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Research paper

Development, Education and the Construction of a better world

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Abstract: Governments and societies must work to recognize the main values and principles that underpin the 2030 Agenda for Sustainable Development, its international and national precedents, and subnational processes, promoting contributions to the guidelines and methodological suggestions that allow the incorporation of the Sustainable Development Goals (ODS) as a planning and management tool at the local level. Universities and science organizations in the Latin American context have an important role to play in the development of the Sustainable Development goals. Together with the extension of culture, we must not forget that talking about scientific and technological development requires in a special way understanding education as a strategic element of social, economic and research policies. Latin American countries perceive, with increasing intensity, that revaluing education is relevant based on the relationship model that is proposed for the integration of Latin America. Taking into account the ongoing globalization process, the climate crisis, the post-pandemic, the prevailing economic conditions and social variables, scientific-technological development constitutes an objective circumstance. The academy must play a decisive role tending to socialize knowledge, which is essential to address the different problems within the framework of the complexities of today's world. Socializing knowledge means producing it collectively in organizations, communicating it, disseminating it and making it reach those who can benefit from that knowledge, but we also require global citizenship and global ethics.

Keywords: Development, academy, local, environment, science

Introduction:

Our times are 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 facing 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. 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 (Han, Byung-Chul, 2014, Quiroga, 2020).

On the other hand, the concepts of modernity, risk society, hypermodernity and social acceleration, among others, reflect different perspectives on these assumptions and transformations. During the last decade, different actors such as 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, massive deforestation in South America or Southeast Asia, the proliferation of viruses, which can cause pandemics that are difficult to control 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 interpretations with more or less critical sense, the digitization of society and the technological transformation of nature are key problems that require socio-political debate and governance (CEPAL ELAC, 2018).

Different documents such as ACPUA (2020), Alba Hidalgo et al. (2012), AQUA report, ACPUA (2019) and Augutiene et al (2020) and the Contributions of Alfaro Amiero, Arias Careaga and Gamba Romero, (2019), Herrero, Cembranos and Pascual, (2019) and Pérez Martell (2019) realize that global and coordinated action is necessary.

The global collective action that is urgently required to comprehensively manage problems that transcend the geographical limits of countries, environmental 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.

The Sustainable Development Goals (SDGs) constitute a planning and management tool at the local level. Its study and understanding are essential at the level of government management and in academic circles, if we consider universities as poles of development. In local societies, universities and science organizations in the Latin American context have an important role to play in the development of the Sustainable Development goals. Contributions by Alfaro Amiero, Arias Careaga and Gamba Romero, (2019), Herrero, Cembranos and Pascual, (2019) and Pérez Martell (2019) account for the importance of research development in the Sustainable Development Goals.

Governments and societies must work to recognize the main values and principles that underpin the 2030 Agenda for Sustainable Development, its international and national precedents, and its subnational processes, they must contribute to the guidelines and methodological suggestions that allow their incorporation into national agendas. Scientific and technological development requires in a special way understanding education as a strategic element of social, economic and research policies. Latin American countries increasingly perceive that revaluing education is relevant for the integration of Latin America.

In recent years, the development of science has had a veritable explosion in its development. New technologies and the Internet have contributed to an unprecedented deployment. In addition, scientific contributions are being promoted by various actors, in the first place, researchers, research funding agencies and those who formulate science and technology policies. Researchers and intellectuals themselves are increasingly aware of the need to make scientific research more accessible to the public and to involve a wide range of public groups in the processes of science. Science communication is emerging and expanding as a vibrant field of practice and scholarship, while science communication and public engagement strategists and researchers are in increasing demand. Scientists must improve their ability to integrate public communication and the commitment to promote the knowledge created in universities, with public funds, to its users, as part of their research activities.

Scientific research and the production of knowledge constitute a collective activity. In a context of growing collectivization and internationalization of scientific activity, knowledge production organisms of a collective nature appear as the operative cells in the construction of knowledge. The collectivization of science refers to the concept of "extended invisible colleges" (Price, 1986), that is to say, informal groups of scientists who are responsible for advancing the frontiers of knowledge. Price (1986) described the exponential growth of the scientific literature, and the increasing involvement of multiple authors in it, as a predominant feature of current science.

Bianco (2004) points out that they are knowledge production units and have the following attributes:

• They work on a defined problem (thematic identity).

• Has a common work history in scientific production
• It has at least one leader (high level researcher)
• Self-identification as a group, a shared sense of belonging to a shared identity.

The main objective of the existence of a research group refers to the production and reproduction of knowledge. It constitutes a collective and collaborative task that involves interdependent activities and mutual expectations. It has a structure that organizes it and whose purpose is the production and reproduction of knowledge in a certain field and is also where the researcher's socialization process occurs. Research groups at the university can produce greater knowledge that serves to fulfil and develop the Sustainable Development Goals. As Naidorf and Perrotta (2015), Naidorf and Alonso (2018), and Quiroga, (2020, 2021, 2022) have stated, among other authors, precisely, research groups in universities can deploy knowledge mobilization strategies towards those users who can use that knowledge produced and improve their quality of life.

Sustainable Development Goals
The sustainable development objectives constitute a commitment signed by all the member countries of the United Nations (UN), and contemplate different periods of execution and evaluation. Different documents such as ACPUA (2020), Alba Hidalgo et al. (2012), AQUA, ACPUA (2019) and Augutiene et al (2020) report on these objectives that the UN member states approved the SDGs for the period 2016-2030, which comprise 17 objectives and 169 targets.
The objectives are highlighted below:
1. End poverty in all its forms everywhere.
2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.
3. Guarantee a healthy life and promote well-being for all at all ages.
4. Guarantee inclusive, equitable and quality education and promote lifelong learning opportunities for all.
5. Achieve gender equality and empower all women and girls.
6. Guarantee the availability of water and its sustainable management and sanitation for all.

7. Guarantee access to affordable, safe, sustainable and modern energy for all.
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and encourage innovation.
10. Reduce inequality within and between countries.
11. Make cities and human settlements inclusive, safe, resilient and sustainable.
12. Guarantee sustainable patterns of consumption and protection.
13. Adopt urgent measures to combat climate change and its effects.
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
15. Protect, restore and promote the sustainable use of terrestrial ecosystems, carry out sustainable management of forests, combat desertification, halt and reverse land degradation and halt the loss of biological diversity.
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
17. Strengthen the means of implementation and revitalize the global partnership for sustainable development.

The ongoing globalization process, the climate crisis, the post-pandemic, the prevailing economic conditions and social variables, scientific-technological development constitute an objective circumstance and issues of concern for global societies. The academy must play a decisive role tending to socialize knowledge, which is essential to address the different problems within the framework of the complexities of today's world. Socializing knowledge means producing it collectively in organizations, communicating it, disseminating it and making it reach those who can benefit from that knowledge.

Inclusive education
The fourth objective of the SDGs includes guaranteeing inclusive, equitable and quality education by promoting lifelong learning

opportunities for all. In recent years, inclusive education as a concept has been installed as a central axis in educational systems, based on the conception that all people, by the simple fact of belonging to the human family, have equal rights. All students, as subjects of law, must have guaranteed access to an inclusive and equitable quality education, in addition to promoting lifelong learning opportunities, as proposed by Development Goal 4 of the Agenda 2030.

In this way, all people have the right to participate with equity in education and compulsory education becomes a priority. It must promote an education where differences are accepted and valued, of a school that promotes the development of all, for all and for each one.

The Convention on the Rights of Persons with Disabilities (hereinafter ICRP-UN), approved in 2006, understands inclusion as a process given mainly by real participation and seeks to guarantee it by proposing different practices. The article 24 addresses the right to education and commits the States Parties to take into account the diversity of all children, youth and adults, to achieve quality learning.

It also includes substantially increasing globally the number of scholarships available to developing countries, particularly the least developed countries, small island developing states and countries in Africa, so that their students can enrol in higher education programs in nations developed and others in development, which includes professional training programs, technical, scientific, engineering and information and communication technology programs. This is not happening with the speed that the urgency requires, in the field of internationalization of higher education (Quiroga (2021, b, c).

Local Development and University

Local development has been, is and will be very important, both for their communities and for all geographic structures. Universities can be considered poles of local development, due to their tradition, their knowledge, their cultural baggage. Institutions that must make visible the contributions that the academic field produces linked to the implementation and monitoring of the SDGs. Universities should favour the articulation of the

different levels of government and the association with various actors: other government agencies, civil society, the productive sector, etc.

The role of universities is basic as a strategic ally, to provide knowledge and good management practices, where local needs are considered together with the communities themselves. The integration of strategies should be sought, in which the participation of all actors is called, articulating international cooperation (Cosme Casullo, 2018).

Universities are already making important contributions to the achievement of the SDGs. However, for the SDGs to be a success on a global scale, it is necessary for them to acquire a leading role in sustainable development and lead their implementation in each of the impact areas, promoting social leadership.

The university government teams must guide the understanding of the opportunities offered by the SDGs and structure a roadmap that allows the contribution to sustainability proposed by the 2030 Agenda. The university community must provide the knowledge and solutions that support the implementation of the SDGs in the university. It is about incorporating the principles of the SDGs through governance, management and university culture, knowing their conceptual and methodological frameworks to promote the SDGs within the university. These institutions can promote the 2030 Agenda, identify and analyze good practices carried out by other universities in terms of training, research, institutional management and university extension. It is about promoting learning among peers, as well as cooperation on sustainability issues and designing an application plan as a roadmap with specific activities aimed at achieving the commitments acquired in the 2030 Agenda.

The development of having a more just and inclusive world, a world with greater dialogue, should focus on those aspects that allow us to strengthen the need to develop a sustainable culture. Universities must develop a space for dialogue to deepen what sustainability is, what Education for Sustainable Development (ESD) consists of, how the 2030 Agenda is linked to the SDGs and its relationship with stakeholders.

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. It is desirable to carry out a self-diagnosis of the activities carried out at the university itself, the recognition of strategies to integrate sustainability transversally from teaching, research, innovation and extension to contribute to the 2030 Agenda and understanding of the importance of the relationship with interest groups, communication and dissemination for the contribution to the SDGs.

A sustainability initiative implies major transformations, common to the activities of a higher education institution. These require a solid institutional commitment, in addition to governance structures that enable the effective participation of the different interest groups of the institution and the coordination of efforts in the matter. A leadership model should be deepened with the substantial contribution of academics, to strengthen the processes of strategic planning and sustainability. It is necessary to analyse how the strategies, policies, plans and high-level information indicators align with the SDGs and identify which organizational units are relevant for each one.

The incorporation of the SDGs must be the result of conscious integration with the strategies, structures, status and specific challenges of each university. It is to reinforce the strategic development plan with sustainability, understanding the university as a pole of development, from a conceptual framework of contribution to society, from the formulations of the 2030 Agenda. At the same time, the recognition of the importance of monitoring and measurement, which contributes to decision-making and the generation of value for all stakeholders.

Challenges and paths towards 2050

Universities are poles of development and are often large entities, somewhat anarchic due to the difficulty and plurality in decision-making, but which can have a significant impact on social, cultural, and environmental well-being aspects within their campuses, communities, and regions. These impacts are directly related to all areas of the SDGs, and by acting responsibly, universities can make significant contributions to their achievement. Using their unique position within society,

universities, both individually and collectively, can help lead, guide, and support local, national, and international responses to the SDGs.

Acknowledging the challenges of the 2030 Agenda and the SDGs and providing guidelines and methodological suggestions that make it possible to identify the link between the SDGs and the lines of scientific research is a priority task. In this context, the Union of Universities of Latin America and the Caribbean (UDUAL), with more than twenty affiliated universities, has become an organization that convenes and integrates different actors and articulates the local development process with international cooperation (Cosme Case, 2018).

The possibility of including the 2030 Agenda and the SDGs in curricular content, design of seminars and workshops, final projects for the integration of degree courses, as the subject of theses and dissertations, etc. It would help to raise awareness of the urgent challenges posed by sustainable development.

The 2030 Agenda has 17 sustainable development goals (SDGs). These range from 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 centres, will 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.

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 the search for a new development model based on equality, social and labour inclusion, poverty eradication,

environmental sustainability and economic growth. Facing this challenge implies promoting the three dimensions of sustainable development: social, environmental and economic. In a seventy-page study, ECLAC at its meeting in Mexico identified eight obstacles that impede the social development of the region (United Nations. UN News - October 3, 2019).

The persistence of poverty
In 2017, the number of people living in poverty in Latin America reached 184 million, equivalent to 30.2% of the population, of which 62 million, 10.2%, lived in extreme poverty. In addition, in 2016, 41.7% of employed people in Latin America received labour income below the national minimum wage. This percentage was especially high among young women, 60.3%. (United Nations. UN News - October 3, 2019). Following the onset of the COVID-19 pandemic, these numbers on extreme poverty have risen to levels not seen in the last 30 years.

Despite the differences observed from country to country, poverty has common features throughout the region:
• higher incidence among women
• higher incidence among minors
• Greater incidence among indigenous communities, Afro-descendants, peasants, and people with disabilities.

Fighting poverty and inequality is, according to ECLAC, key to sustainable development in Latin America and the Caribbean (United Nations. UN News - October 3, 2019).

Structural inequalities and the culture of privilege
The high levels of inequality existing in the region conspire against development. Inequalities encompass inequality in the exercise of rights, capacities and levels of autonomy. It also includes gender, ethnic and racial, and territorial inequality, among others. These inequalities - according to the report - are accentuated and blocked by the so-called culture of privilege that naturalizes social hierarchies and the deep asymmetries of access to the fruits of progress, political deliberation and productive assets.

Gaps in education, health and access to basic services
The Economic Commission for Latin America (CEPAL-ELAC, 2018) observes that, in recent decades, Latin America has experienced important advances in areas such as health and education, as well as in access to housing, basic services such as drinking water, electricity and sanitation, and Internet. However, gaps persist. At the regional level, 6 out of 10 young people between the ages of 20 and 24 completed secondary education, which shows an improvement since the early 2000 (CEPAL ELAC, 2018). These actions must be expanded to universalize completion of this educational level and strengthen strategies for prevent early dropout from the school system.

In addition, higher education is still reserved for a small proportion of the population: on average, in 2016, while more than 40% of young people between the ages of 25 and 29 in the highest income quintile completed at least four years of tertiary education, only 3.6% of those who belong to the lowest income quintile reached that level. The same situation occurs with health, where the general indicators have improved, but where the region still faces great challenges, especially with respect to certain populations.

As an example, ELAC points out that, in some countries, infant mortality among Afro-descendants was up to 1.6 times higher than that registered in the case of non-Afro-descendants, while the mortality rate among indigenous children almost doubles those of non-indigenous people. Indigenous people make up 8 percent of the total population of Latin America and the Caribbean.

The lack of work and the uncertainty of the labour market
The structure and dynamics of labour markets in the region continue to be characterized by their inability to generate productive employment and decent work, a feature that is once again rooted in deep inequalities of gender, race, and age. Youth unemployment is of particular concern, while child labour is the darkest face of the notion of decent work and a strong obstacle to inclusive social development. However, now added the uncertainty created by the impact of technological changes. However, it can be a moment of opportunity as long

as it is combined with policies aimed at promoting decent work. Some 30 million people cannot find work in Latin America and the Caribbean today (United Nations. UN News - October 3, 2019).

Partial and unequal access to social protection

Social protection is a right and is key to eliminating poverty, which prevents marginalization. Despite the great progress made, the effective capacity of Latin American States to provide universal guarantees of social protection throughout the life cycle remains limited. ECLAC highlights that social protection represents one of the most relevant functions of public spending, to which in 2016 an amount equivalent to an average of 4.1% of GDP was allocated, according to data from a group of 17 Latin American countries and Caribbean. A great effort has also been made in the affiliation or contribution to health systems of employed people over 15 years of age, since between 2002 and 2016, it increased from 36.8% to 57.3% in 14 countries (United Nations. UN News - October 3, 2019). Despite the progress, coverage gaps persist, especially among workers belonging to the lowest income strata, those who live in rural areas, and women. The UN has highlighted that after the COVID-19 pandemic, the universalization of social protection in Latin America must be systemically and fiscally sustainable

The institutionalization of social policy still under construction

From the point of view of the 2030 Agenda, the institutional framework is the framework in which the commitments for its fulfilment should be expressed, through the implementation of long-term policies and with broad social legitimacy. The report highlights that, in many cases, social policies and programs in general, and social protection in particular, rest on fragile institutional foundations and are subject to abrupt changes in direction, limited coordination capacity among relevant government actors, and the lack of clarity in its objectives and scope, explains CEPAL-ELAC (2018). There is also, in some cases, a lack of transparency and strong pressure from the affected groups and movements. In this regard, the increase in inequality arising from the pandemic is creating

so much mistrust that society no longer trusts the institutions.

Insufficient social investment

Financing social policies is a key factor for achieving inclusive social development, as well as transforming the idea of current spending into that of social investment. A key element to allocate resources to social policies is the tax burden. In 2017, total tax revenue in Latin America and the Caribbean amounted to 22.8% of GDP, compared to an average of 34.2% of GDP for OECD countries (CEPAL-ELAC, 2018).

In addition to increasing taxation, part of the problem of financing social policies could be solved by improving the effectiveness of collection. This is a great challenge for the region, considering that the level of tax evasion in Latin America amounted to a total of 6.3% of GDP, the equivalent of a total of 335,000 million dollars in 2017, according to the report (CEPAL-ELAC, 2018).

Undoubtedly, if countries could reduce these breaches, this additional income could help achieve the social and economic goals incorporated in the sustainable development goals (United Nations. UN News - October 3, 2019).

While everything is happening, in Argentina in 2023, the number of taxes assumed by the citizens and companies is approximately one hundred and seventy, which constitutes an excessive burden, which is not consistent with the services it receives. A significant portion of workers' pay income taxes on their salaries of close to a thousand dollars. emerging obstacles.

ELAC adds five emerging obstacles to social development:

a) Violence: Latin America and the Caribbean is the most violent region in the world, something unexpected given its level of economic, political and social development. For example, the region's homicide rate is five times higher than the world average. Violence refers not only to homicides, but also to other expressions of violence, such as assaults and incidents of sexual violence.

b) Natural disasters and climate change: The greater frequency with which natural disasters and extreme phenomena related to global warming occur makes it essential to design strategies to reduce population

exposure (CPAL-ELAC, 2018 Quiroga, 2021a, 2022 a)

c) The demographic transition: Although there are large differences between the countries of the region regarding the decline in fertility, fertility rates went from an average of 5.5 children per woman between 1965 and 1970 to 2.05 children between 2015 and 2020. By projecting these trends, dependency rates are expected to increase in the future due to the increase in the proportion of older people (CEPAL-ELAC, 2018).

d) Migrations: The new pressures in the global environment, beginning with the current US immigration policy, have given greater urgency to this issue. In turn, the region is not exempt from migratory flows forced by unpredictable natural and climatic disasters, as well as by economic crises and political instability.

e) Technological changes: Technological transformations are having notable effects on education and training. If access is not universalized to take advantage of the new tools, inequality will continue to be reinforced (United Nations. UN News - October 3, 2019).

International cooperation and integration for development must be deepened among countries that share objectives and action of environmental protection and development of the sustainable development objectives. This cooperation, apart from constituting one of the essential axes on which contemporary international relations are articulated, is the set of actions designed and executed by public and private actors from different countries, which seek to promote fairer and more balanced progress in the world, with the purpose of building a safer and more peaceful planet (Gómez-Galán and Sanahuja, 1999, p.17).

An integration that seeks to improve the living conditions of the people who live in the countries of the South, through the introduction of economic, social and political changes. Transformations that have to do with the promotion of human rights, the consolidation of democracy and the assumption of values and attitudes in favour of peace and solidarity. In this mission, the role of universities as promoters of sustainable development and guarantors of the objectives that encourage them is relevant. The integration of universities, with local governments, the development of collective actions that integrate public and private actors is beneficial to promote progressive transformations in these societies.

The cooperation and integration that can be carried out through a wide network of national and international organizations, some of a public nature and others of a private nature, that is, arising from civil society itself, as Román Sánchez (2003) has highlighted. This institutional network integrates what is known as the international development cooperation system, which is identified as a supportive way of understanding human relations. It is a question of establishing plural, transforming collaborative ties, with contributions from all, who aspire to the common good and social change.

The education of San Luis, Argentina in perspective

The basic aspects of the plan for the transformation of education in San Luis province constitute a contribution formulated in the book *Education: Between local and international Scenarios* (2023). San Luis currently has dissimilar and diverse school formats that create unequal situations between students and teachers. Child poverty is a distinctive sign of the San Luis province, the low salaries of teachers and the progressive loss of hierarchy of the teaching role that educators have suffered since the advent of democracy in December 1983. In the 90s, the presidency Carlos Menen produced profound reforms in the educational system at all levels: among them the Federal Education Law, the Transfer of educational services to the provinces and the Higher Education Law.

Education in the province of San Luis can begin a modern and progressive process of transformation, although the initiatives of the new Governor Claudio Poggi will be significantly influenced by a context where child poverty among the children of San Luis reaches 61.9 percent and There is increasing unemployment and inflation. There is still the debt of the authorities in the hierarchy of teaching work, the remuneration of the double teaching position (which is currently not paid one hundred percent), the incorporation of more technology and the quality of education. The challenges that the educational system faces 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 - a public office - must be promoted with a permanent and open dialogue, with the broadest participation of the different educational actors, teachers, schools, unions, etc. Interaction in the democratic context allows for greater knowledge of reality and is an essential scenario for production. of new ideas.

The ideas that we have promoted cover various aspects of education, from basic education to higher education, and seek to improve both the quality of learning and the opportunities for students (Quiroga, 2023).

Reaching one hundred and ninety effective school days is necessary, promoting the learning of English from first grade and favouring the development of bilingual schools is essential. Time and effort should also be dedicated 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 for 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 literacy among primary school students, and the strengthening of training, in-service training, and the recognition of teachers in salaries and incentives (Quiroga, 2023).

It is useful and beneficial for students to carry out professional internships in the last year of high school, strengthening WI-FI in all classrooms, ensuring connectivity in all schools to guarantee access to technology and digital literacy.

Furthermore, the provincial State should promote actions in these directions (Quiroga, 2023):

1. School Infrastructure and Resources:
• Carry out urgent infrastructure works to guarantee safe and adequate conditions in schools.
• Maintain optimal hygiene and pest control in school buildings.
• Guarantee the necessary equipment, such as computers, books and various 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. Promotion of teacher training on these aspects and establishment of psych pedagogical offices.
• 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 to children from 45 days to 2 years old.
• Have trained teaching staff and pedagogical supervision.

5. Strengthening Academic Capacities
• Implement actions aimed at improving expressive and logical-mathematical skills from initial to secondary education.
• Implement team-based teacher training and playful learning platforms 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 the enrolment and graduation rate in technical-professional education.
• Update the educational offer in areas of labour demand, such as programming, biotechnology and clean energy.

8. Education for Youth and Adults:
• Expand coverage and completion of the secondary level for youth and adults.
. Improvements and emphasis on the quality of adult education.
• Introduces hybrid modalities and vocational training at these levels.

9. Teacher Professionalization:
• Improve the prestige of the teaching profession through salary increases and continuous training.
• Offer specialized training to school directors and recognition of good practices.

10. Improvement of Educational Management:
• Use and efficient use of the educational budget.
• Production and use of relevant information. Transparency of information and data.
• Strengthen the supervision and monitoring of educational policies.
• Improve communication with the community and promote continuous evaluation.

New educational formats

Regarding new school formats such as generative, self-managed and/or digital schools, they must be rethought critically. The "generative schools" of San Luis appear as an educational model that seeks to diversify existing school formats, but that impoverishes teaching conditions and creates new inequalities. Today teachers in San Luis have different salaries, depending on the school they work at. In generative schools, the majority of teachers are contributing, which already generates deep inequality. The directors who, in general, do not have relevant studies in education (postgraduate degrees) manage public funds at their discretion as in self-managed schools, under the guise of a commission. The commission is made up of a "group of friends" who share the same political creed, where two or three people make the fundamental decisions.

Some characteristics of these schools:
- Self-management: These schools are self-managed, meaning they have a high degree of autonomy in making educational and administrative decisions. The most important thing, in some of them, such as their relatives, self-managed schools, money management among managers, occupies important attention.
- Freedom. In the speeches they seek to promote freedom in education, which could imply a less rigid approach in terms of curriculum and teaching methods, a situation that would be restricted to the weak qualifications of managers, without university postgraduate degrees or without experience in educational management.
- Non-graduated: They do not follow a traditional graduation system based on levels or grades.
- Flexible: They are flexible in terms of structure and teaching methods.

- Creative: They encourage creativity both in the educational approach and in the organization of activities.
- Working method, physical space and particular furniture: They have a specific approach in terms of how work is carried out in the classroom and how the physical space and furniture are organized.
- Flipped classrooms: They involve an approach where students play an active role in their own learning process, which could be related to a "flipped classroom" approach where students research and explore topics on their own. This methodology is now of age and is not a complete innovation.

The criticisms and concerns regarding these generative schools arise because it is argued, with some reason, that these organizations weaken the public education system by transferring functions historically carried out by the State to civil society, the growing job insecurity of teachers in San Luis with the implementation of these schools, outside of collective bargaining agreements and state regulations, targeting and exclusion that exacerbates educational and social gaps.

Furthermore, by placing emphasis on technical aspects of knowledge in these schools, individualism is promoted, which could perpetuate the ignorance and ideological submission of young citizens. In addition, it contributes to the not financing of public spending, since these schools are part of a strategy to defund public spending on education, a public policy that has deepened in recent years in the province of San Luis. In general, generative schools represent an alternative educational approach that seeks to promote autonomy, creativity and flexibility in education, but also generates its impact on equality, educational quality and the working conditions of teachers, who are discriminated against in this format.

These proposals range from infrastructure to teacher training and improving educational quality at all levels (Quiroga, 2023). 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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