



Research and learning: Challenges in Latin America towards 2030

Investigación y aprendizaje: Retos en Latinoamérica hacia el 2030

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Abstract

Education has had an epistemic turn in its pedagogical action, going from the traditional model focused on the teacher, to one focused on the student; at the same time, research has been encouraged towards new methodical aspects, being a key factor in learning. Today, it is essential to merge learning and research with the function of generating knowledge from new educational angles. UNESCO and other entities focused on education have proposed the creation of an educational model for lifelong learning. Thus, this research presents the scope of research and learning in Latin America, for this purpose it was proposed as a central objective: To analyze research and learning as challenges in Latin America towards 2030, in this sense a descriptive methodology was used with a bibliographic design, taking as a population sample, the review of 52 articles from journals indexed in Scopus, Web of Science, Scielo, Redalyc, Latindex Catalog 2.0. This with the purpose of systematizing researchers' proposals, identifying pertinent factors towards the achievement of a transversal education as a means for the achievement of the SDG. Among the conclusions is the need to form an epistemology that makes possible an ecology of knowledge in order to have educational, sustainable and productive institutions as the core of the global society.

Keywords: Educational research, organization, activity learning, alternative education, educational policy, educational strategies.

Resumen

La educación ha tenido un giro epistémico en su accionar pedagógico, trascendiendo del modelo tradicional enfocado en el docente, hacia uno focalizado en el estudiante. En paralelo, la investigación se ha fomentado hacia nuevas vertientes metodológicas, siendo un factor clave en el aprendizaje. Hoy día es esencial la fusión del aprendizaje e investigación con la función de generar conocimientos desde nuevos ángulos educativos. Además, la UNESCO y otros entes enfocados a la educación, han propuesto la conformación de un modelo educativo para aprender a lo largo de la vida. Es así que la presente investigación presenta los alcances en investigación y aprendizaje en Latinoamérica, para tal fin se planteó como objetivo central: Analizar la investigación y aprendizaje como retos en Latinoamérica hacia el 2030, en este sentido se empleó una metodología descriptiva documental con un diseño bibliográfico, teniendo como muestra poblacional, la revisión de 52 artículos de revistas indexadas en Scopus, Web of Science, Scielo, Redalyc, Latindex Catálogo 2.0. Esto con la finalidad de sistematizar propuestas de investigadores, identificándose factores pertinentes hacia la consecución de una educación transversal como medio para el logro de los ODS. Entre las conclusiones se tiene la necesidad de formar en una epistemología posibilitadora de una ecología de saberes en procura de contar con instituciones educativas, sostenibles y productivas como eje medular de la sociedad global.

Descriptores: Investigación pedagógica, organización, aprendizaje activo, educación alternativa, política educacional, estrategias educativas.

1. Introduction

Global education moves between the information society to the knowledge society, and both involve technological and computer science and vary as they propose that the student must transform the information received (knowledge society), as proposed by UNESCO (2005). Learning involves fostering in the student an integral interconnection process with the multiple realities in which it develops, being necessary to recognize oneself and the other as cognitive and intelligible emotional individual to build from intersubjectivity an environment of mutual respect; to evaluate the capacities and cooperative work for the construction of knowledge by forming educational scenarios where ethics is transversal in the reasoning of understanding the person as a transcendental entity for the construction of a better society. Thus, the research aims to analyze research and learning as challenges in Latin America by 2030.

2. Method

The methodology used is descriptive-documentary with a bibliographic design, which allowed to analyze 52 articles of indexed journals in Scopus, Web of Science, SciELO, Redalyc and Latindex Catalog 2.0 in order to know the trend, challenges, weaknesses and strengths of Latin American education in terms of research and learning by 2030; applying the technique of content analysis to extract the most relevant ideas raised by the researchers and thus, to build a theoretical body as a contribution to the generation of knowledge in updating the state-of-the-art, contributing to generating subsequent research from an experimental or qualitative perspective.

3. Results and discussion

Four areas of analysis are presented which respond to the main objective, these areas are: Education and sustainable development goals;

research-centered planning; professor and researcher; toward an educational epistemological approach 2030.

3.1. Education and sustainable development goals

Education, seen as a cross-sectional factor, plays a primary role in the effectiveness of achieving sustainable development objectives; for this reason, it cannot be perceived as an isolated or dichotomous entity. It is necessary to transcend toward an inclusive model where educational actors have the opportunity to create holistic and interrelated knowledge of the global world and the multiple needs to overcome in order to achieve a society of peace based on productive progress. In this regard, Murillo and Duk (2017) highlight the time constraints to comply with the SDGs, requiring urgent structuring of strategic plans in educational and research entities to optimize resources for research-centered education to learn throughout life. On the other hand, Cosme-Casulo (2018), state that the university is as a vital institution for this purpose, due to its role as trainer of professors and researchers, deepening the link with the communities by exchanging knowledge for the mutual transformation.

Both authors agree on the need for an education based on paradigm changes from university formation and research, involving research centers as a management factor for the projection of relevant research for 2030, including public and private organizations in a joint effort to contribute to significant results to the achievement of poverty eradication, and the authors agree on a direct correlation between sustainable development goals 4 and 16.

Since education does not have adequate funding, there is a conflict over the social role it plays, and it is imperative to ask whether it is a common good or a factor for economic development, or an indicator for social growth, and what is education and the role it plays in 2030.



Locatelli (2018), helps to discover the answers by raising the need to “develop more sustainable systems” (p. 194). In a society where school dropout is a threat to the most vulnerable social classes, it is necessary to generate a sustainable school structure, which implies flexibility in curricula for the integration and labor insertion of students, enabling them to complement each other economically and academically. In this sense, Agosto et al. (2018), indicate the need for youth-care policies, cooperating in their integral growth by generating a vision of the future based on life projects, for which education should not be based on the mere model of inclusion, but rather should be complemented with a complex epistemology of approach to social reality as the backbone to shape a reflective rationing of acting for the good of society.

The educational system must move at the pace of society, the social dynamics are changing and expectations arise every day, especially in the young population about what will be their socio-economic future in a world where technology opens up gaps between those who have or do not have access to it. It is unthinkable that the school and university of the near future must be the same as what we now know and manage. Hence, what should education look like for 2030? it must necessarily be integrative of all the factors that make up society, forming strategic plans for integral growth in which one proposes his/her goals and how to achieve them, since education is the core axis. Vera-del Carpio (2015), expands by saying that the union of the public with the private is necessary to carry out concrete actions from education to the achievement of a sustainable society, based on the preventive training of health, ecology and environment, which are necessary edges to have a healthy society in all its fields, optimizing resources to be invested in education-research, in addition to promoting a culture of respect for the coexistence between the human being and biotic-abiotic factors.

Azorín-Abellán (2017), indicates the global challenge of promoting effective and inclusive

education for all, where the multilateral agencies are required to articulate inclusion, quality, effectiveness and equity as indicators for mainstreaming education in order to contribute to the achievement of sustainable development goals. It implies rediscovering the social role of education as a key factor for generating the synergy of the various social actors in order to consolidate an action that allows the effective achievement of the four indicators mentioned as a main element for a society based in educational otherness.

3.2. Research-focused planning

A cross-sectional and integrating education that allow to link actions to work in favor of achieving 17 development sustainable goals as concrete action for the social transformation of people in favor of eradicating poverty must be underpinned by the permanent improvement of the styles of how learning is promoted in educational settings and there must be research as a fundamental axis for this purpose. Thus, the curriculum must be conceived from a research intention where educational actors work cooperatively to achieve proposed goals, so teachers must plan from a research-action-focused vision an alternative axis to overcome the dichotomic model of education and research, that is proper to the disciplinary approach (Pérez-Van Leenden, 2019).

Research-centered planning, as a pedagogical model, requires considering the contribution and potential of all the actors involved in the learning process. This implies involving the educational community in its social context, thus each can provide significant contributions in the construction of the curricula where they learn to think, build, solve social problems and innovate; working on the project approach, as well as others where the student takes a leading role in articulating actions that favor knowledge for life, considering it as a criterion of educational quality. It is necessary to have strategic programs aimed at guiding education by 2030, and as mentioned by Meléndez-Rojas (2017), this is an



obstacle to the achievement of inclusive education, by thinking on a creative and innovative long-term education to be efficient in technology and in harmony with the environment.

One of the contributions of research-centered planning is that it focuses education in the student and not in the teacher, and various pedagogical approaches can be included based on the cosmovision of dynamic, flexible and reflective learning, supported in information and communication technologies and contextualized to the multiple social needs (Peche-Cruz & Giraldo-Supo, 2019). In view of this pedagogical position, Molina-Naranjo et al. (2018), emphasize the need to train future teachers from a cross-sectional curriculum in the areas of “epistemology, axiology, research, training, competences for the integration of ICT and general professional competences” (p. 162), which must converge in the student-centered approach, progressively leading to a change in the praxis of the educational professional, enabling understanding to assume new pedagogical positions where the status quo transcends, favoring this action with the continuous training-evaluation as part of the educational process (Huapaya-Capcha, 2019).

Because of the latter, it is illogic to think that with the mere change in the literature and without having the necessary awareness and training of the educational actors, they will assume the proposed paradigmatic changes. Hence it is an intrinsic challenge to achieve research-centered planning as a cross-cutting strategy for education by 2030. Another challenge is to base research as an attractive process for students, without this implying the loss of the scientific character of the research, to which Loli-Ponce (2015), indicates that students do not have the necessary time to do research, while they are aware of the importance of learning and obtaining knowledge, as the fragmented disciplinary academic program, in perceiving research as a final product of the student, is not contextualized along the program as an integrated entity to formation.

This indicates that the research-centered planning approach must be taken from a curriculum reconstruction, since a traditional and emerging vision could not be worked on at the same time in education; an educational transposition is needed to form a quality education in the practice and not in mere rhetoric from social actors. In this regard, Calvo (2013), says that teacher training must be planned taking into account the participation of the various social factors, which implies a mandatory relation between education and the various public and private institutions, and a program in favor of inclusive education.

According to Carrillo-Flores (2016), for social actors to participate in an effective way it requires to reveal what is hidden in education, i.e., ideologies that have been implicit as a way of uncovering work toward the transcendence of inclusion as a utopian entity, since educational principles and intentions are not politically neutral. It is necessary to point out that when inclusive education is raised in the present document, it is done with the possibility that all social actors have access to education — distancing themselves from the term inclusive as something exclusive to people with disabilities— because there are social disabilities that often exclude, as mentioned by Cornejo-Espejo (2019), inclusion as an ethical recognition of human realization, underlining the importance of deconstruction of paradigms that promote exclusion. It is necessary to retake the fundamental essence of education as a right to which all people must have access to.

Research-centered planning, when assumed to be a complex and inclusive fact where educational actors have the possibility of being protagonists and not spectators, predicts a paradigm shift where science becomes accessible without losing its rigor. Learning contributes to the formation of critical-reflective citizens, taking into account the term mentioned by Aya-Velandia (2018) when referring to “bio-resistance”, which “is a way to take on scientific knowledge and apply it in everyday life” (p. 205). The role of the person as an



integral being is to rediscover where the various exogenous factors influence the cognitive subject to the service of society.

A cognitive subject implies a relationship with other cognitive subjects, being necessary to transcend the paradigm based on the cognitive subject and a cognitive object that has been permeating educational research traditionally, idea supported by Cano et al. (2018). These authors question “the dominant epistemological paradigm, encouraging new forms of research in psychology” (p. 213); they mention from the psychology, the adjunctive science of the pedagogical processes and which is a multi-interdisciplinary vision toward which the education is oriented to 2030, that the research must be present from the complex.

Research should not be perceived as a mere procedural act, but there must be an epistemological awareness on the part of the researcher or researchers in which it is essential to approach knowledge from philosophy as a cross-cutting axis in education. This helps to understand the various research and curricular approaches, generating better understanding of education. It is necessary to promote epistemological competition as a transversal edge to imagine the educational-research reality from a complex perspective of society, involving the methodological inclusion of new positions for the conduction of research (Aldana-Zavala, 2019).

This competence is extracted from the educational researcher from the initial context to the university, and it contributes to foster a coherent and logical epistemic-methodological approach to the investigative action in learning environments. Also, Borrero (2019) complements by indicating that teachers have the availability to know new ways of doing research, but they present weaknesses for the conduction of research from the various methods, for which they require permanent training, as well as the support of educational management. Furthermore, it is necessary that educational institutions have plans of educational opera-

tionality related with those of local and national socio-political development.

Such training should include the post-graduate studies where teachers and researchers plan to improve their professionalization, since it is a perfect area to approach new ways of training and research. Proestakis-Maturana and Terrazas-Núñez (2017) emphasize the commitment to open spaces for reflection and discussion among researchers, students and teachers to break the disciplinary structure; they highlight the need from doctoral studies to transcend in the construction of research with emerging perspectives; involve the vision of the person who directs the program, as well as of the advisors, who are part of an epistemic reconstruction of the curriculum. In addition, Díaz-Bazo (2017), comments on the importance of action research in the implementation of some thematic areas compared to others, what makes it clear that we are moving in a multi-polar epistemological and methodical society, where integration and complementarity are necessary in order to achieve agreements on improving education, perhaps transdisciplinary or complex is an option; the important thing to emphasize is the role of the teacher as a researcher.

3.3. Researcher and professor

The researcher-professor leaves aside continuing education in order to accumulate knowledge, transmit it, and transcend the construction of information. This implies a 180° turn, because the constant investigative inquiry gives the professor the capacity to learn by doing and allowing to reflect on the daily basis, to motivate himself/herself to be a better person and, therefore, a researcher. Muñoz-Martínez and Garay-Garay (2015) say that “educational research is continuous training” (p. 398), therefore, in a dynamic world a researcher-professor is needed in order to adopt solutions to the many social challenges he/she face; this implies modeling in students the role of research as an element of learning for life.



The above invites to analyze on the importance of learning and how to learn, because there is a tendency to remove from the academic program everything that is not perceived as useful for the economic and technological growth of society, this is where a discriminatory flow of human thought arises, indirectly contributing to the emergence of mass societies. Escámez-Sánchez et al. (2017) refer to the urgency of educating for the formation of a sustainable society—in that sense—economic is vital for human and educational growth, but it should not be seen as the end, but as a means.

It is important to combine the formation of human, social and professional values in order to educate with awareness about the human coexistence with other species of the planet. Rodríguez-Fiallos et al. (2019), propose research as a means of self-realization and autonomy of the person, and the need for the researcher-professor to have a training that allows him/her to recognize the value of the person when applying flexible and dynamic pedagogical strategies according to the social context. Rivas-Tovar (2011) proposes nine competences for investigative scientific production as a cross-cutting axis of education.

Moving toward a complex vision of investigative action is a day-to-day task faced by educational researchers, involving and deconstructing to build new research phases. Fernández-Hernández and Cárdenas-Berrio (2015), point out that the “little dialectical vision of some students in the research process, the lack of methods and tools beyond those associated with quantitative research” (p. 45), indicates the need to have researcher-professor who question the research reality, and rediscover the investigative action in an emerging dialectic as a means for integral growth, promoting this ability in the students to create research teams for the permanent construction of knowledge. Buendía-Arias et al. (2018) consider it relevant to overcome the dichotomy between research and pedagogical practice, which will contribute to an educa-

tion for the reflection, inquiry and autonomous growth of people.

The researcher-professor is in the educational age of teaching to investigate, which is a process that allows to incorporate sub-processes such as reading, inquiry, analysis, reflection, discrimination of information and the application of techniques for the processing of information, argumentation and use of technology, among others, that contribute to training significantly for lifelong learning. On the other hand, García et al. (2018), states that research competences in students improve, as well as their intellectual capacity, and their speaking and writing scientific production with a good researcher-professor. Since the global society faces problems for the reading and critical awareness of the social reality, the educational curriculum must take on this challenge as part of its daily pedagogic life.

The importance that educational institutions must provide to research is emphasized, especially the fundamental role of the researcher-professor, since the contrary implies an underestimation of research that reduces the educational quality and learning, as mentioned by Pérez (2017). García-Gutiérrez and Aznar-Díaz (2019) also confirm the vision of deepening on reading, writing and investigative competences as the formative essence of the future teacher, thus reflecting on the role that the university plays in the formation of future educators who must be in line with exercising professionally to provide answers to the multiple social realities; for this they must be trained in investigative competences to act assertively.

This implies that universities in Latin America must rediscover research as a tool to increase educational quality; Murillo and Martínez-Garrido (2019) agree that research tends to be managed from the polarization of the quantitative-qualitative. Latin America still needs to deepen on research from new methodological approaches, hence the idea is to systematize pedagogical and research experiences with the aim of devising new research styles relevant to the



formation of a quality education. The research activity can take into account classical methods of the qualitative but are little addressed as a starting point, provided that they are relevant to the pedagogical action of the researcher-professor. Huchim-Aguilar and Reyes-Chávez (2013), say that biographical-narrative research can contribute to the described above, requiring training in communicative competences to be effective in carrying out this type of research.

Another approach that should be reviewed that is relevant to the 2030 challenges is educational leadership. Villa-Sánchez (2019) explains the importance of educational leadership as a promoter of significant changes in the educational institution, as well as in the models of how pedagogically work is done, because a transformative leader learns new methodological trends in favor of promoting pedagogical changes. The commitment of educational management to the actions of institutional policies motivates the teaching leadership to form a cooperative, dynamic and flexible work, by constructing a relevant learning from the role of the researcher-professor as transformative leader, situation raised by Morgado et al. (2019), when conceiving the role of the director from a transformational vision as necessary to achieve changes in the institution.

Working from the conception of leadership based on emotional intelligence contributes to permeating the achievement of goals in the educational institution. Maya et al. (2019), argue that a human-centered professional practice brings synergy to cooperative work. Izquierdo-Rus et al. (2019), emphasize that students tend to have two problems in cooperative work: the first one is that they do not like the work, and the second with whom they will do it. Educational research is a cooperative work from the subject-subject epistemological perspective, and it invites the teacher to reflect on his/her leadership in pedagogical action, which must be motivating and conciliatory in an effort to balance students' emotions in favor of research to learn through-

out life. García-Garnica and Martínez-Garrido (2019), support the need for assertive school leadership to achieve institutional objectives as a pre-factor in establishing effective cooperative learning.

The research seen from this point of view should be based on new ways of experiencing the class on the part of students, where they have the possibility of having a better role and where research processes are involved. This vision includes the teacher who must manage new didactic styles to contribute in the transcendence of the traditional model to approaches that are in accordance with an education by 2030, emphasizing the permanent and integral formation of the teacher to assertively take on such challenges. Del Arco-Bravo et al. (2019), consider the intensification of the student-centered approach, as it allows to encourage motivation, especially among older people.

3.4. Toward an educational epistemological approach - 2030

As discussed in previous lines, it is necessary to promote epistemological competence in educational researchers in order to question reality from a philosophical perspective by 2030. Latin American education is faced with the challenge of transcending Cartesian rationality in assuming an epistemic stance that allows it to identify itself from a relevant and contextualized work to its social reality. But what is epistemology? It could be indicated that it has to postulates: One from the complex Eurocentric vision that emerged from knowledge promoted from quantum physics versus that of classical physics; a second, related to a look from the decolonial, but it is perhaps possible to continue in a dichotomous struggle or it is feasible to merge to build an inclusive vision from scientific knowledge.

Collado-Ruano (2017a), highlights the symbol of a society under construction that is adhered from different epistemic angles. Being Latin America an intercultural fusion that is



combined with epistemological aspects, it is possible to experience pedagogical methods to strengthen a scientific identity, favoring an ecosystem of knowledge among the cultures that inhabit a territory.

It is an eternal construction toward the interculture which will allow to combine an epistemological action where educational research is valued as a center to form knowledge that is conducive to an inclusive education by 2030. The struggle of powers between individuals and collectives, institutionalized in educational institutions that cling to knowledge-power as that is superior to other epistemic and methodical options is a cultural challenge to transcend in order to achieve the balance of the sustainability of knowledge. In addition, Collado-Ruano (2017b) proposes that “meeting the challenges of the SDGs requires creating a knowledge ecology that reintegrates different human knowledge and dimensions” (p. 246).

The ecology of knowledge allows to integrate ancestral knowledge, scientific, daily or popular wisdom, in order to merge into a balance of knowledge relevant to providing the rupture of polarized perspectives of planned education according to the dominant ideologies of political power. It is necessary to confront the reality from the contribution of the various social actors in the construction of educational policies because of collective coexistence phenomenon (Collado-Ruano et al., 2018), becoming pedagogical-investigative competences in alliance with the ancestral sciences and scientific sciences.

Good living can be a sustainable option of human balance since it seeks to live together in a middle position between wealth and poverty, where ethical values can be cultivated as an expression of interrelationship between the living and non-living beings of the planet (Collado-Ruano, 2016), being necessary to review the economic model and its relationship with the biophysical laws of nature.

Fernández-Galíndez (2019) and Alfaro-Mardones et al. (2015), also mention the impor-

tance of ensuring transformation and self-reflection as a means of emotional-spiritual healing, and as a point of reference for achieving changes in education and society; this implies that if they are not formed to assume integrality as pedagogical expression, and epistemological conceptions of different approach to traditional education, they can be limited in their effectiveness, jeopardizing the option of achieving sustainability as an exercise for the good living of the society. Acosta (2016) emphasizes the transdisciplinary construction of the university to form from the coexistence the scientific and the dimensions that encompass the human being. It is a vision to combine an ecology of knowledge and coexistence in the construction of a sustainability in the daily work of the educational actors, where the formation is conceived in constructing citizenship as a space of coexistence, based on self-respect between sociology and nature, as mentioned by Aldana-Zavala and Colina-Ysea (2019).

From the integrality of knowledge, it will be possible to contribute effectively to the achievement of a quality and inclusive education, where the various epistemological viewpoints can converge to build a better society. Henao-Villa et al. (2017), support by noting the importance of project-based learning to students, although it is distanced from the semester curriculum, which evidences that although efforts are made by professors to transcend the mechanistic without the proper academic support, it will be an effort that will not lead to massive changes in the student population, being one of the challenges for 2030 the curricular transformation toward a student-centered approach that is supported from pedagogical training in universities. López-Salazar (2019), collaborate by indicating the need to structure public policies that are created from the communities, diagnosing their needs. It is a similar situation to that of education, where the scenario arises from an episteme where educational actors are involved in order to build curricula contextualized to their needs and interests



without losing sight of the global, as a scenario of collective coexistence.

Moving to 2030 is an invitation to set up new ways of doing education. Maldonado (2019), warns the metamorphosis of the social sciences, which is product of three reasons: "First reason: The world changed (p. 115). Second reason: New ways of seeing and explaining, therefore, new methods and new techniques appear (p. 117). Third reason: The ecosystem of science and knowledge changed" (p. 118). Ignoring what has been raised can lead to a multiple chance of doing science in favor of promoting appropriate action in the next decade; technological advances continue every day and there is no certainty of the world in 2030. The truth is that it will be different from today, and this difference will be marked in how the educational and scientific protagonist is assumed. It may be a humanist epistemological worldview and integrative of knowledge, leaving aside the dichotomy that proposes the supremacy of knowledge-power as a static nucleus of praxiological conformism of educational actors.

4. Conclusions

The bibliometric review conducted looks at a horizon for 2030, based on a different education than the traditional one, where the need to generate synergies of epistemologies, methods, techniques is emphasized in order to articulate an integral educational management, where differences are constituted in strengths through the intercultural interrelation of people and knowledge in a framework of mutual respect and acceptance of the various ideological postures to merge into an integrative curriculum in which work is carried out in areas contextualized to the social relevance.

Building an inclusive curriculum requires the contribution of all social actors in order to build on what must be learned (1), what wants to be learned (2) and what is needed to learn (3). Three differentiating distinctions: 1. What must be learned works as the elementary thing that

everyone must learn. 2. What wants to be learned is to give students the opportunity to be heard to participate in the construction of knowledge, promoting a democratic society based on equity, respect, self-determination of the person, as primary factors in shaping an ethical, participatory, critical and reflective citizen in the various socio-economic processes faced day by day. 3. What is needed to learn is what society demands, the globalized world for its sustainable progress, so a student in rural areas will be able to take action based on learning to work with the resources available in his/her context.

Thus, the educational curriculum will seek to work on the conjunction of scientific knowledge, ancestral knowledge and technological practices as a necessary set to promote the good living of the citizenry, avoiding exclusion in all its human and social extension. In this way, the curriculum projects a citizen with a sustainable global vision, so it is necessary that educational institutions rediscover themselves for this purpose, because the way of managing education must be based on the foundation of a multi, inter, transdisciplinary, complex, systemic and holistic epistemology, and for this purpose it is necessary to train active teachers at all levels of the educational system as well as future teaching professionals, so universities are called to contribute today in the change of tomorrow.

What is raised cannot be achieved if there is no right participation of the political, business, social, cultural and sporting actors of the nation, because the contribution of all is needed to build educational policies where everyone perceives their contribution, generating identity with an educational curriculum for 2030, coupled with the economic investment necessary for education and its sustainability as a quality service to society. Free education must be promoted, but not the regalia of education, i.e., social actors must understand the great value of education, moving away from populist postures that perceive education as a set of votes, to seeing the community as a group of critical and reflective citizenship.



If Latin America wants to grow, progress, and stop being the continent of hope to be the global protagonist, it must combine a truly critical, productive and sustainable education that implies amplifying the perspective of entrepreneurship in the curriculum, repealing the position of the employee. It is not significant to attend school with the conviction of being a subordinator, but instead of producing and innovating to transform society. It is there that the vision for research could turn to styles where sustainable invention is promoted for the productivity of the locality. It is necessary to promote ethics as a cross-cutting factor to contribute to the constitution of ethical, humanistic and cooperative citizens, in the construction of alliances for the ecological support of the social ecosystem.

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