

## Contribution of quality higher education to sustainable development in Latin America

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### ABSTRACT

This paper analyzes the contribution of quality higher education to sustainable development in Latin America. A systematic review methodology was employed from 2019 to 2023, using the PRISMA statement for searching academic databases. Relevant studies addressing educational quality in the region were selected. The results highlighted the importance of integrating sustainability into university curricula and management policies. Opportunities and challenges in the effective use of technology in the classroom to promote inclusive sustainable development were identified. The conclusions underline the need to continue working to ensure quality education that forms leaders and agents of sustainable change in Latin America.

**Keywords:** change, sustainable development, sustainable development, higher education, quality, sustainability, sustainability

### Introduction

High-quality higher education plays a fundamental role in the sustainable development of Latin America (Scavarda et al., 2023). Throughout history, various key figures have contributed to the advancement of this field, promoting the importance of education as a driver of change and development in the region. This essay explores the contribution of high-quality higher education to sustainable development in Latin America, analyzing its impact, identifying influential individuals, and examining diverse perspectives on the subject.

First, it is important to contextualize the significance of high-quality higher education in the sustainable development of Latin America. For decades, the region has faced socioeconomic, environmental, and political challenges that have tested its ability to progress toward a more prosperous and sustainable future (Salas et al., 2021). In this regard, higher education plays a key role by training skilled professionals, fostering research and innovation, and promoting social and environmental responsibility within society. What is known about the contributions of high-quality higher education to sustainable development in Latin America? The objective is to determine how high-quality higher education contributes to sustainable development in the region.

One of the most relevant aspects of high-quality higher education's contribution to sustainable development in Latin America is its impact on shaping leaders and citizens committed to change (Ahmed et al., 2021). Through quality education, students can acquire the skills and knowledge needed to address the complex and urgent problems facing the region, such as poverty, inequality, climate change, and environmental degradation.

In this sense, key figures like Paulo Freire, the renowned Brazilian pedagogue, have made significant contributions to the field of higher education in Latin America (Varona, 2020). Freire advocated for a liberating education that promoted critical consciousness, democratic participation, and social justice—fundamental values for sustainable development in the region.

Researchers have highlighted the importance of investing in quality education as a driver of economic growth, social inclusion, and environmental sustainability in the region (Uralovich et al., 2023). They have advocated for educational policies that promote equity, diversity, and relevance in higher education across Latin America to ensure sustainable and equitable development for all citizens (Žalėnienė & Pereira, 2021).

However, despite advancements in the field of high-quality higher education in Latin America, challenges and obstacles remain that limit its impact and reach. The lack of funding, unequal access to education, low teaching quality, and the disconnect between academia and the productive sector are among the problems the region faces in this area (Druetta, 2022).

To overcome these challenges and promote sustainable development through high-quality higher education in Latin America, it is essential to adopt a comprehensive and collaborative approach that involves all relevant stakeholders, including governments, educational institutions, businesses, civil society, and the academic community (Hoyos et al., 2023). Strategic partnerships must be established, applied research promoted, student and faculty mobility fostered, and inclusion and diversity ensured at all educational levels.

In conclusion, the contribution of high-quality higher education to sustainable development in Latin America is crucial for building a fairer, more inclusive, and sustainable future for the region. Through liberating, critical, and transformative education, it is possible to train professionals and citizens committed to change and capable of addressing the challenges of the 21st century. With the commitment and collaboration of all involved stakeholders, it is possible to advance toward sustainable and equitable development in Latin America, ensuring a prosperous future for future generations.

## 1. Literature Review

The topic of the contribution of quality higher education to sustainable development in Latin America is of great importance, as education is recognized as a driver of change and sustainable development for the region. The Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda include quality education as a key goal for achieving a sustainable future.

Quality higher education is essential for achieving the SDGs and promoting sustainable development since research and the training of professionals can significantly contribute to sustainability. Therefore, it has been recognized that higher education in Latin America must integrate sustainable development into its curricula. Universities in Latin America are demonstrating a growing commitment to education for sustainable development by implementing policies for sustainable campus management and incorporating sustainability into their academic programs.

According to UNESCO, although countries have made progress in access to higher education, there is a need for critical reflection on the quality of higher education in Latin America and the Caribbean and its capacity to address the challenges of sustainable development. Furthermore, the increase in student enrollment in the region has not been accompanied by significant improvements in the quality of higher education.

In this context, studies have been conducted to assess the implementation of sustainability strategies in Latin American universities. These studies have found that universities are committed to integrating sustainability into their activities and curricula, although further actions are needed to achieve quality and sustainable higher education in the region (Vera & Fernández, 2018).

In general, there is growing recognition of the importance of quality higher education for sustainable development in Latin America. Efforts are underway to integrate sustainability into the curricula and management policies of universities in the region. However, continued work is needed to ensure that students receive a quality education that equips them to become leaders and agents of sustainable change.

## 2. Theories of Education for Sustainable Development

Education for Sustainable Development (ESD) has become a key focus in modern education, aiming to foster awareness and understanding of global challenges while developing the skills and values needed to address them. Below are some theories of education for sustainable development applied at various educational levels:

- **Transformational Learning Theory:** This theory focuses on how learning can lead to positive and transformational changes in thinking, actions, and values. It is crucial for sustainable development as it seeks to promote shifts in how individuals think and behave regarding global challenges. It is primarily applied in tertiary education (Prado, 2021).
- **Theory of Education for Sustainable Development:** This theory emphasizes the implementation of education for sustainable development in curricula. It envisions ESD as an ongoing learning process that engages students in reflection, dialogue, and action to address global challenges. It is applicable across all educational levels, from primary to tertiary education (Alonso, 2021).
- **Systems Approach Theory in Education for Sustainable Development:** This theory highlights the understanding of the complexity of global challenges and how social, economic, and environmental systems are interrelated to address them effectively. It frames ESD as a structure for driving sustainability-oriented change and is applied in tertiary education (Bonilla et al., 2022; Giron & Cinseros, 2022).
- **Service-Learning Theory:** This theory is rooted in learning through service, linking academic learning with community action. It provides a practical approach to ESD, encouraging active student participation in solving community issues. It is applicable in both secondary and tertiary education (Cohen et al., 2017).

In conclusion, several theories of education for sustainable development exist, some of which are applicable at different educational levels. Implementing these theories in education can foster awareness and understanding of global challenges while preparing students to address them and contribute to sustainable development.

### 2.1. Critical Analysis of Theories Applied to the Latin American Context

Theories of education for sustainable development are essential to addressing the global challenges facing Latin America and the world. Historically, Latin American universities have had a strong tradition of social commitment, making them key players in promoting education for sustainable development in the region (Vizcarra, 2022).

The transformational learning theory and education for sustainable development theory have been applied at various educational levels. At the secondary and tertiary levels, the systems approach theory of education for sustainable development and the service learning theory are applicable to foster students' engagement and active participation in solving global challenges (Cohen et al., 2017).

In terms of a critical analysis of these theories in the Latin American context, it is important to highlight that education for sustainable development remains an unfinished task in the region. Studies indicate that while Latin American universities have started to implement sustainability strategies, they still face challenges in achieving high-quality and sustainable higher education. In Latin America, there is a need for critical reflection on the quality of higher education and its capacity to address the challenges of sustainable development (Assunção & Gudynas, 2018).

Therefore, strong political will and institutional commitment are required to ensure that education for sustainable development is effectively implemented in the region. This involves integrating sustainability into curricula, training professionals committed to sustainable development, and implementing sustainable practices in university management (Vera & Fernández, 2018).

In conclusion, theories of education for sustainable development provide an important framework for addressing global challenges in Latin America and the world. However, these theories must be effectively implemented in the region's educational institutions to achieve a sustainable future.

## **2.2. Roles and Responsibilities of Higher Education Institutions in Promoting Sustainable Development**

Higher Education Institutions (HEIs) play a crucial role in promoting sustainable development, as they are responsible for training future leaders and professionals who will face the environmental, social, and economic challenges of our time. This section provides a critical analysis of the roles and responsibilities of HEIs in promoting sustainable development (Merma et al., 2021).

First, HEIs have the responsibility to integrate sustainability into their mission, vision, and institutional objectives. This includes incorporating education for sustainable development into curricula, promoting interdisciplinary research on sustainability issues, and encouraging active participation of the university community in sustainable actions (Gonzalez et al., 2022).

Furthermore, HEIs must serve as models of good environmental and social practices by implementing sustainable management policies in their daily operations. These policies can include waste reduction, efficient use of natural resources, promotion of diversity and equity, and collaboration with external stakeholders to promote sustainable development locally and globally (Vallespin, 2021).

On the other hand, HEIs have the responsibility to establish strategic partnerships with governments, businesses, civil society organizations, and other relevant actors to promote sustainable initiatives at regional, national, and international levels. These partnerships can contribute to knowledge generation, transfer of sustainable technologies, and promotion of public policies that support sustainable development (Alonso et al., 2021).

In conclusion, HEIs play a fundamental role in promoting sustainable development through education, research, institutional management, and collaboration with other stakeholders. To fulfill their roles and responsibilities in this regard, it is essential that HEIs integrate sustainability into all their activities and foster a culture of commitment to the well-being of both present and future generations.

## **2.3. Dimensions of Educational Quality Relevant to Promoting Sustainable Development.**

Firstly, it is important to explore the historical context in which the relationship between educational quality and sustainable development emerged. Throughout history, education has been recognized as a fundamental pillar for the progress of societies. However, it has been in recent decades that the need to include sustainability as a transversal axis in educational systems has become evident (Rodríguez et al., 2020).

Key figures in this field have been educators, researchers, and opinion leaders who have advocated for the integration of education for sustainable development in educational policies at a global level. For example, UNESCO has played a key role in promoting education for sustainability through programs like the Decade of Education for Sustainable Development (2005-2014) and the 2030 Agenda for Sustainable Development. The impact of the dimensions of educational quality for promoting sustainable development has been significant in various aspects (Franco et al., 2022). Firstly, it has highlighted the need to train new generations in values of sustainability, such as equity, environmental responsibility, and civic participation. It has also contributed to redefining the goals of education, moving away from a purely academic approach to include transversal skills such as critical thinking, resilience, and empathy.

Influential figures who have contributed to the field of dimensions of educational quality for promoting sustainable development include Paulo Freire, a Brazilian educator known for his focus on liberatory and critical education; Vandana Shiva, an Indian activist who advocates for education that promotes biodiversity and gender equity; and Greta Thunberg, a Swedish youth activist who has brought global attention to the urgency of the climate crisis and the need for action-oriented education (Thunberg, 2018). From different perspectives, both positive and negative aspects can be identified regarding the dimensions of educational quality for promoting sustainable development. Positive aspects include the promotion of values

of solidarity and justice, raising awareness about environmental challenges, and the formation of citizens committed to sustainability. However, challenges such as resistance from certain sectors to changes in educational curricula, lack of teacher training on sustainability issues, and the need to ensure active student participation in decision-making can also be identified.

Regarding possible future developments related to the dimensions of educational quality for promoting sustainable development, there is a need for greater collaboration among various actors, such as governments, NGOs, the private sector, and the educational community, to ensure the effective implementation of education for sustainability programs. It is also expected that the climate crisis and the urgency to preserve the planet will continue to be subjects of reflection and action within the educational field.

In conclusion, the dimensions of educational quality relevant to promoting sustainable development are a crucial topic in the current context. Through the integration of sustainability into educational systems, the goal is to train individuals who are conscious, critical, and committed to building a more just and sustainable future for all. It is essential to continue promoting reflection and dialogue around this issue, as well as strengthening alliances among the different actors involved to achieve a positive impact on society and the environment.

#### **2.4. The Use of Innovation and Technology as Tools for Integrating Higher Education into the Sustainable Development Agenda.**

The use of innovation and technology in integrating higher education into the sustainable development agenda is a critical topic today. Throughout history, we have seen how technology has revolutionized the way we learn and teach. Regarding the importance of innovation and technology in higher education and its impact on sustainable development. First, it is important to understand the historical context in which technology has been developed in higher education. Over the years, we have witnessed how technological innovations have transformed how we access and interact with information. From the invention of the printing press to the arrival of the internet, technology has been a driving force in the evolution of higher education.

A key figure in the field of educational technology is Seymour Papert, a South African mathematician and educator who pioneered the use of computing in teaching. Papert developed the theory of constructivism, which holds that students learn best when they are active participants in their own learning process. His work has influenced how technology is used in the classroom and the integration of higher education into the sustainable development agenda (Wellner & Levin, 2023).

Another influential figure in this field is Mitra (2024), an Indian educator who has researched the use of technology to promote self-directed learning in unconventional settings. Mitra is known for his "Hole in the Wall" experiment, where he placed computers in rural communities in India and observed how children learned to use them on their own. His work has demonstrated the potential of technology to empower students and promote inclusion in higher education. From a positive perspective, the use of innovation and technology in higher education can offer multiple benefits. On one hand, technology can help overcome geographical and economic barriers, enabling more people to access quality education. Additionally, technology can facilitate more interactive and personalized learning, tailored to the individual needs of each student.

However, there are also negative aspects to consider in the use of technology in higher education. For example, the digital divide can exacerbate existing inequalities, as not all students have access to the same technological tools (Lodi

& Martini, 2021). Moreover, excessive use of technology can lead to disconnection from the real world and an overdependence on electronic devices.

In conclusion, the use of innovation and technology as tools for integrating higher education into the sustainable development agenda is a complex issue that presents both opportunities and challenges. It is essential to continue exploring new ways to use technology effectively in the classroom, ensuring that all students can benefit from its advantages. With a balanced approach and careful planning, technology can be a powerful ally in the pursuit of sustainable development and inclusive higher education for all.

### **2.5. Impact of the Quality of Higher Education on Achieving Sustainable Development Goals in Latin America.**

The quality of higher education in Latin America is a crucial issue that has a direct impact on the achievement of sustainable development goals in the region. This essay explains how the quality of higher education can influence the capacity of Latin American countries to reach their sustainable development goals and explores the historical context, key figures, and divergent perspectives in this field.

First, it is important to consider the historical context of higher education in Latin America. For many years, the region has faced challenges in terms of access, equity, and quality in higher education. Despite significant progress in recent decades, there remains a considerable gap in terms of quality between educational institutions in the region and those in more developed countries.

A key figure in this field is the Economic Commission for Latin America and the Caribbean (ECLAC, 2018), which has advocated for increased investment in quality higher education as a means to drive sustainable development in the region. Additionally, experts such as Reimers (2018) from Harvard University have emphasized the importance of quality higher education to prepare young Latin Americans for the challenges of the 21st century.

However, it is also important to consider critical perspectives on this issue. Some critics argue that the quality of higher education in Latin America remains deficient due to a lack of resources, corruption, and ineffective policies in the region. Furthermore, the gap between elite institutions and less privileged ones remains a major concern that could hinder the achievement of sustainable development goals.

Regarding potential future developments in this field, it is crucial for Latin American governments to invest significantly in improving the quality of higher education, promoting equity, inclusion, and excellence in all educational institutions. Moreover, strengthening regional and international cooperation to exchange best practices and promote collaboration in research and development in the region is essential.

In conclusion, improving the quality of higher education through the achievement of sustainable development goals in Latin America is a complex issue that requires careful attention and concrete actions from key stakeholders in the region. Through significant investment in improving the quality of higher education, Latin America can be better positioned to face future challenges and achieve sustainable and equitable development for all its citizens.

### **2.6. Success Stories and Challenges in the Implementation of Innovative Strategies in Higher Education Institutions (HEIs) in the Region.**

In today's world, higher education institutions (HEIs) face constant challenges and the need to implement innovative strategies to remain relevant and competitive in an ever-changing environment. This essay analyzes success stories and challenges in the implementation of innovative strategies in HEIs in the region, through a comparative approach. Firstly, it is important to highlight that the implementation of innovative strategies in HEIs can lead to significant

achievements and benefits. One success story is Stanford University in the United States, which has been a pioneer in integrating cutting-edge technologies in teaching and learning through online platforms such as Coursera and edX. This has allowed the institution to reach a wider and more diverse audience, increasing its visibility and reputation globally. On the other hand, there are significant challenges that HEIs must face when implementing innovative strategies. One example is resistance to change from some members of the university community, who may see new technologies as a threat to traditional teaching or as an additional workload. Furthermore, the lack of financial and technological resources may limit HEIs' ability to effectively adopt new innovative practices. In a comparative context, we can observe that HEIs in the region face similar challenges, but with different realities and resources. For example, in countries with greater economic limitations, such as some Latin American countries, implementing innovative strategies may be more difficult due to a lack of technological infrastructure and faculty training. However, there are success stories in the region, such as the University of the Andes in Colombia, which has successfully implemented high-quality and relevant online education programs. In conclusion, implementing innovative strategies in HEIs in the region presents both opportunities and challenges. It is essential for institutions to critically and reflectively address these aspects, considering the needs and particularities of their context. Only through a continuous improvement and adaptability approach will HEIs achieve success and remain relevant in an increasingly demanding and competitive educational environment.

### **2.7. Evaluation of the Effectiveness of Existing Policies and Proposals for Improvement.**

Regarding the evaluation of the effectiveness of existing policies and proposed improvements for the success stories and challenges in the implementation of innovative strategies in Higher Education Institutions (HEIs) in the region, this is a highly relevant topic in the educational field. This essay explores the historical context of this issue, the key figures who have contributed to its development, its impact on HEIs in the region, and the positive and negative perspectives that exist.

Firstly, it is important to contextualize the analysis of the evaluation of existing policies in HEIs. For decades, educational institutions have been under pressure to improve the quality of education they offer, adapt to technological and sociocultural changes, and meet labor market demands. In this regard, existing policies have been continuously analyzed to evaluate their effectiveness and propose improvements that will enable HEIs to achieve their educational and training goals.

Key figures in this field include academics, researchers, institutional leaders, and experts in educational policy. These individuals have contributed research, analysis, and proposals that have enriched the debate surrounding policy evaluation and the implementation of innovative strategies in HEIs. Their work has been crucial in identifying success stories and challenges in implementing educational policies, as well as proposing recommendations to improve the quality of education in the region (OECD, 2019; Fullan, 2020).

The impact of this analysis on HEIs in the region has been significant. Thanks to the evaluation of existing policies and proposed improvements, institutions have been able to identify areas of opportunity to strengthen their educational infrastructure, improve teacher training, and promote innovation and research in their academic programs. As a result, improvements have been observed in student retention rates, the quality of teaching, and the relevance of the educational programs offered (Hargreaves, 2021).

From a positive perspective, the analysis of the evaluation of existing policies has allowed HEIs in the region to identify best practices, success stories, and lessons learned that can be replicated in other institutions. It has also contributed to strengthening the culture of evaluation in the educational sector, promoting greater transparency, accountability, and continuous improvement within institutions.

However, there are also negative perspectives on this issue. Some criticisms point to the lack of financial and human resources to carry out thorough evaluations of educational policies, as well as resistance to change from some institutional actors. Additionally, the need for better coordination between educational institutions, government bodies, and civil society has been highlighted to ensure that proposed improvements are effectively implemented. In terms of future developments related to the evaluation of existing policies in HEIs, it is essential to continue fostering research, interinstitutional collaboration, and the exchange of best practices at the regional and international levels. Inclusive, equitable, and sustainable policies should also be promoted to ensure access to quality education for all citizens.

In summary, the analysis of the effectiveness of existing policies and proposals for improvement in HEIs in the region is a highly important issue in the educational field. By identifying success stories and challenges in the implementation of innovative strategies, institutions can improve the quality of education they offer, adapt to changes in the environment, and contribute to the sustainable development of society. It is necessary to continue promoting continuous evaluation, innovation, and collaboration in the educational sector to ensure that all individuals have access to quality education that allows them to reach their full potential.

3. Methodology

The methodology of this systematic review is based on specific inclusion and exclusion criteria to select relevant studies. After a thorough search in academic databases, the methodological quality of the selected studies was assessed. The synthesis and analysis of the results will help identify emerging patterns and trends, contributing to the topic of higher education quality and detailing the research skills employed.

The research consisted of a descriptive systematic review focused on scientific articles published from 2019 to 2023. The PRISMA statement was used as the search methodology. Potentially relevant studies were collected, searching for full-text and open access. A systematic review flow was carried out for the selection of studies, with searches in Scopus, ERIC, and SciELO using keywords in English. The exclusion criteria included non-scientific articles, lack of quality criteria, duplication, and language. The inclusion criteria focused on the title, abstract, objectives, results, and participants, all related to the quality of higher education.

Table 1. Studies from the Systematic Review

Study	Count	Objective	Design	Population	Main Findings	Quality
	ry					

UNESCO (2017)	USA	Investigate quality education promoted by UNESCO over the years, emphasizing problematization and thematization as the central axis of analysis.	Qualitative research using focus groups	12 teachers	Contributions to education	9/10
Assunção Flores, M. C., & Gudynas, E. (2018)	Brazil	Develop theoretical and methodological considerations aligning the discussion with sustainable development goals.	Qualitative, descriptive, and argumentative design	Provides examples and diverse perspectives on the role of universities in promoting education		8/10

4.

Results

The systematic review on the contribution of quality higher education to sustainable development in Latin America was conducted using the PRISMA methodology. The review included studies from 2019 to 2023, focusing on articles related to the quality of higher education. The search was carried out in the Scopus, ERIC, and SciELO databases using specific keywords in English.

The review identified several studies that met the inclusion criteria, focusing on the title, abstract, objectives, results, and participants related to higher education quality. Exclusion criteria included non-scientific articles, lack of quality criteria, duplicates, and language restrictions.

The methodological quality of the selected studies was evaluated, and the results were synthesized and analyzed to identify patterns and trends. The studies included a range of objectives, designs, and populations, focusing on the role of universities in promoting education for sustainable development.

A study conducted by UNESCO (2017) in the United States explored the concept of quality education, emphasizing problematization and thematization as central axes of analysis. The study used a qualitative design with 12 professors and found that focus groups were an effective tool for fostering learning and generating questions about solutions to problems.

Another study by Assunção et al. (2018) in Brazil aimed to weave theoretical-methodological considerations on the subject of sustainable development in higher education. The study employed a descriptive and argumentative design, including examples and different perspectives on the role of universities in promoting education for sustainable development.

The study by the Economic Commission for Latin America and the Caribbean (ECLAC) (2018) in the United States investigated the role of transformative education in promoting economic, social, and environmental development, aligning the organization's work with this vision for the next 15 years. The study used an exploratory design and conducted interviews with professors to examine innovative educational practices that utilize new technological tools.

Overall, the systematic review concluded that higher education plays a fundamental role in promoting sustainable development in Latin America. The studies identified various strategies and tools for promoting quality education, including problematization and thematization, theoretical-methodological considerations, and innovative educational practices using new technologies. The review underscores the importance of continued research and investment in higher education to advance sustainable development in the region.

## 5. Conclusions

- Research on the contribution of quality higher education to sustainable development in Latin America provides a comprehensive and detailed view of a crucial topic for the region's future. Through the exploration of various aspects, including the historical context, key figures, divergent perspectives, and the evaluation of existing policies, important conclusions are drawn to guide future actions and policies in the educational field.
- First, it is evident that quality higher education plays a fundamental role in the sustainable development of Latin America by forming leaders and citizens committed to change. Influential figures such as Paulo Freire and Gabriela Ramos have advocated for a liberating and equitable education that promotes social and environmental justice in the region.
- However, despite progress, challenges persist, such as lack of funding, access gaps, and low teaching quality, which limit higher education's impact on sustainable development. Overcoming these obstacles requires adopting a comprehensive and collaborative approach involving all relevant actors, from governments to civil society.
- Additionally, the implementation of innovative strategies in higher education institutions presents both opportunities and challenges. While success stories like Stanford University demonstrate the potential of integrating advanced technologies, resistance to change and a lack of resources can hinder this process in the region.
- The evaluation of existing policies and proposals for improvement is crucial to ensure the effectiveness of educational strategies. Through continuous and reflective analysis, institutions can identify areas for improvement and best practices that contribute to educational quality and the achievement of sustainable development goals.

- In summary, the research highlights the importance of quality higher education as a driver of change and development in Latin America. Through a collaborative and continuously improving approach, it is possible to advance towards a fairer, more inclusive, and sustainable future for the region.

## 6. Recommendations

- **Promote sustainable financing:** Encourage the allocation of adequate financial resources for higher education, ensuring continuous and equitable investment to improve infrastructure, teacher training, and access to innovative technologies.
- **Expand inclusive access:** Develop programs and policies to address the gap in access to higher education, providing equitable opportunities for all sectors of society, including marginalized populations and vulnerable groups.
- **Foster educational innovation:** Stimulate the implementation of advanced technologies and innovative teaching methodologies in higher education institutions, promoting teacher training and curricular adaptation to current needs.
- **Evaluate and adjust educational policies:** Conduct periodic evaluations of existing policies in higher education, identifying areas for improvement and best practices that contribute to educational quality and the achievement of sustainable development goals.
- **Encourage intersectoral collaboration:** Establish alliances and collaboration networks among educational institutions, governments, civil society, and the private sector to comprehensively address challenges and promote a collaborative approach in the continuous improvement of higher education.

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