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Education: between local and international Scenarios.

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Education in general and higher education in particular play an essential role in the development of societies and in the construction of a promising future for the community in general. However, at present, there are various challenges that require a deep analysis and debate by all the actors in the educational processes. Issues such as inclusion, equity, quality, relevance, democratization and internationalization are of vital importance to ensure that educational institutions are prepared to face the challenges of the 21st century. We also bring to the discussion the 2030 Agenda, the future of education and the network of networks.

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Presentation

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This text summarizes some of my concerns that I hope will contribute significantly to the discussion of how we can improve our educational practices, what direction we should take and what future we can build and that these contributions are enriched with new research, studies, policies and proposals that allow them to provide quality training and prepare educational institutions for the challenges that arise.

Sergio Quiroga

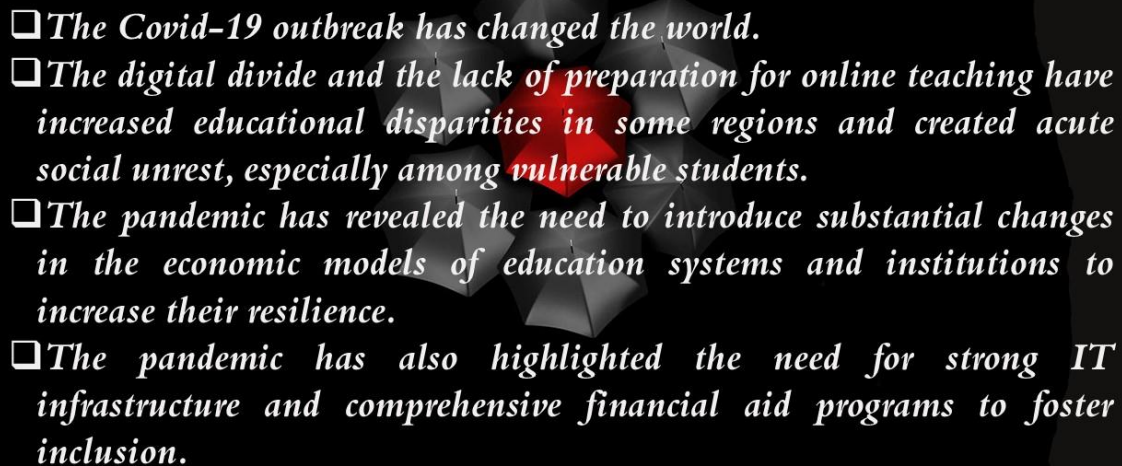Agosto 2023

Education and Futures

Introduction

The world is undergoing important changes and education must adapt to them. Nowadays, education faces various challenges, such as globalization, intolerance, individualism, lack of civic commitment and the exclusion of social segments. The persistence of global differences, the need to reimagine education and the threat posed by the invasion of the natural environment of human beings, shows that education is not fulfilling its promise to contribute to forging a better future. In addition, inequalities, the loss of the social and democratic fabric, and the lack of equity and inclusion are problems that must be addressed by education.

Our time is marked by sensitive epochal changes that societies have experienced since the end of the great narratives and the disenchantment of the world. National and international politics are notably faced with problems that transcend geographical borders. Complex difficulties that include climate change, care for the environment, cyber terrorism, global migratory flows, financial instability and the COVID-19 pandemic, among others (Quiroga, 2022a, Quiroga, 2022b).

Crossing state borders in an era of intense global connectivity, these problems mean that disruptions, difficulties and interference in one part of the world are quickly felt in other countries through highly integrated global networks. In the midst of the climate and biodiversity crises, the way we meet and communicate, the natural world and the world we create, is changing (Quiroga, 2022a).

However, there is reason for optimism as we have the greatest access to knowledge and tools that allow us to collaborate with each other like never before. The potential to engage humanity in co-creating better futures has

never been greater. Human creativity, the increase in technological capacity, accessibility and connectivity have allowed a proliferation of content, platforms and consumption of digital visual media.

❑ *The Covid-19 outbreak has changed the world.*
❑ *The digital divide and the lack of preparation for online teaching have increased educational disparities in some regions and created acute social unrest, especially among vulnerable students.*
❑ *The pandemic has revealed the need to introduce substantial changes in the economic models of education systems and institutions to increase their resilience.*
❑ *The pandemic has also highlighted the need for strong IT infrastructure and comprehensive financial aid programs to foster inclusion.*

1.1. Climate change

During the last decade, different actors, including intellectuals, the media, international organizations, among others, have warned about the irreversible effects of climate change that could make the planet uninhabitable. Others have called attention to the rise in marked geopolitical, socio-cultural and religious tensions. These prophetic and pessimistic visions often refer to structural problems related to things like access to essential natural resources such as water, dengue fever, massive deforestation in South America or Southeast Asia, the proliferation of viruses, which can cause difficult-to-control pandemics such as Ebola, Covid-19, and local but recurring conflicts such as violent oppression and even genocide. Other voices express strong confidence in the collective

capacity to build a path to the future based on virtuous technologies and citizen participation in local societies, with a global sense. Beyond the interpretations with more or less critical sense, the digitization of society and the technological transformation of nature are key issues that require sociopolitical debate and governance (Quiroga, 2022b).

Ten goals to meet the Education 2030 agenda

1 Universal primary and secondary education: by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education – and produce relevant and effective learning outcomes.

2 Early childhood development and universal preschool education: by 2030, ensure that all girls and boys have access to quality early childhood care and development services and preschool education, so that they are ready for education primary.

3 Equal access to technical/vocational and higher education: by 2030, ensure equal access for all men and women to quality technical, professional and higher education, including university education.

4 The right skills for decent work: By 2030, substantially increase the number of youth and adults who have the necessary skills - particularly technical and professional - to access employment, decent work and entrepreneurship.

5 Gender equality and inclusion: by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable people, including people with disabilities, indigenous peoples and children in vulnerable situations.

Ten goals to meet the Education 2030 agenda

6 Universal Youth and Adult Literacy: By 2030, ensure that all youth and a significant proportion of adults, both men and women, are literate and have basic numeracy skills.

7 Education for sustainable development and global citizenship: by 2030, ensure that all students acquire the theoretical and practical knowledge necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development.

8. Effective learning environments: Build and adapt educational facilities that are sensitive to the needs of children and people with disabilities and gender differences, and that offer safe, non-violent, inclusive and effective learning environments for all.

9. Scholarships: By 2020, significantly increase the number of scholarships globally available to developing countries, in particular the least developed countries, Small Island Developing States and African countries, so that their students can enroll in higher education programs

10. Teachers and educators: By 2030, significantly increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries – especially least developed countries and Small Island Developing States.

A regional, national and global collective transformative action is urgently needed to comprehensively manage the problems that transcend the geographical limits of countries, the environment and sustainable development, is deficient. States face the challenge of managing the effects on citizens and political institutions, deploying them in their agendas, and developing them. These actions also put in tension the local/national/international dimension in the actions of the different actors.

1.2 New Agreements in Education

The report of the International Commission on the Futures of Education (2022) is a global initiative that advocates rethinking how knowledge and learning can shape the future of humanity and the planet. This report is an invitation to think and imagine and must be addressed in communities, countries, schools and educational programs and systems of all kinds around the world. The document suggests the need to generate a new social

contract for education that allows facing current and future challenges, and building a fairer, more peaceful and sustainable future for all. According to the International Commission on the Futures of Education, this social contract must be based on respect for human rights, non-discrimination, social justice, respect for life, human dignity and cultural diversity. To achieve this, the report suggests an ethic of care, reciprocity and solidarity, which reinforces education as a public project for the common good.

For this, it is essential to promote quality public education for all children, youth and adults, and to take full advantage of the transformative potential of education as a path to a sustainable collective future. For this, an education that promotes equity, inclusion, democratic participation and lifelong learning is proposed.

The idea of a great agreement, of broad consensus, is potentially beneficial to advance in the transformation of education with a democratic sense, it should focus on the development of skills for the 21st century that allow people to adapt to a constantly changing world and training better teachers.

Skill development includes developing critical thinking, problem solving, creativity, collaboration, communication, global citizenship, and digital literacy. In addition, it must address the global challenges facing humanity, include skills for sustainability and environmental management, cultural diversity and peacebuilding. These skills are essential for people to fully participate in society and in the global knowledge economy.

The new social consensus for education must be based on founding principles that promote the right to quality education throughout life and the development of skills for the 21st century. In addition, it must address current and future challenges, such as environmental sustainability, social justice and cultural diversity, and involve citizens in its creation, maintenance and deepening, listening to the voices of all. This requires active and ongoing collaboration between governments, educational institutions, intellectuals, the media, teachers, students and society as a whole.

Societies that expect positive transformations must renew social agreements for education, taking into account the multiple challenges facing today's society, such as social and economic inequalities, climate change, biodiversity loss and disruptive automation technologies. The task of reinforcing education as a public and common good, and making society in general participate in public debates on education, is a clear challenge, understanding the importance of organizing education around the principles of cooperation, collaboration and solidarity, and the promotion of the intellectual, social and moral capacities of the students.

New Social Contract

Education

- ❏ *Expanded vision of the right to education throughout life*
- ❏ *Reinforcement of education as a public good*
- ❏ *Cooperative and solidarity pedagogies*
- ❏ *Promoter of new relationships between education, skills and values*

1.3 Re-imagining education

The call for the renewal of education must allow future generations to reimagine their futures and renew their worlds, and address the disruptive transformations that will possibly affect the future of education and society in general (International Commission on the Futures of Education, 2022). Teaching and education must change radically in the future, and that this must be achieved through a new social contract for education.

Education should focus on the development of relevant skills and knowledge for the current and future world, through collaborative and team work, in which teachers are recognized as producers of knowledge, active participants in debates and key figures in educational and social transformation. Even today, when so much is said about the ability of teachers, we can see a general lack of respect for the practical knowledge of good teachers in the field of educational research. To promote new knowledge for teaching we should listen to the voice of educators.

According to Dewey in Liston and Zeichner (1993), the routine action of teachers is directed above all by impulse, tradition and authority. In every school, there are one or more definitions of reality that are taken for granted, in which the problems, objectives, and means to achieve them are defined in some special way. To the extent that events unfold without major altercations, this reality is perceived as non-problematic. The very vision of reality of each teacher and professor - the superficial knowledge of the topics - serves as a barrier against the recognition and experimentation of different points of view (Liston and Zeichner, 1993).

1.4 The schools

Schools must be spaces for creativity and learning that promote inclusion, equity, and individual and collective well-being. These organizations need to reimagine their architecture, collaborative work, creative time, and student schedules and layouts to encourage teamwork and collaboration.

Transform Schools

❑ *The transition from school to teaching is strategic*
❑ *Educational opportunities should be oriented towards inclusion and sustainability*
❑ *The learning period should be extended*
❑ *The right to education must be expanded*

The aim is to conceive of a network school, understood as an interface (Scolari, 2008), the Relationship, Information and Communication Technologies of Marta-Lazo (2016) and the idea of redarchy of Márquez (2008). A school-network that includes educational technology. A democratic school, whose extensions go beyond chalk and the blackboard and reach immersive environments, video games, film and television fiction narratives, and cell phones. The school-network conceives of communication and dialogue between human and technological actors as actors and managers of transformations, where teaching and learning processes with curricular engines, with collective productions, with social interventions and with ecological evaluations (Quiroga, 2019).

It is relevant to guarantee the right to education throughout life, connecting different places and learning environments and taking advantage of the best characteristics of all people, seeking harmony between social commitment, public action and our opinions to achieve a new social contract for education, which overcomes discrimination, marginalization and exclusion. The report of the International Commission on Education Futures (2022) suggests that a global collaborative research agenda is needed to focus on the right to education throughout life. Inquiries that include different types of data and ways of knowing, and that welcome contributions from everyone, from teachers to students, researchers, governments and civil society organizations.

This vision of the report is related to the idea of horizontal production of knowledge (PHC), as an alternative proposal to the conventional practices of social research. Currently, the social and cultural sciences are facing problems that they cannot fully explain, such as the increase in violence, the new demands of social movements, self-government, educational

disappointment, the impact of technology and social networks. social, among many other issues. For Corona Berkin, the PHC is the possibility of changing the production of knowledge, this time in an inclusive, interdisciplinary way and based on listening to all the voices involved in the problems. The participation of multiple actors contributes to face the generating conflict, producing dialogue in a clear horizontality and verifying the autonomy of the voices are the methodological principles to produce new social knowledge and, at the same time, establish new relationships between people. It is about recognizing that the knowledge of academic specialists is not the only one, nor is it always the most pertinent.

Corona Berkin (2020) advocates parity between his knowledge and that of all people where "dialogical communication, where speaking and listening take turns, defines human beings as they live in society" Corona Berkin (2020, p.14). According to the author, facing the generating conflict, producing dialogue in a clear horizontality and verifying the autonomy of voices are the methodological principles for producing new social knowledge and, at the same time, establishing new relationships between people, since it is in the public sphere, "where human beings expose themselves, show themselves and recognize themselves in front of others, it is the ideal place for the construction of answers to social questions" (Corona Berkin, 2020, p. 14).

New agreements and consensus for education are necessary to promote the recognition of a common heritage and foster a fairer and more equitable cooperation between the various state and non-state actors. Furthermore, all stakeholders in education, including children, youth, parents, teachers, researchers, activists, employers, cultural and religious leaders, civil servants and politicians, must actively contribute to shaping the futures of

education. Universities and other higher education institutions also have a critical role to play in creating a new social contract for education.

World education and universities are undergoing transformation processes. Higher education systems have registered in the last two decades a process of strong diversification -both in their organization and in their quality- with the inclusion of different and contradictory university models (Lamarra, 2010). With the institutional diversification and the disparity in relation to quality, a great heterogeneity appears in terms of university models, which are more like "distortions" of the Napoleonic model since, in many cases, certain negative aspects of the university are maintained and deepened professionalize model by faculties (Beyond the limits New ways to reinvent higher education, 2022).

Until the 1980s, higher education had been predominantly state-owned and with strong institutional and academic autonomy from the universities, from the University Reform Movement originated at the National University of Córdoba, Argentina, in 1918 (Lamarra, 2010). Four macro trends have led to the transformation of higher education systems and institutions: rapid enrollment expansion with persistent disparities; internationalization; the growing role of advanced technologies; changes in funding approaches; and the more complex accountability frameworks.

Uneven expansion has characterized higher education in recent decades. Today, a worldwide participation of 235 million students is assumed, although serious disparities in HE still persists, especially in the global South. On the other hand, students from traditionally underrepresented groups also have lower completion rates and are often enrolled in less prestigious higher education institutions, which means fewer opportunities in the labor market and lower results.

In recent decades there has also been a growth in the Internationalization of Higher Education. International student mobility has grown at an unprecedented rate. More than 5.4 million students were studying abroad in 2017, an almost triple increase from just over 2 million in 2000, according to the Beyond the Limits New Ways Working Paper to Reinvent Higher Education (2022).

1.5 MERCOSUR Educational

The educational MERCOSUR was an instance of coordination between the Ministries of Education of Argentina, Brazil, Paraguay and Uruguay. In 1992 in Las Leñas, Argentina, the Triennial Plan for the Education Sector in the context of MERCOSUR was approved by the bodies of the Treaty of Asunción and the Regional Coordinating Committee and the Meeting of Ministers were created. This initiative revealed the willingness of the universities of the region to cooperate, above local governments and policies. This Committee has formed working groups of a technical nature in various areas: technological education, higher education, official languages of MERCOSUR and information systems.

It was one of the first successful Latin American attempts to converge higher education at the regional level, and it is positioned as a pioneer in terms of the intention to advance in the recognition of titles for professional practice and academic mobility. In the case of MERCOSUR, the program accreditation process began in 1998 with the application of the Experimental Mechanism for Graduate Program Accreditation, called MEXA. This mechanism arises from the actions carried out within the framework of the Cultural and Educational MERCOSUR that began to function from the beginning of the regional bloc, in 1991.

One of the main achievements in the first expressions of cooperation in educational matters was the signing of the Protocol for Educational Integration and Recognition of Studies, Titles and Certificates, signed on August 4, 1994 in the city of Buenos Aires, which provided that the four States Parties recognize the studies, titles and certificates of primary and secondary non-technical education, carried out or obtained in their authorized institutions. Accreditation actions in MERCOSUR are consistent with the SEM proposal (2008/2010), whose mission in 2006 expresses the idea of:

Form a common educational space, through the concertation of policies that articulate education with the MERCOSUR integration process, stimulating mobility, exchange and the formation of a regional identity and citizenship, in order to achieve quality education. for all, with special attention to the most vulnerable sectors in a process of development with social justice and respect for the cultural diversity of the peoples of the region. (p. 6).

In light of the extensive international experience and the lessons learned from the broad participation in regional accreditation processes, a dynamic can be recognized that should be continued and deepened. The experience started in 1994 had the objective of examining the possibilities of making common curricular equivalence tables to ensure the agility of the recognition or revalidation procedures of titles in each one of the countries, but the pilot tests in the careers of Law, Public Accountant and Engineering showed that it was a very difficult procedure to implement. The project was revoked and in 1997 the formation of a Working Group of Evaluation and Accreditation Specialists (GTEA) was called.

The structural format of the Mercosur university degree accreditation program turned out to be an original integrationist action, justified by long-term goals, notable for many of its founding achievements but still

precarious, which has just gone through its initial stages of execution and has had experimental nature, until the consistency of its procedures is reviewed, the corrective measures deemed appropriate are adopted, and it is resolved to provide it with the necessary legal certainty for its continuity as a permanent mechanism.

The first phase of the work was to outline a system of deliberations linked to the precision of the legal effects of accreditation, understood as a process through which validity and public recognition are granted to the activities included in the development of a university degree and to the degree derived from it. In this way, it was proposed to review the following concepts:

- ❖ Existence or not of national compulsory membership systems with powers for admission and regulation of professional practice,

- ❖ heterogeneity of the migratory provisions of the countries, which have a dissimilar effect on the residential possibilities or international physical mobility of people,

- ❖ Diversity of the rights granted and obligations imposed on university graduates in the different local regimes of legal protection for the professions.

These actions sought to place in the dynamics of the regional integration process a framework of mutual recognition in the educational field, capable of contributing to the improvement of the quality of the plans and programs of the university institutions, enabling a transparent ordering of academic criteria.

The accreditation of careers chosen by the Meeting of Ministers and the parameters, criteria and quality indicators pre-established in general terms,

are applied in accordance with the uniqueness of each one of them by Advisory Commissions of Experts proposed by each of the countries.

After carrying out the experience since 2003 in 23 Agronomy, 25 Engineering and 18 Medicine majors, involving the work of 198 peer reviewers, a series of obstacles and shortcomings became evident (Landinelli, 2007):

- ❖ The low level of systemic aggregation, the heterogeneity and the strong elements of differentiation that the institutional scenarios of higher education show.

- ❖ The focused and gradual nature of the proposal, which presupposes a selective strategy, focused on the offer of the most complex and developed institutions.

- ❖ The differences found in the socialization of the mechanism and in the participation of local academic communities,

- ❖ The technical problems derived from the necessary reconciliation of regional accreditation with certain national processes aimed at domestic accreditation, implemented according to rules, criteria and instruments that are not always comparable to the parameters adopted by the Educational Mercosur;

- ❖ The setbacks faced by its applicability in the context of financial restrictions.

1.6 internationalization

Studies on internationalization in universities, internationalization of the curriculum and internationalization of research are growing exponentially in the international literature, revealing a phenomenon of vital importance for

the development of the universities themselves and of higher education. The multiple meanings of internationalization confront the university itself with its substantive missions. The international dimension is present in the very name of the university, in its evolution (Sebastián, 2011). Traditionally, the intensity of the international dimension has been associated with the quality and prestige of universities, but the concept of internationalization is forged, from a mercantilist approach to higher education (Sebastián, 2011).

Brunstein (2009) highlights that the prevailing trend is to focus on one or another element of internationalization such as global partnerships, recruitment of international teachers and students, or education initiatives abroad. The benefit of a systemic approach to internationalization - Brunstein points out - is that it allows us to understand how a decision, activity, custom or structure can inhibit or stimulate a significant change in the general process. For the Virginia University scholar, there is no accepted definition of what constitutes a global university. For the purposes of this document, a global university is one in which international and multicultural experiences and perspectives are fully embedded in its teaching and learning, research and discovery, and engagement and outreach missions. Proposes ten steps to internationalize universities:

1. Internationalize the strategic plan,

2. internationalize the academic curriculum,

3. remove barriers to study abroad,

4. require skills in foreign languages,

5. internationalize the recruitment of teachers,

6. incorporate international contributions to the system of professional evaluation of teachers,

7. Raise the importance of international offices in the university management system and place officials on the board of directors and key committees,

8. adopt a holistic approach to the international student experience,

9. Take advantage of the knowledge and experience of migrants and foreign residents in the local community,

10. and prioritize global academic collaborations

1.7 Two looks

At first glance, it is possible to recognize two major opposing trends in the literature on the internationalization of higher education, in tension, one oriented towards the market of an exogenous nature, and another of an endogenous nature that refers to internationalization of solidarity.

In the first perspective, with an Anglo-Saxon perspective, internationalization constitutes an almost hegemonic paradigm, which is linked to the logic of the market, responds to the logic of North-South cooperation, and is guided by supranational extra-regional organizations such as the World Bank. and the World Trade Organization (WTO), internationalization is subscribed within the framework of the challenges of higher education in the context of economic globalization and the liberalization of markets (Ramírez, 2017). The World Trade Organization and the OECD recognize Higher Education as a commercial good, and therefore, subject to market rules.

Knight (1994) and De Wit (1995) were pioneers in defining the Internationalization of Higher Education (HEI) as "the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution." " (Knight, 1994, p. 2). This definition

presents internationalization as an intercultural process, which is not only oriented to states as such but also to different cultural groups in a country.

Internationalization includes the various functions of the university in its entirety, which allows internationalization to be analyzed transversally to its different functions. Knight (2005) highlighted that the definition he developed was intentionally neutral and objective since it should be used to describe a universal phenomenon. In this perspective, he pointed out that "a definition has to be generic enough to apply it to many countries with different cultures and educational systems" (Knight, 2005, p. 54).

Based on these ideas, in the first decade of the 21st century, some Latin American authors began to address the issue of the internationalization of universities, mainly from Mexico (Gacel Ávila, 2000, 2004; 2005; 2009), Colombia (Jaramillo, 2003), Chile (Brunner, 2005) and, to a lesser extent, in Argentina (Beneitone, 2008; Theiler, 2005).

The international dimension of the curriculum has progressed from a foreign language and area studies focus to the integration of international, global, intercultural and comparative perspectives into the teaching/learning process and program content. Academic mobility has moved from student to provider and program mobility and cross-border education has gradually moved from a development cooperation framework to a partnership model and now to a trade competition orientation.

Knight (2012) asserts that internationalization has been one of the most critical factors shaping higher education in the last three decades and the internationalization bifurcation is built on two interdependent pillars —"at home" and "abroad".

Diagram Nª 1 - Knight, J. (2012). Concepts, Rationales, and interpretive frameworks in the internationalization of higher education - Figure 2.1 Two Pillars of Internationalization: At Home and Cross-Border Page 10

Source: Knight, 2010.

Sebastián (2011) examines the internationalization of universities as a dual process, with a dimension that is expressed towards the interior and another that is expressed towards the exterior of the universities. Both dimensions contribute to internationalization, but have different and complementary strategies, modes of expression, and impacts.

Internationalization can be conceived, on the one hand, as a process to improve the quality and relevance of university functions and, on the other, as an instrument for international projection. These are the faces of the internationalization coin, the presence of the international dimension within the institution and the presence in the international space of higher education exposes at least two facets of this phenomenon.

Taborga, López Paz, Oregioni and Abba Julieta (2013) consider it necessary to generate a critical perspective on the internationalization of universities,

which takes into account both its positive and negative aspects for the production of knowledge and the training of human resources in the Universities of Latin America in general and Argentina in particular. Theiler (2005) points out that the promotion of internationalization in Argentina was carried out through activities related to cooperation between Latin America and Spain through the Spanish Agency for International Cooperation (AECI) and the establishment of Mutis scholarships at the summit. of heads of state and government and Fernández Lamarra (2002) affirms that in the 90's the process of internationalization of higher education in Argentina intensified.

Since 2003, governments have promoted lines of action and financing to promote internationalization that have strengthened the international activities of universities (Astur and Larrea, 2012), incorporating a new function with dual and transversal characteristics to the traditional university teaching functions. , research, management and extension (Ramírez, 2017). It is recognized that the internationalization processes of universities have their origin from their birth (García Guadilla, 2005), it is since 1990 that government sectors and higher education institutions began internationalization and cooperation programs by signing of agreements and participation in academic networks (Didou, 2007), although the initial literature on the phenomenon of internationalization was carried out mainly by authors of Canadian, European and American origin, presenting a scarcity of works by Latin American authors, which brought about that, in the nineties, the internationalization of the universities of the Latin American region was marked by the vision of international cooperation promulgated by the United States or Canada and by the Bologna process initiated in the European continent.

Gacel Ávila (2009) highlighted that the definition elaborated by Knight (1994) is a classic formulation of internationalization in the institutional sphere,

whose main difficulty is its neutrality and imprecision, in addition to not explicitly mentioning foundations and reasons that can be applied. to particular cases. Knight's definition (1994) does not seem to present a strategic objective regarding the internationalization process and that it is presented as an end in itself, when in several countries, mainly European, it is seen as a means to carry out a development strategy (Yarzabal, 2005).

Rudzki (1998) analyzed internationalization as a process of "institutional change" that brings with it curricular innovation, academic exchanges between teachers and researchers, as well as the promotion of administrative staff mobility in order to achieve excellence in teaching, research and extension. This vision focuses on the institutional life of the university and on the administrative and academic strategies to internationalize its substantive functions. Gacel-Ávila (2009), considers that this approach is more precise than that of Knight (1994) since it focuses its analysis on the institutional dimensions of the internationalization process, namely, organizational change, curricular innovation, training of resources human rights and student mobility.

Shoormann (1999) considers internationalization as a "counter-hegemonic" process. This means that the international link of universities is presented as a response to the main obstacles that globalization generates in the various countries of the world. Likewise, it makes reference to the fact that the international linkage process of the university must be continuous and comprehensive, in which all the functions of the university field are integrated, that is, that internationalization must not be seen as an isolated event, but as a cycle of successive and planned acts and Beneitone (2008) thinks that internationalization is a response from the academic world to globalization, where the university appropriates the positive values of globalization that transcend commodification, competitiveness and

inequalities, profiling in favor of the construction of a knowledge society "supported by solidarity, horizontal cooperation, promoting relevance, quality, equity and accessibility" (Beneitone, 2008, p. 12).

1.8 Futures of Education

It is essential, according to the futures of education document, to address the three basic questions of what we should continue to do, what we should stop doing and what should be reimagined in creative and unprecedented ways to establish this new social contract for education. A new social consensus on the education we want, arising from dialogues and recurring conversations, constitutes a fundamental step to reimagine our futures together and achieve a fairer, more equitable and accessible education for all. Cooperation and collaboration are essential to achieve this goal.

The transformation of education must be oriented towards the search for a peaceful, just and sustainable future. This involves rethinking the learning space, decolonizing curricula, promoting social and emotional learning, and addressing global challenges such as climate change, the COVID-19 pandemic, fake news, and the digital divide. The educational system must adapt to these challenges and promote the teaching of critical thinking, encourage a basic understanding of the world, encourage flexibility, autonomy and responsibility, and promote solidarity and cooperative work.

In this perspective, actions must be aimed at guaranteeing that our world is a world of goods for all and not of scarcity, and that everyone fully enjoys the same human rights. In this sense, education plays a fundamental role in creating a more just and sustainable world, where participation and collaboration are essential to create better futures. Therefore, it is necessary to work collaboratively and take advantage of the opportunities that are presented to transform education and forge a peaceful, just and sustainable future for all, placing the focus on the promotion and development of skills

for the 21st century. Dialogue, often absent in political cultures, is essential to build new societies, seeking discursive equality and agreements that emerge, and new responses to the complex problems we are witnessing.

2.- Challenges of Education in San Luis

Education in the province of San Luis can begin a process of progressive transformation, although relevant initiatives will be marked by the situation of child poverty that the children of San Luis have, which reaches 61.9 percent, unemployment and inflation.

The proposals presented comprehensively address the challenges facing the educational system in the province of San Luis and that can place it at the forefront of the requirements of the 21st century. An open education ministry should be promoted with broad participation of the different educational actors, teachers, schools, unions, etc.

These ideas cover various aspects of education, from basic education to higher education, and seek to improve both the quality of learning and opportunities for students.

It should be sought to guarantee and reach 190 effective days of class, promote the learning of English from first grade and favor the development of bilingual schools. Time and effort should be devoted to a critical review of the school formats that have appeared in San Luis in recent years (self-managed, digital, generative schools, etc.)

Reading is important in children and young people and awakens the imagination. In this sense, it is good that there are policies to promote the reading and writing of primary school students, and the strengthening of training, in-service training and recognition of teachers in salary and incentives. It is useful and beneficial for students to carry out professional practices in the last year of secondary school, strengthening WI-FI in all classrooms, ensuring connectivity in all schools to guarantee access to technology and digital literacy.

In addition, actions should be promoted in these areas:

1. Infrastructure and School Resources:

- ❖ Carry out urgent infrastructure works to ensure safe and adequate conditions in schools.

- ❖ Maintain optimal hygiene and pest control in school buildings.

- ❖ Guarantee the necessary equipment, such as computers, books and a variety of teaching materials in all schools.

2. School Coexistence and Psychosocial Support:

- ❖ Promote a healthy coexistence environment in schools.

- ❖ Provide psychological and psycho-pedagogical support to students to face health and personal life problems.

3. Attention to Diversity and Specific Needs:

- ❖ Early identification of specific learning needs, such as dyslexia, attention deficit, dyscalculia, among others.

- ❖ Establish a care and treatment system that involves health and education professionals.

4. Early Childhood Education and Educational Care:

- ❖ Expand the offer of educational care for children from 45 days to 2 years.

- ❖ Have trained teaching staff and pedagogical supervision.

5. Strengthening of Academic Capacities:

- ❖ Improve expressive and logical-mathematical skills from initial education to high school.

- ❖ Implement team teacher training and playful platforms for learning and school support.

- ❖ 6. Vocational Guidance and Life Projects:

- ❖ Provide guidance beginning in seventh grade for students to discover their abilities and interests.

- ❖ Develop relevant skills for the world of work and plan a life project.

- ❖ 7. Technical-Professional Education:

- ❖ Increase enrollment and graduation rate in technical-professional education.

- ❖ Update the educational offer in areas of labor demand, such as programming, biotechnology and clean energy.

- ❖ 8. Education for Youth and Adults:

- ❖ Expand coverage and termination at the secondary level for young people and adults.

- ❖ . Improvements and emphasis on the quality of adult education.

- ❖ Introduce hybrid modalities and professional training at these levels.

- ❖ 9. Teacher Professionalization:

- ❖ Improve the prestige of the teaching profession through salary increases and continuous training.

- ❖ Offer specialized training for school directors and recognition of good practices.

- ❖ 10. Improvement of Educational Management:

- ❖ Utilization and efficient use of the educational budget.

- ❖ Production and use of relevant information. Information and data transparency.

- ❖ Strengthening supervision and monitoring of educational policies.

- ❖ Improve communication with the community and promote continuous evaluation.

These proposals range from infrastructure to teacher training and the improvement of educational quality at all levels. Successful implementation will require close collaboration between different actors, such as authorities, educational institutions, teachers, students and the community in general.

2. 1 Education and Democracy

Education and democracy are intimately connected. Education plays a crucial role in forming the conscience of citizens and creating a sense of civic responsibility. It gives people the opportunity to participate in decision-making processes and in addressing social problems.

In deliberative democracy, participation is considered as a discussion among equals and it seeks to move towards the construction of other spaces for deliberation and participation as constitutive dimensions of democracy. Although the normative dimension is relevant for democracy, mature societies need to move towards the construction of other spaces for participation and deliberation so that democracy can exist fully. Deliberative democracy seeks to broaden citizen participation in democratic processes, while liberal democracy focuses on protecting economic freedom, but limits political participation to certain privileged actors.

Democracy, sustainable development, respect for human rights and fundamental freedoms, as well as good governance at all levels, are interdependent, yet mutually reinforcing. Respect for the rule of law in international and national affairs and the incorporation of policies through mechanisms of Internet governance compatible with democracy, progress towards the improvement of digital literacy, allowing the voices of the civil society and take action. It is also about advancing cultural citizenship renews its contract with society

Rawls and Freire conceive of education as a central element to strengthen democracy and for the development of the autonomy and freedom of citizens. Rawls (2002) highlights the importance of education in the formation of critical and participative citizens, capable of participating in public debate and making reasonable and informed decisions. In addition, Freire (2007) proposes an education that frees the masses from oppression and allows self-reflection and the creation of social recreation processes. In both cases, he emphasizes the need for an education that promotes freedom, equality, and social justice.

John Rawls (2002) raises the union between education and democracy, where the pedagogical has a sensitive importance for cognitive development in citizen education. Education is the closest means to strengthen democracy, where the intense participation of people can generate a feedback with democracy.

On the other hand, Paulo Freire expresses in his book "Education as a practice of freedom", an education that, freed from all alienating traits, constitutes a force that enables change and is an impulse for freedom. Freire (2007) points out that within the historical conditions of society, a deep awareness of the masses is necessary, through an education that enables self-reflection on their time and space.

2.3 Transformation of Culture

We must warn about the sensitive changes in culture and the access to it of the new societies. The transformation of culture is multifaceted, as it encompasses many different aspects, including technology, economics, politics, demographics, and society in general. In recent years, the convergence of the media and the growing importance of technology in everyday life have been two of the main driving forces behind cultural transformation.

Media convergence, as described by Henry Jenkins in his book "Convergence Culture", examines the merging of different forms of media, such as television, film, music and video games, into a single entertainment system. and communication, has led to greater interaction between consumers and culture, and has given rise to new ways of producing, distributing and consuming culture.

The Internet and technological development and the proliferation of increasingly fast devices with multiple applications have played an important role in the transformation of culture, since it has changed the way in which people interact, communicate and consume information and entertainment. . The advent of the internet and social networks have allowed people to connect and share information in real time, which has given rise to new forms of participation and collaboration in culture.

In addition, cultural transformation has also been driven by changes in the global economy and in society at large. Increasing cultural diversity and globalization have led to greater hybridization and mixing of cultures, giving rise to new forms of cultural expression and a greater appreciation of cultural diversity. The transformation of culture is a continuous and complex process

that is driven by multiple factors, including technology, the economy and society in general. The convergence of mass media and the growing importance of technology in everyday life are two of the main driving forces behind cultural transformation in the digital age.

Henry Jenkins in "Convergence Culture" Jenkins explores how media convergence, the merging of different forms of media such as television, film, music, and video games, resulting in new forms of production, distribution, and consumption of culture. The author also argues that convergence culture is driven by changes in technology, economics, and culture, and that these changes are fundamentally transforming the way culture is produced and consumed, and argues that Consumers are no longer mere passive recipients of culture, but are active participants with an increasingly important role in the production and distribution of culture.

2.4 Sustainable Development towards Global Citizenship

The adoption of the 2030 Agenda in September 2015, with 17 goals and 169 targets, has been a fundamental milestone in the international context and in the field of democratic multilateralism. An important innovation of this Agenda is that these goals are inextricably linked to social inclusion and good governance as an essential condition for sustainable development.

The Sustainable Development Goals (SDGs) integrate three dimensions of development: economic, social and environmental, with an integral and indivisible nature, and provide peace and security as novelties. Many states in the global South need international cooperation in order to implement the SDGs. The principle of "common but differentiated responsibility" is therefore central to the 2030 Agenda (Sanahuja, 2018).

One of the most relevant aspects in the 2030 Agenda, focused on the SDGs, is the role that education must play, especially that focused on global citizenship. Goal 4 on education aims to ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all people. In particular, goal 4.7 proposes to guarantee by the year 2030 that students acquire the theoretical and practical knowledge necessary to promote sustainable development through, among others, the following constructs:

• Education for sustainable development and the adoption of sustainable lifestyles.

• Human rights.

• Gender equality.

• The promotion of a culture of peace and non-violence.

• Global citizenship.

• Valuation of cultural diversity and the contribution of culture to sustainable development.

The incorporation of the notion of global citizenship into the educational field allows us to reflect on solutions and alternatives to global problems and reaffirm the role of education as a tool for change and transformation oriented towards social justice and solidarity (Díaz-Salazar, 2016 ; Murillo, 2019). As the Delors Report affirms, education is a means to reverse poverty, marginalization, oppression and war. Education has a specific responsibility in building a more caring world (Delors, 1997).

The adoption of the 2030 Agenda has expanded the framework of action of Education for Global Citizenship. The document outlines the budgets for education for the next fifteen years and proposes a framework of action to achieve them, in which the consideration of education as a fundamental

human right stands out. To make it a reality, three principles are backbone (Incheon Declaration, 2016, p. 8):

- ❖ Countries must guarantee universal and equal access to inclusive and quality education, free and compulsory.

- ❖ Education is a public good whose main guarantor is the State, which must promote policies

- ❖ public with the participation of the educational community and establish quality standards.

- ❖ Education must promote gender equality.

The Sustainable Development Goal (SDG) 4, states the following: "Ensure inclusive, equitable and quality education and promote learning opportunities throughout life." It is pointed out that education is the key to achieving the other SDGs, since when people can access quality education, they can escape the vicious circle of poverty. Therefore, education:

- Contributes to reducing inequalities and achieving gender equality.

- Facilitates the empowerment of people to lead a healthy and sustainable life, and contributes to peaceful societies when tolerance and a culture of peace are promoted.

- It can help to reduce economic inequalities, as shown by data from 114 countries in which investments have been made to extend the training period of students to one more year and this has resulted in a reduction of inequality by 1 .4% in the Gini coefficient (United Nations Organization, 2016).

Educational systems must incorporate humanistic and holistic visions that contribute to consolidating democracy and human rights. An education that facilitates dialogue and cultural, religious and linguistic diversity is advocated, which are vital for social cohesion (UNESCO, 2016, p. 24).

Addressing the challenges of the Sustainable Development Goals requires new knowledge, new ways of doing things, and in many cases difficult choices between competing options and, in some cases, profound transformations. The 2030 Agenda has 17 sustainable development goals (SDGs). Some of them are, the eradication of poverty to the fight against climate change. It also includes education, gender equality and the design of cities. In this process, the academy, represented by its universities and research centers, play an important role in achieving these objectives. The paradigm shift of the academy in this 21st century must forcefully include the Sustainable Development Goals in the curriculum of its different careers and research, in such a way that greater knowledge and awareness is achieved.

In this 21st century, there has been a significant change in the academic paradigm in relation to the importance of the Sustainable Development Goals (SDGs). Academia, particularly universities, have begun to recognize that the SDGs are essential to address current and future social, economic, and environmental challenges. Many academic institutions are incorporating the SDGs into their strategic planning, research, teaching and learning, and engagement with society, and are developing SDG-related curricula, including courses on sustainable development, renewable energy, climate change, social justice, and other related topics. They are also conducting interdisciplinary research to address global challenges, working with society to apply knowledge and technologies to achieve the SDGs, and many universities are committed to implementing sustainable practices on their campuses and communities, such as reducing waste, energy efficiency and

the promotion of sustainable mobility. Universities are taking a more interdisciplinary and collaborative approach to address global challenges, and are committed to implementing sustainable practices on their campuses and communities. The incorporation of the SDGs in the strategic planning, research, teaching and learning of universities is essential to achieve a more sustainable and fair future.

2.5 Obstacles and brakes to development

The Economic Commission for Latin America and the Caribbean has identified eight brakes that impede the social development of the region and that range from deep poverty to chronic inequality, through the lack of investment in the social fabric and the impacts of climate change. To face these difficulties, ECLAC proposes creating policies focused on rights and equality, in line with the 2030 Agenda for sustainable development.

The countries of Latin America and the Caribbean are facing the challenge of implementing the 2030 Agenda for Sustainable Development in search of a new development model based on equality, social and labor inclusion, poverty eradication, environmental sustainability and economic growth. Facing this challenge implies promoting the three dimensions of sustainable development: social, environmental and economic.

1. Digital Platforms

Currently, there are over five billion Internet users around the world. In our daily lives, not many things may happen in one minute. Nothing might happen in a minute, but when you measure the depth of Internet activity that happens all at once, it can be extraordinary. Currently, there are around five

billion Internet users around the world. The emergence of powerful commercial digital platforms poses multiple challenges for the sustainability of communication media and services that must treat data and information as a public good. Digital platforms need and must be regulated.

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In Fuchs & Unterberger's The Public Service Media and Public Service Internet Manifesto (2021), the authors point out that these key principles and messages focus on the importance of public service media in a digital democracy and on the role, they play in promoting equity, citizen participation, equality, diversity, and the creation of new content and services. They also recognize the need to adequately support and finance public service media so that they can fulfill their mandate. These principles defend the importance of public service media in a digital democracy and their role in promoting equality, citizen participation, and innovation in the creation of content and services on the Internet.

The Manifesto calls for renewing public service media and creating a public Internet service. The original idea of public service broadcasting originated in Great Britain in the 1920s and was a cornerstone in future waves of democratization. In the year 2021, the world faces a global crisis with disorders of democracy, such as political polarization, the cyber crisis and the impact of digital technologies on reliable information.

Installing a customer service channel on platforms controlled by digital commercial giants does not appear to be a sufficient option and requires an alternative to current operating procedures and business models. Therefore, the Manifesto is a call to save and promote democratic communications through the renewal of public service media and the creation of a public Internet service. Rebuilding a public service Internet and rebuilding public service media so that they can respond to the needs of society and individuals means:

> ❖ Create a public service Internet that offers accessible, democratic, secure, and non-commercial services that promote diversity, privacy, equity, culture, and the common good.

❖ Strengthen and fund public service media to ensure that they cover the costs of producing high-quality, research-based content, and to ensure that they are available to all.

❖ Establish a regulatory framework that protects freedom of expression and privacy on the Internet, and that promotes an equitable distribution of wealth and power.

❖ Establish a mechanism for supervision and regulation of commercial Internet platforms to ensure that they comply with democratic norms and standards.

Here are some steps needed to rebuild a strong and democratic internet and public service media based on initial contributions from *The Public Service Media and Public Service Internet Manifesto (2021)* by Fuchs and Unterberger.

2.6 Aspirations

A new aspiration to promote social transformation is to work for the revitalization and renewal of public service media in the digital age and regulated digital platforms. Public service media fit for the 21st century and the aspiration of a different Internet and a different media landscape. We envision the creation of a public service Internet as an Internet of the public, by the public, and for the public. A fast-moving Internet that neutralizes the threat to democracy and the public sphere, and provides a new dynamic shared space for connection, exchange and collaboration.

Public service internet based on internet platforms operated by a variety of public service media, bringing the public service mandate into the digital age in partnership with civil society, individual media users, citizens and the creative industry, cultural and educational must be a relevant aspiration of societies.

Public Internet service would promote democracy, enhance the public sphere, support active citizenship, provide comprehensive information and analysis, encourage diversity of social representation and creative expression, and greater opportunities for participation. Internet public service platforms could support new and young creatives who will build tomorrow's cultural industries and promote social cohesion.

Fuchs and Unterberger (2021) and other authors consider that it is time for a revitalized public service Internet in the digital age. It is time to take action and create a new vision of communication in the 21st century. A perspective where information and culture can be shared fairly and where the rights to privacy, security and freedom of expression of citizens are protected. Creating a public Internet service requires a collaborative and interdisciplinary approach. For this, an alliance is needed between the public sector, civil society and the private sector to ensure that these platforms are sustainable and to develop economic and political models that promote diversity and inclusion. It is also important to consider the need for proper and responsible regulation to protect user rights and ensure a fair and equitable platform.

The vision of a public Internet service is a call to action. It is time to work together to create an Internet that respects the rights of citizens and is a space for connection, exchange and participation. An Internet that promotes democracy, the public sphere and active citizenship, and that allows users and civil society to contribute to the development and progress of society.

2.7 Reimagine

Reimagining the world, reimagining education and equality are powerful social aspirations. Reimagining the Internet means having a public service Internet that puts democracy, privacy and transparency above the profits of platforms and surveillance. According to The Public Service Media and

Public Service Internet Manifesto (2021) by Fuchs and Unterberger, the characteristics and challenges of a distinct, public service Internet should encompass:

- A public service Internet must be sustainably financed and independent of corporate and political power.

- It should provide best practices in data processing and foster cultural and digital commons.

- In addition, you must engage users and workers fairly and support freelance journalists and creative professionals in creating high-quality news and programs.

- It must be a space that educates, informs, and entertains citizens and allows them to participate in new ways in the digital world.

challenges

- ❖ The mission of the public service media is to inform, educate and entertain in accordance with an open and transparent digital society.

- ❖ The quality of Public Service Media is distinctive of data companies and commercial media. It reaches the majority of the population.

- ❖ Public service media are sustainably financed and based on a reformed license fee that is accepted by citizens

- ❖ Public service media are independent of any outside influence, such as government and commercial interests. There are public

hearings and quality control. People feel represented by public service media and their programming.

❖ Public service media are universal. It reaches all parts of society, including fragmented and less educated audiences, information shunners, and minorities.

❖ Public service media are wealth creators for the creative sector providing visibility to many artists, as musicians and filmmakers.

❖ Public service media offer and create high-quality entertainment to reflect and represent the culture and diversity of everyday life.

❖ They operate at the local, national, regional and global levels. Invest in quality journalism, including investigative journalism, innovative formats, new technologies with an attractive user experience for different groups in society.

❖ Young people see public service journalism as an attractive and viable environment for information, communication, collaboration and participation.

❖ Public Service Media has developed a partnership program with schools, focusing on media and digital literacy through online courses and educational kits developed by Public Service Media.

❖ Advancing digital and media literacy in society, including in schools, based on public service media values is a key aspect of education.

❖ The Public Service Media workforce is highly diverse in terms of social class, ethnicity, gender, age, cultural background, and

geographic origin. The contracting mechanisms of the Public Service Media must be inclusive and transparent.

❖ Public Service Media must be transformed into a network infrastructure guided by the principles of public network value.

❖ The value of the public network means the use of digital communication networks such as the Internet to facilitate public benefit, information, education and learning, democracy, citizenship, culture, civil society, creativity and entertainment. The Public Internet Service would become a networked infrastructure that promotes the digital commons and digital citizenship. Strengthens universal access, communication, participation, cooperation, inclusion and democracy.

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Media and Public Service Internet Manifesto (2021) by Fuchs and Unterberger.

These recommendations constitute the utopia of a different media world is possible. The authors of the Fuchs and Unterberger Manifesto (2021) and other intellectuals who have signed it, express that a revitalized public service internet and public service media are urgently needed to sustain democracy. A company where all members of the audience, citizens, users, readers, experts and non-experts, inside and outside the Public Service Media must participate. A mission where all citizens who care about the future of democracy in countries in general, and in Latin American countries in particular, must participate.

However, as business models falter, the hegemony of tech companies over the strength and imagination of organized citizens is also fading. Therefore, the Internet is at a critical time. Now is the time to drive profound transformations, and even utopian visions that go beyond simply tweaking algorithms or implementing better platform moderation policies. The academy is beginning to see that small reforms will not provide the democratic Internet that we all need. To do that, ultimately, greater public oversight, control, and, yes, ownership of the Internet must be asserted.

2.8 Global Citizenship

Global citizenship is a concept that refers to the ability of individuals to act globally and be responsible for actions that have an impact on the world. This term has been used by international organizations such as the OECD and UNESCO and refers to religious, philosophical, moral and political traditions that have advocated for a universalism that promotes human rights and justice in the world.

In the current context of globalization, global citizenship has been incorporated into the educational curricula and educational goals of school systems in many countries. Development NGOs have played a crucial role in promoting development education and global citizenship with a focus on ethical and political education to transform the world. Global citizenship is a concept that seeks to promote the responsibility and commitment of individuals in the world, and its incorporation into education is essential to train citizens who are committed and aware of their actions at a global level.

The NGOs propose a new perspective on this Education for Development. They consider that it should be transformed into what they call Education for Global Citizenship (EFGC). This new conception allows a better understanding of globalization and its effects and focuses more on the ethical and political formation of individuals to engage in the transformation of the world.

UNESCO proposes the following definition of global citizenship: "Global citizenship refers to a sense of belonging to a larger community and to a common humanity. It emphasizes political, economic, social and cultural interdependence and the interconnections between the local, national and international levels. and global" (UNESCO, 2015). Thus defined, an education project that promotes global citizenship seeks to be a transformative factor: "Education for global citizenship aspires to be a transformative factor by imparting the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world" (UNESCO, 2015).

Global citizenship is an idea that aims to promote awareness of being citizens of the world. The UN and UNESCO embrace this idea, with UNESCO defining global citizenship as "a sense of belonging to a larger community and a common humanity." Education for global citizenship seeks

to be a transforming factor in society, imparting knowledge, skills, values and attitudes that allow students to contribute to a more inclusive, just and peaceful world. This education addresses topics such as human rights, ecological responsibility, gender equality and the value of diversity.

NGOs that share the global citizenship education approach work in collaboration with global networks of social movements at the World Social Forum. The UN and the European Union have placed emphasis on education for global citizenship and have included its promotion in their agendas. The SDG 2030 Agenda focuses on guaranteeing inclusive and quality education for all, which promotes global citizenship and the value of cultural diversity. UNESCO encourages member states to integrate global citizenship education into their education systems. UNESCO proposes the following definition of global citizenship: "Global citizenship refers to a sense of belonging to a larger community and a common humanity emphasizes political, economic, social and cultural interdependence".

UNESCO does not enter into the discussion of the legal status of this citizenship or the controversy as to whether it "extends" traditional citizenship defined in terms of the nation-state or "competes" with it. Although he is aware of this discussion, he believes that all perspectives have in common this "sense of belonging" to which he mentions. It situates global citizenship in terms of a person's identity and their way of being in the world.

Defined in this way, an education project that promotes global citizenship seeks to be a factor of transformation: "Education for global citizenship aspires to be a factor of transformation, instilling knowledge, skills, values and attitudes that students need to be able to contribute to a more inclusive, just and peaceful world" (UNESCO, 2015). Global citizenship is an idea that aims to promote awareness of being citizens of the world. The UN and

UNESCO embrace this idea, and UNESCO defines global citizenship as "a sense of belonging to a larger community and a common humanity." Education for global citizenship seeks to be a factor of transformation in society, instilling knowledge, skills, values and attitudes that allow students to contribute to a more inclusive, just and peaceful world. This education addresses issues such as human rights, ecological responsibility, gender equality, and valuing diversity. NGOs that share the global citizenship education approach work in collaboration with global networks of social movements in the World Social Forum.

The UN and the European Union have placed an emphasis on education for global citizenship and have included its promotion in their agendas. The 2030 Agenda of the SDGs focuses on guaranteeing inclusive and quality education for all, which promotes global citizenship and the appreciation of cultural diversity. The European Union, for its part, has incorporated civic and social competencies into its competency reference framework and has conceived citizenship education as a way of promoting harmonious coexistence and the development of individuals and communities. In both cases, education for citizenship is conceived as a means to promote values and skills that allow individuals to participate actively and democratically in society and in political life.

The OECD report on the Program for International Student Assessment (PISA) focuses on the assessment of global competence. Global competence is a multidimensional ability that includes knowledge, cognitive skills, attitudes, and social skills. This competence has been justified as a way to respond to four needs, including the need to live harmoniously in multicultural societies, thrive in a changing labor market, apply and transfer skills and knowledge to new settings, and support sustainable development goals. The OECD supports the UN and UNESCO proposal on education for

the universal good and values cultural diversity and human dignity. Global competence will be assessed in terms of knowledge, cognitive skills, attitudes and social skills.

Consideration should be given to incorporating measures to incorporate democratic principles and respect for human rights on the way to Internet governance, while acknowledging the diversity caused by a multicentric world on the way to global citizenship. Public Internet service platforms should promote equity, democracy, participation, dialogue and promote participation on the Internet, civic imagination is necessary.

A civic imagination (Jenkins, Peters-Lazaro, & Shresthova, 2020) understood as the ability to imagine alternatives to current cultural, social, political or economic conditions requires and is achieved through the ability to imagine the process of change, of see yourself as a civic agent capable of making change, of empathizing with others whose perspectives and experiences are different from your own, of joining a larger collective with shared interests, and of bringing imaginative dimensions to real-world spaces and places (Jenkins et al, 2020).

The idea of "civic imagination" of Jenkins and other authors (2020) can be taken as a tool for change and social transformation, fostered by popular cultures to use them in the establishment and mold of political claims. In the essay, Jenkins, Peters-Lazaro, and Shresthova, (2020) define civic imagination as the ability to imagine alternatives to existing cultural, social, and economic conditions, and stress the importance of the individual recognizing himself as a civic agent. capable of making changes in society, of being open and showing solidarity with other perspectives and grouping together in groups that share the same interests.

On the other hand, the use of the term "civic" attempts to express the political dimension of the concept, since it implies a commitment to public

life. With this presumption, the authors open the conversation, and put into dialogue a series of ideas such as 'political imagination', 'radical imagination', 'creative insurgency' or 'public fantasy' and claim the need for utopias. Interesting terms to propose and retrace the idea of a development of civic culture.

The challenges raised illustrate the extent, complexity and attention that governments and citizens must pay to current problems. An agenda loaded with challenges, inequalities, inequities, gaps, also made up of communication-technology-citizenship-climate change issues that will accompany humanity in the next fifty years.

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