

Futures: Perspectives of education in San Luis, Argentina 2032.

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Futures: Perspectives of education in San Luis, Argentina 2032

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Abstract

This article examines the possibilities of a new educational plan and strategy in the province of San Luis, Argentina, which will have a new governor on December 10. Starting from the assumptions of the Report of the International Commission on Education, which indicates that educational systems We must adapt to these challenges and promote the teaching of critical thinking, foster a basic understanding of the world, encourage flexibility, autonomy and responsibility, and promote solidarity. and cooperative work and describes possibilities to transform education in San Luis, Argentina.

The report of the International Commission on the Future of Education (2022) suggests that a global collaborative research agenda is needed to implement the right to lifelong education. Consultations that include different types of data and forms of knowledge, and accept contributions from everyone, from teachers to students, researchers, governments and civil society organizations.

A new social consensus on the education we want is necessary, arising from recurring dialogues and conversations, it is a fundamental step to reimagine our future together and achieve a more fair, equitable and accessible education for all.

The transformation of education must be oriented towards the search for a peaceful, just and sustainable future. The education system must adapt to these challenges and promote the teaching of critical thinking, foster a basic understanding of the world, encourage flexibility, autonomy and responsibility, and promote solidarity and cooperative work. With this idea, in tension with the local/global dimensions, innovative ideas are contributed to the education of the province of San Luis.

Key words: Education, New social consensus, futures, San Luis, innovation

Introduction

This paper examines the possibilities of a new educational plan and strategy in the province of San Luis, Argentina. Based on the assumptions of the Report of the International Commission on Education, which states that educational systems 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 and traces possibilities of transformation of education in San Luis, Argentina, before the assumption of the new democratic government headed by the elected governor Claudio Poggi.

The report of the International Commission on Education Futures (2022) suggests that a global collaborative research agenda is needed to apply to 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 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.

The futures of education documents conclude that it is necessary to address three basic questions about the possibilities of education. They are what we should continue to do, what we should stop doing and what should be reimagined in a creative and unprecedented way to establish this new social contract for education. A new social consensus is needed on the education we want, arising from recurring dialogues and conversations, it is 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, looking for discursive equality and in the agreements that emerge, and that new responses will be produced to the complex problems we are witnessing.

Five global scenarios that will define the educational ecosystem of the future:

- Transformation of Traditional Education: An increase in the educated workforce is expected, reducing the global inequality gap. However, automation and changes in the industry will require educational institutions to adapt, with the possible disappearance of those that do not meet the new demands.
- Regional Alliances: Cooperation between countries will boost economic growth and productivity. Educational institutions will share curricula and resources, allowing student mobility and recognition of qualifications at a regional level.
- Emergence of Educational Giants: Global educational mega-organizations, backed by technology, will put pressure on smaller local institutions. The importance of

data and analytics will grow, and a transformation is expected in the way education is delivered.

- **Mobile Learning and Microlearning:** The preference for mobile learning and microlearning will grow, offering personalized and short experiences to facilitate learning of complex topics. The use of mobile devices will continue to be relevant, driving mobile learning.
- **AI Revolution:** Artificial intelligence and machine learning will change educational dynamics, automating administrative tasks and providing personalized learning experiences. AI-based virtual assistants and mentors will play a crucial role in the educational process.
- Additionally, four global drivers that will impact learning in the future are highlighted: global economic growth, population explosion, the need for future skills, and technological advances, especially in artificial intelligence. These factors will drive the evolution towards more personalized and collaborative educational systems.

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 foster teamwork and collaboration.

It is about the conception of schools as networks, understood as an interface (Scolari, 2008), where the Relationship, Information and Communication Technologies of Marta-Lazo (2016) are applied and configured and management is assumed by the idea of Márquez's redarquía (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 an actor and managers of transformations, where the 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.

Creativity in the classrooms

Promoting creativity in the classroom is an important and essential resource to generate new learning. Creativity is a valuable skill that can enrich students' educational experience and prepare them to meet challenges more imaginatively and effectively in the future. Fostering creativity, proactivity, and innovation in the classroom requires a comprehensive approach that includes the combination of pedagogical strategies, a supportive environment, and the teacher's commitment to serving as a role model for their students. Carrying out meaningful learning processes in the student community, promoting creativity, proactivity and innovation, is essential for 21st century education.

- Promote critical thinking. Encourage students to question, analyze, and evaluate information and ideas reflectively. This will help them develop skills to make informed decisions and be proactive in problem solving.
- Learn with your students. The educator must show that they are willing to learn and explore together with them. Shared curiosity can be a source of inspiration for creativity and innovation.
- Promote collaboration by creating opportunities for students to work on team projects, where they can share different ideas and perspectives. Collaboration fosters creativity by allowing students to inspire each other.
- Technology can be a powerful tool for creative and innovative learning. Encourage the use of online resources, collaboration tools and platforms that allow students to explore, create and share their projects.
- Provide constructive feedback. Help students improve their skills and projects by providing specific, goal-oriented feedback. This encourages them to continue improving and be more proactive in their learning.
- Encourage the resolution of authentic problems. Design tasks and projects that reflect real situations or real-world challenges. This motivates students to apply their skills in meaningful ways and to seek creative and innovative solutions.
- Create an inclusive learning environment where all students feel valued and respected in the classroom. An inclusive environment encourages diversity of ideas and perspectives, which can drive creativity and innovation.
- Invite students to reflect on their own learning process. This will help them better understand their strengths, weaknesses, and areas where they can improve, which can boost their proactivity in pursuing continuous improvement.
- Encourage students to pursue their own interests and passions through independent research projects. This will allow them to explore topics they are passionate about and develop self-management skills.
- Recognize and celebrate student achievements, both big and small. This gives them recognition and motivation to continue being creative and proactive in their learning.

Some strategies to encourage student creativity include asking open-ended questions that encourage students' search for solutions, changing the classroom layout to promote collaboration and new perspectives, highlighting each student's individual talents and encouraging them to express them. Creatively, alternate roles in the classroom, allowing students to take on the role of instructor from time to time, provide individualized feedback to help students identify their strengths and areas for improvement.

It also helps to use technology, such as class blogs, to share and showcase students' creative activities, pay attention to individual student interests and use those interests to guide teaching, design multidisciplinary lessons that integrate different areas of knowledge, create a physical space in the classroom that inspires creativity and free thinking, collaborate with students to innovate together, creating new words, characters or stories. Furthermore, it is important for teachers to develop their own creative skills and be willing to adopt unconventional approaches to teaching such as the RUCK methodology. Opening dialogue processes is relevant. Listening to students' opinions and needs is essential to adapt creativity promotion strategies effectively.

Challenges of Education in San Luis, Argentina.

The education of the province of San Luis can start a modern and progressive transformation process, initiatives will be marked by a context where child poverty among

the children of San Luis reaches 61.9 percent and there is unemployment and inflation growing. There is still the debt of the authorities with the teaching hierarchy, the remuneration of the double teaching position (which is not currently paid at one hundred percent) and the quality of education.

The proposals presented address in a synthetic and comprehensive way 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. A ministry of education with permanent and open dialogue should be promoted, with the widest participation of the different educational actors, teachers, schools, unions, etc. Interaction in the democratic context allows a greater knowledge of reality and is an essential setting for the production of new ideas.

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.

Reaching one hundred and ninety effective days of class is necessary, promoting the learning of English from first grade and favoring the development of bilingual schools is essential. Time and effort should also 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 as it awakens the imagination and contributes to writing. 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, the provincial state should promote actions in these directions:

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

- Implement actions tending to improve expressive and logical-mathematical abilities 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 to the world of work and planning 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. The implementation of these actions by determined and passionate managers is essential and will also require close collaboration between different actors, such as authorities, educational institutions, teachers, students and the community in general.

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