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**Theory of National Identity of the New Republican With Co-Responsible Implication of Family, School and Community. An Educational Contribution to the Rooting of the Nationalist Sense**

**ABSTRACT**

The purpose of the research was to generate a theory for the promotion of the national identity of the new republican with the joint responsibility of family, school and community as an educational contribution to the roots of the nationalist sense. The research was oriented to the qualitative type and was based on the ethnographic method. The line of research is education for sustainable human development, through education in values. The selected scenario was located, in the community of Vicario III, Calabozo del Estado Guárico, Venezuela. The theories that supported this research were: The seven vectors of Chickering and Reisser's identity development; Vygotsky's Social Constructivist Theory (1978), Valdés and Urías's Theory of Participation (2011) and Bronfenbrenner's Ecological Approach to Human Development (1987). For this study, the key informants were one (01) student, two (02) teachers, one (01) representative and one (01) member of the community. The technique used was the interview. The findings showed that the inappropriate strategies by the teacher have a significant influence on the rootedness of the national identity, the communities do not have an effective presence in educational spaces, young people should be offered innovative educational strategies so that the elements of national identity are rooted significantly.

**Descriptors:** National identity, new republican, family, school, community, nationalist sense.

**Biographical Review:** I was born in Guárico State Calabozo in 1983. I am a research professor at UNERG, currently I work as head of the department of professional practices of the Humanities, Letters and Arts Area since its foundation in 2010. Doctor of Science The education