology at the University of Cadiz. She is the UCA coordinator of the European project H2020 - SMOOTH Educational Common Spaces. Passing through enclosures and reversing inequalities Her lines of research are Childhood and well-being, care and the commons from a feminist perspective.

**Cristina Serván Melero** Doctoranda del Programa de Investigación y Práctica Educativa de la Universidad de Cádiz

