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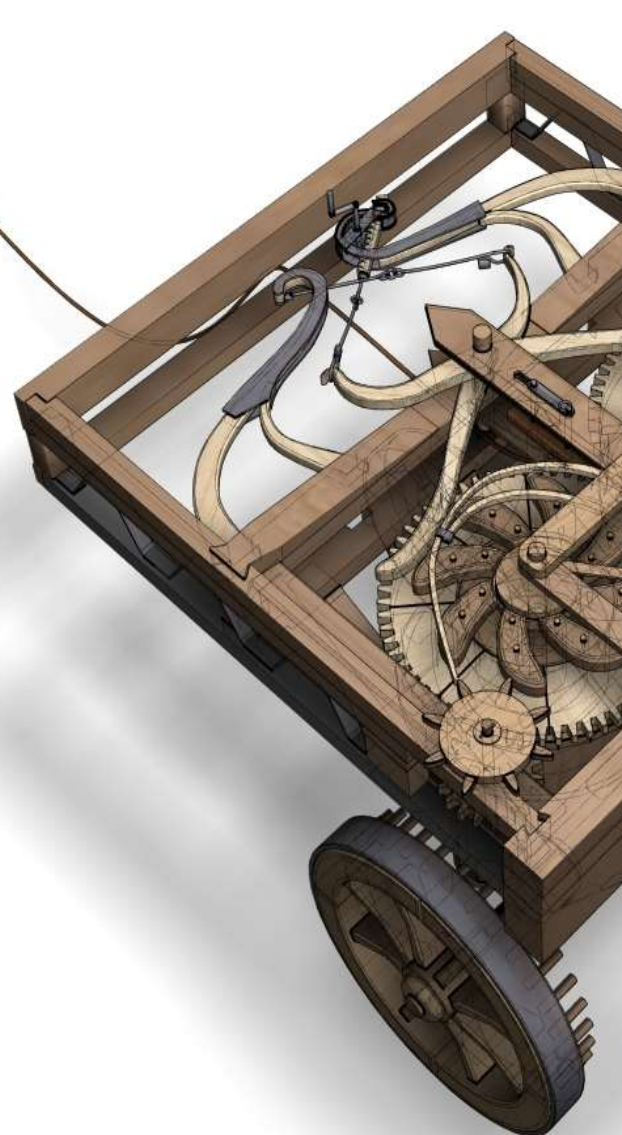
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The Impact of Sustainable Development and Social Responsibility on Quality Education

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Abstract:

In recent years the educational system has opted to implement sustainable strategies that allow access, coverage, relevance, and quality of education. The University does not escape these realities combined and the need to generate a real impact on all its stakeholders. Thus, the challenge of training competent individuals to face the future is increasingly relevant. This research aims to reflect theoretically on the impact that Sustainable Development and Social Responsibility effectively have on quality university education. For which relevant theoretical elements have developed that support in the first instance the origins of sustainable development and social responsibility and the fundamental elements of each one of them and, in the second instance, it explains how these binomial favors quality, sustainable and relevant education. The method is served from the qualitative paradigm, documentary observation, and content analysis. Among the findings, it is found that education influences people and nations, which is why Universities must take on the challenge of responsible teaching. It is concluded that today higher education institutions are called to the teaching of excellence. In particular, training future specialists in the tourism and hospitality industry requires the approach when it is not enough to carry out substantive functions of the University: teaching, research, extension, and social projection, but they must be articulated with each other, to contextualize the student of the problems of the environment, sustainable development of the territory and how they can be solved.

Keywords: SDG4 (Sustainable Development Goal 4); university social relevance; university social responsibility; higher education institutions (HEIs); tourism; hospitality industry; sustainable development of territories.

JEL Classification: Q01, I25, I23, Z32.

Introduction

The Sustainable Development Goals (SDGs) proposed in 2015 by the United Nations General Assembly, which outlines the systematic path of global development for the 2030 agenda, propose a strategic path that mitigates widespread global problems. The SDGs then mark a before and after for all countries to measure each country's development.

Within the approach of these objectives is objective number 4, "Quality education," which we will address in this research. The methodologies proposed to achieve the objectives are varied and of significant novelty. This variety responds to the non-exclusivity of application. However, it does seek to encourage countries to formulate sustainable strategies that minimize negative impacts and generate structures that allow society to have more due processes of solidarity in the world. For which a change of behavior is essential.

In order to implement these strategies in a sustained manner, it is necessary to involve all the social actors of each country, expecting from them a significant contribution not only for national development but also one that other States can replicate. The countries have key actors such as higher education institutions (HEIs). These play a fundamental role in societies, being that the training of integral professionals (which are essential for the achievement of the SDGs) is in their hands. Thus, when training specialists in the fields of hospitality, universities should not focus on the interests of a particular country, but specialists should be integrated into the context of global interests and development trends, understand the goals and values of sustainable development.

Thus, at present, the University is in a leading role, facing a paradigm shift in education, educating with quality, solidarity, and a sense of responsibility, so that professionals committed to Sustainable Development (SD) are as committed to society and the environment as to the economy, have a sense of social responsibility.

Finally, the purpose of this article of a documentary nature is to develop relevant theoretical elements that support in the first instance the origins of sustainable development and social responsibility, and the fundamental elements of each of them and, in the second instance, to explain how this binomial favors quality, sustainable and relevant education?

1. Literature Review

1.1 Sustainable Development and SDGs. Origins and Dimensions

Speaking of the origin of the DS, it was not until 1982, during the Second Land Summit held in Kenya, that the United Nations World Commission on Environment and Development empowered the Brundtland Commission under the direction of Gro Harlem Brundtland to prepare a socio-economic report (Rivarola 2013). Furthermore, in this report called "Our Common Future," the concept of sustainability is developed, stating that violence was the leading public health problem.

Thus, Barbier (1987) presents one of the first concepts of sustainable economic Development, expressing that it is directly related to the increase in the acquisition of material goods of primary necessity or not by the poor, so that the measurement will be the capacity and the direct access that the poor have to cover with their actual income (own) not only needs. Barbier (1987) continues (quoted by Baroni (1992) "In general terms, the first objective is to reduce the absolute poverty of the world by providing secure and permanent livelihood solutions that minimize resource depletion, environmental degradation, disruption of culture and social instability" (p. 17)

It is about understanding that the economy, society, and the environment are closely linked and must be treated as one, in such a way that sustainable economic development is proposed respecting the environmental limits and producing for the common good, this Vilches & Gil Pérez (2003) is called integration environment - development. Folch (1998), for his part, expresses that this is not a simple theory but the desire to move forward without harming anything or anyone, sustainability that allows guaranteeing the resources that future generations need to live.

In September 2000, the United Nations, UN, made the declaration of the Millennium Goals (MDGs), these were eight and addressed issues such as extreme poverty, primary education, equal opportunities, infant mortality, health, and maternity, fight against diseases, environment, and society for Development (Figure 1) (UN, 2000).

Figure 1. The Millennium Development Goals (MDGs)



Source: UN (2000)

In 2005, the UN began promoting education for sustainability by setting a decade to fulfill it. In 2015 the UN approved the document “Transforming our world: the 2030 agenda for sustainable development”, which sets out 17 SDGs that again address the MDGs and include some others, all of them aimed at achieving a sustainable future (Zarta Avila 2018) (Figure 2).

Figure 2. Sustainable Development Goals



Source: UN (2015)

So, sustainable development and the SDGs imply the commitment and capacity of all to meet the needs of today's living beings, but without diminishing the options to meet these exact needs in the future. All this entails a rethink in the global work (state, companies, civil society, and organizations in general) where viable projects emerge that positively impact the great triad: economic, environmental, and social (Figure 3).

Figure 3. Dimensions of Sustainable Development



Source: own elaboration (2021)

This triad of dimensions is driven and motivated by the need of human beings to protect themselves, their environment, and their future. It has made known the importance of measuring the harmful emissions that each individual, organization, company, and state generates and taking appropriate correctives to reduce them.

It is essential to know how they have been worked on and how these three dimensions should be managed and operated. To achieve these objectives and achieve SD.

1.2 Economic Dimension

In 1973, the oil crisis coupled with the incompatibility with the conservation of the environment and society caused an economic debacle. An “economic growth” that believed that the issue of economic equity was not essential and that nature would have unlimited resources (raw materials, energy, water) available to produce whatever it wanted over time.

In this sense, hybrid theories begin to be generated that include the definition of economics, understood as the efficiency in allocating resources (non-renewable natural and others) necessary for satisfying human needs (Robbins 1932). The concept of sustainability focuses on the just and long-term symbiosis between the environment and human beings (Baumgärtner & Quaas 2010). In the words of Solow (1991) and Siebert (2005), sustainability is an obligation of present generations to future generations (intergenerational justice). Therefore, it is a restriction on production systems and their economic policy.

Dopico Castro & Iglesias Gómez (2010) add that economic sustainability has a normative component that regulates man’s relationship with the environment, whose purpose is to find a balance between productive efficiency and environmental justice. Thus, economic sustainability has a close relationship with the resources provided by the environment (Constanza 1991).

The economic dimension of sustainability implies a development measured through a temporal and spatial analysis of production processes and their dynamics in the city and the countryside. This analysis includes reviewing and studying land tenure and uses, activities in all sectors: primary, secondary, and tertiary, the labor market, among others.

1.3 Social Dimension

This dimension is oriented towards the exploitation that man makes to nature, how this process is carried out, who carries it out, the social costs, and the environmental cost-benefit of this process. The latter refers to the willingness to pay to improve the quality of the environment (Yucca 2012) and ensure coverage of the demand of future generations.

Thus, the definition of sustainable development presented by the Brundtland Commission (UN World Commission on Environment and Development, 1986) speaks of equity for future generations and distinguishes two points to be taken into account to ensure generational equity in the world: 1) Intergenerational equity is about taking into account what is the cost of economic Development of today to the man of tomorrow. 2) Intragenerational equity includes disadvantaged groups or minorities in ecological, social, and economic decision-making. It aims to reduce the gap in social inequality by meeting the basic needs of all.

In this sense, social sustainability seeks solidarity and social adherence, the ability to work as a team for a shared future, which implies minimizing the negative social impacts derived from the economic activities executed to generate the economy. It is also related to the social responsibility of organizations that seek to return to society what we take from it by improving their quality of life through better working conditions for employees. Safeguard the physical integrity of workers and adjacent communities in the production process; minimize negative environmental impacts; return of natural raw materials; respect, fulfill and protect human rights; be ethical in the exploitation of raw materials, in the elaboration, marketing, distribution, and sales of products; guarantee in the purchase processes, others.

1.4 Environmental Dimension

Environmental sustainability involves cycles to imitate nature, implying that production systems must be designed based on renewable resources. Also focused on the minimization of non-biodegradable waste. In any case, the waste emitted by the organization's manufacturing process (Hartwick 1990a, 1990b; Hanley *et al.* 1997) must be used utility. It is essential to contain and reduce the environmental effects caused by the products during all their lifecycle. From the extraction of the raw material to the management of their waste.

In this sense, Cooper (1999) considers that natural systems are as critical as the productive (economic) system, and both must be understood and aligned to achieve more significant equity and sustainable economic development. In the words of Daly & Cobb (1989), Daly (1990), this alignment must occur for three primary reasons: 1) the depletion of essential and non-renewable resources such as water, would be catastrophic, 2) although the natural raw material is renewable, the capacity for substitution over time is minimal, so its equal stock would be reduced, and 3) the ability to replace some resources such as wildlife is zero. In other words, it is necessary to conserve natural capital regardless of the economic costs, if necessary.

In order to achieve a DS, it is essential to achieve compatibility between economic and social activity, which in turn must guarantee the preservation of the environment and its biodiversity. Analyses should be carried out on the environmental impacts caused by economic activities and life in society.

1.5 Social Responsibility from Its Beginnings to the Present Day

The origin of social responsibility is not clear. However, it can be said that in the year 1530 is published "De civilitate morum puerilium" whose author Erasmus of Rotterdam, tried to detail specific rules of urbanity that had to be adopted by children and young people to ensure a harmonious society. De civilitate morum puerilium is the first work that talks about the rules of courtesy. In this sense, it could be said that social responsibility is a norm of urbanity that applies to the social actors.

In 1899 Andrew Carnegie published a book entitled "The gospel of wealth," which spoke for the first time about the principles of charity and beneficence (Stoner 1996), although for the definition that is handled today on social responsibility, this is pure philanthropy. For his part, Camacho, Fernandez & Miralles (2005) expresses that the beginnings of social responsibility are in the first half of the twentieth century, around the '20s, here the concept revolved around philanthropy, saying, then that it was a charitable and philanthropic action, this definition. However, it is an approach, definitely lacked the legitimate actions and practices of social responsibility.

Murillo (2007) comments that the definition was born in the second half of the twentieth century, from two aspects, one that starts from the close relationship that exists between company and society given by a well-defined European bloc, and the other, part of the need to generate ethical conduct guidelines for large companies in the United States of America.

Thus, social responsibility has boomed since the '60s from some scandals of large corporations whose productive reason notoriously affected the environment. The year 1972 highlights the environmental crisis facing the world, declared at the World Conference on the environment and highlights the importance of implementing measures to correct and prevent the possible environmental impacts generated by production processes and consumption, leading to the establishment of standards in favor of the environment (Ness and Golay 1997).

In the year 2000, one year after the "United Nations Global Compact" announced the adoption of universal standards for the benefit of the environment, human rights and labor rights were launched. From here, says Expósito (2008), he initiates organizational social responsibility. This strategy seeks in a sustainable way that business activities are as less harmful as possible and, in turn, manage these impacts on society in the most precise way. In this sense, Etcheverry (2005) expresses that the use of terminology has acquired importance "within the intellectual environment dominated by discussions and criticism about the social consequences related to globalization" (p. 497-498).

So far, social responsibility can be defined as the awareness that an organization makes of itself and the role that as a social actor it has to assume in society. Vallaey (2008) comments that this awareness must be considered and assumed by the organization's entire ecosystem: internal and external environment, employees; shareholders; customers; suppliers; competitors, others.

However, university social responsibility (since the University is an organization that is not far from the previous conceptualization) can be defined as the ability of a HEIS to meet the needs of its *raison d'être* efficiently: academic training; knowledge generation; social projection, and extension, but, in addition, provide objective, viable and accessible solutions to problems of the local, national and international environment, this, in turn, must be immersed in teaching, educating with quality for sustainable development.

1.6 Corporate Social Responsibility (CSR) Practice Areas

The fields of action of the SR are areas where that require organizations to make joint participation to improve or develop. Although these issues have international norms and agreements, organizations must strive to comply with them and give a bonus, improve their production practices and contribute to a DS.

In this regard, Mirvis & Googins (2006) of Boston College believe that "A company should calculate appropriate and effective actions taking into account transparency, governance, community economic development, work-family balance, environmental sustainability, human rights protection, and ethical relationships with its investors" (p. 3).

A concept closely linked to the sustainable development of nations, which the International Organization for Standardization (ISO) shares, thus, the ISO (2008) defines some components of social responsibility, starting with:

- Organizational governance; is an organizational system for strategic decision-making with principles and practices of transparent and ethical accountability, with respect for stakeholders. This transparency must comply with the international standard for reporting on sustainability and transparency of information on CSR issues. Organizational governance includes the management and construction of a responsible vision with society, the environment, and the economy. However, it must also translate that vision into concrete actions, from the inclusion of social responsibility as part of its values in the organizational culture to the accountability itself on SR policies and practices.

- Human Rights; two significant distinctions are made: 1) civil and political rights such as the right to life, liberty, equality, and freedom of expression, and 2) economic, social and cultural rights, such as the right to work, health, education, security. On this understanding, the United Nations General Assembly (1948) calls for all social actors to help guarantee human rights and emphasizes the rights of vulnerable groups such as the disabled, indigenous people, immigrants, women, and children, among others.

- The environment; organizations must integrate into their management systems areas such as a) Life cycle management, the three dimensions of sustainable development of each of their products and services are considered, and it is monitored from the raw material to the elimination or recovery of the same at the end of its useful life, b) Eco-efficiency, resources are used more effectively, through process reengineering; improvement in the design of products and services; decrease in the use of materials and energy; safe disposal of materials and toxic remains, others, thus generating less pollution and waste, c) Use of technologies and sound practices of the environment, and, d) Sustainable acquisition, considers the socio-environmental of the product or service, that is, its use in proportion to the natural renewal of the raw material.

- Fair Operating Practices; include social responsibility in the organization's value chain by developing anti-corruption and transparency practices.

- Consumer Issue; is to provide accurate and transparent information about the organization's processes to customers.

- Community Participation and Development; is the relationship between the organization and the communities where they are located. Here, the organization can give back to society what it takes from it, promoting internal leadership of voluntary cooperation, allocating resources to develop the community from promoting health services, job creation, preservation of culture; health services; drinking water, and others.

1.7 Responsible and Quality Education

The human development index measures the progress of each nation, from life expectancy, level of education, and per capita income; this is a paradigm shift; where the measurement of growth was the most important and is made from the calculation of GDP and passes towards the measurement of Development that also includes

qualitative processes that lead to inquire about education and life with quality (United Nations Development Programme, 1990; World Health Organization, 2014).

UNESCO (2009) emphasizes that quality education must transfer experiences and learn to new generations by strengthening the skills and capacities of the individual. This individual can learn and improve the adaptation of knowledge to solve everyday problems and improve their quality of life.

However, the University is responsible for transmitting the knowledge of a profession or university career and must teach the rules and customs that every human being needs to be part of active social life (Sánchez-Romero 2010) proponent of proactive solutions. Education with a sense of responsibility and quality seeks to promote and develop creative, emotional, social, and environmental skills and transfer cultural references to new generations, which sustainably minimizes violent behaviors (Sardinia 2020).

Education in all its deployment directly influences people; therefore, education influences the development of nations. That is why universities must assume their commitment to responsible teaching. Involving in their organizational culture university social responsibility (MSW), understanding this as an institutional policy with an ethical dimension in the university work, where the management of their environment, cognitive, educational, and labor impacts have a sense of responsibility, also includes an interactive dialogue with a society which promotes sustainable Development (Inter-American Development Bank, 2008).

This definition implies that universities must set themselves objectives that allow the integration of MSW into the very culture of the IES, promoting the transmission and learning of values, knowledge, and competencies (Ahumada-Tello *et al.* 2018), generating socially responsible behaviors from mutual learning to enhance human progress from the University.

2. Methodology

This research analyzes a collective social phenomenon where sustainable Development is linked with university social responsibility and its current impact on quality education. Content analysis is made from observing texts and theoretical foundations on MSW, DS, and quality education as one of the SDGs proposed in 2015. The literature reviewed and cited is of significant inter and transdisciplinary variety that has allowed the theoretical construction on articulating SDG 4 and SR dynamics in higher education.

The importance of the University's role for the effective development of nations and the region is revealed; the integration of the functions of the HEIs in their organizational philosophy. The prioritization of issues such as the quality of education and comprehensive training of proactive individuals in hospitality industry in solving social, environmental, business problems and of any kind.

The SDG4 defines quality education. It is then based on the origins and purposes of sustainable development and social responsibility. Finally, a discussion of results is made in a proponent and reflective way of the "must be" of the universities in the use of their capacities in full. The need arises for coherence between the organizational philosophy and what is expected of the HEIs, showing how this can significantly impact the development of any society.

3. Findings and Discussion

The University in Latin America has taken steps on issues related to social responsibility that could, in short, give specific indications of MSW, as long as these actions, programs, and campaigns that are developed are structured in a unified MSW plan. When discussing education, the need to assume the University's role in all its magnitude and act from its vital role, of awareness and training of citizens of a society is rescued, which implies strengthening ties and promoting links between university social actors to work with Development.

To this end, it is necessary to redefine the social function of the University, making it necessary to rescue values of education such as equity in access to education and equality in the development of its capacities. Leaving aside "limiting" issues such as politics; cultural; economic-social; others, or the creation of projects that link students with society and its problems, that lead to the action of solving them from what is studied in the classroom and interaction with stakeholders, will allow the student to contextualize reality and self-evaluate what they have learned and applied from their learning autonomy.

In addition to the above, to incorporate sustainable development into this plan, it is necessary to emphasize some points that are highlighted and specified below.

3.1 Sustainable Development and University Social Responsibility

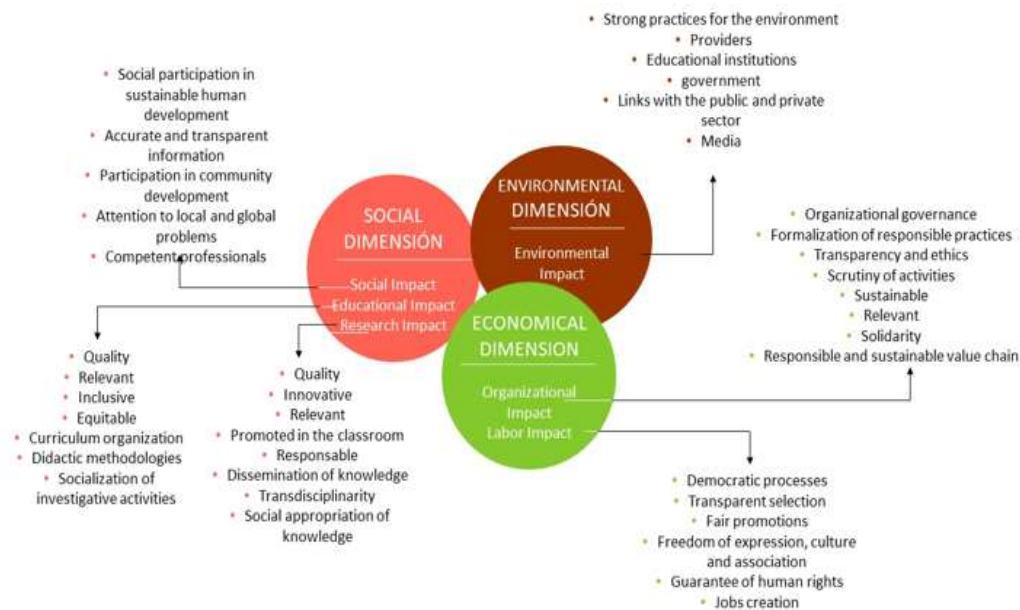
The DS has a sufficiently broad conception. Therefore, the call is to create collective awareness about sustainability and thus make the organization more responsible in a sustained way. In the same way, the UN

(1999, 2015) supports and promotes SR based on the contribution that organizations can make to the solution of problems and challenges required by sustainable development in all areas; this position is supported by the International Labor Organization (ILO, 2011).

Rescuing that social responsibility is an act of voluntary adherence that involves responses that go beyond the mere response to the regulatory framework, under no circumstances, reference is made to the displacement of compliance with the legal norm but to give a plus, that is, that the SR seeks to execute positive actions not included in a legal framework and make them part of the organizational culture.

The SR and the DS challenge is to become maxims within the organizational culture to promote social, economic, and environmental stability. It would be ideal for universities to be recognized for their leadership in developing and transmitting sustainable knowledge and their critical position regarding their institutional management. Thus, with the same measure with which social responsibility and sustainable Development are assumed in university management, sustainable action will be generated on the environmental, cultural, social, economic elements that significantly impact stakeholders (see Figure 4).

Figure 4. Responsible and sustainable management of the University



Source: own elaboration (2021)

Responsible and sustainable management seeks to maximize positive impacts to improve the quality of life of both internal and external employees and try to project themselves not only locally or nationally but internationally. In Latin America, there is much to be done to formalize responsible and sustainable practices in universities. However, an improvement in the well-being of the communities adjacent to these HEIs that have taken the initiative can be evidenced (OECD/CAF/ECLAC, 2018, 2020; Cardona 2016).

The efficient management of SR and sustainable Development contributes to community development. Generating a sustainable link between university and society is essential for this. An institution like the University that listens from its value chain; supports; promotes; contributes, and accompanies all stakeholders, working under a system of efficient cooperation, a proponent of progress; responsibility and sustainability boost local, national and global development and well-being.

3.2 The Sustainable University, the Forger of the Knowledge Society

Latin American countries have not definitively addressed these challenges, which are restricted by their cultural and socio-political problems. In this understanding, only Chile began in the ninety's changes concerning the search for efficiency, quality, and equity standards. This change is not the case in other countries in the region, whose spaces for exercise have been defined by the political orientations of the different governments, the demands imposed by international organizations, and the dynamics of submission to the power groups in each country (Hernández and Chumaceiro 2008; Hernández de Velazco 2007).

According to Lizardo (2004) the university mass model has not reached the minimum quality in the generation of knowledge and has become more politicized and separated from its environment. In some

universities, it is still investigated in isolation to the actual context and the environment. These universities are in methodological positivism, a little proponent of real solutions, which generates and stores “knowledge” isolated, making it impossible to provide a viable response to social, human, technological, environmental, and economic development problems. Given this context, the University does not assume its current role, and therefore its social impact is minimal.

Knowledge is an accumulated process that includes developing theories, research, and applications for improvements of any kind. It is also a process of transformation that articulates its diffusion in the social network for its extension and use, managing to establish values of Development, association, cooperation, innovation, equity, quality of life, among others. Then, knowledge is transformed into wealth for the country, and the University is configured as relevant.

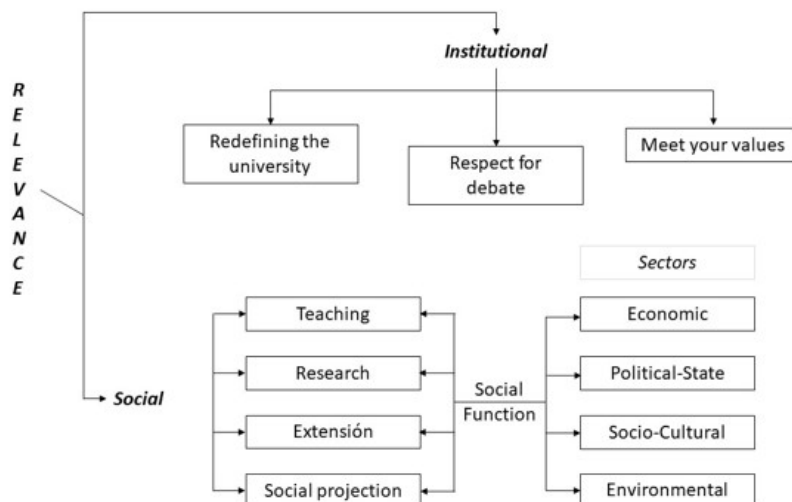
Particularly the university research of the country is accused of presenting a high degree of dysfunctionality with social demands and with the same university work, which has led to a need to redefine its management and unite wills so that it assumes the role that historically corresponds to it in society (Hernández & Chumaceiro 2008). In this sense, the definition of a general policy that includes: priority lines of research and updating to investigate and plan coherently with national requirements; the implementation of strategies to guide transdisciplinary teachings and research; the integration and redefinition of institutional particularities in higher education and the role of science in them, the revision of the role of the chair, departments, schools, and the dissemination of knowledge as a social responsibility with its immediate and national environment, could help to reconsider the places and ways to organize academic science.

On the other hand, the University must be used as an organism immersed in society, with a permanent, bidirectional, continuous, and transversal relationship, making it an immediate agent for the Development of knowledge and learning in society.

3.3 The Social Relevance of Universities and Educational Quality

García (2000) mentions two types of relevance; one oriented towards the relevance of the institution and the other related to the social (Figure 5). The latter refers to the search for solutions to the world's problems: business, political, socio-cultural, legal, and other problems (Hernández & Chumaceiro 2008). However, to solve these problems, it is necessary to integrate all the substantive functions of the University and achieve an interaction with the social actors (see Figure 5).

Figure 5. Types and linkage of relevance



Source: own authors (2021), from García (2000)

The purpose of this social function should be as follows:

- Economic; relationship with the productive sector of goods and services, public or private. In particular it determines the University's relations with the tourism sector to improve processes, machinery, products, services. It is based on a list of opinions of all social actors to respond efficiently to social needs.
- Political-State; transcends the financial field, the University from a top-level of social change, must become an example for society. Based on respect for debate, university autonomy, academic freedom. When

preparing future specialists in the hospitality industry, it is necessary to take into account global trends, and not only the interests of individual countries.

- Socio-Cultural; based on respect for opinions, beliefs, philosophies, and positions, an approach to the social collective is sought for the unified work with and by it, in the search for the achievement of the maximum common objectives; sustainable development. In the field of hospitality, future professionals must consider the context and be focused on the values of sustainable development, so that tourism continues to exist effectively in extraordinary situations.

- Environmental; ensuring respect for the environment and the environment. The teaching and learning of values allow alternative production processes to minimize negative impacts on the external environment. Thus, the University transmits robust, practical, and quality knowledge to students in the field of service so that the development of the industry is focused on sustainable development standards recognized at the international level.

Conclusion

The demands of society for the HEIs to permeate the world with their knowledge, prepare citizens with increasingly broad training, to train integral professionals from a quality education that involves the process of transmission of knowledge that includes personal, metacognitive, affective, moral, and social processes, among others, that are part of the growth of the student as an individual who contributes to society.

Now, education is not an activity that occurs in isolation. It is not educating by the mere act of making other individuals know exclusively of theories. Education must be relevant to the realities of the context. It is necessary to articulate social problems with the corporate world (UNESCO, 1998) all to generate skills and competencies in individuals and forge competent professionals capable of facing society's fundamental problems in the face of environmental protection with cultural respect.

At this point, the conception of university social relevance is oriented to the "must be" that includes educating with quality so that professionals face objectives, needs, and social deficiencies at the local and regional levels and the national and international levels. However, quality education includes recognizing human individuality in a particular context and the University's ability to adapt to the specific need of each student to ensure the principle of equity in the development of each.

In short, relevance, from the perspective of quality, must be oriented towards the teaching of successful citizens capable of facing problems and challenges of all kinds: professional, social, environmental, personal, others. In the same way, the HEIs must assume educational quality as the integral education that gives particular tools to individuals so that they produce a life plan that contributes not only in the personal sphere but that is a proponent of practical solutions to the different situations and problems with an ethical sense and responsibility, that may be presented to them throughout their lives.

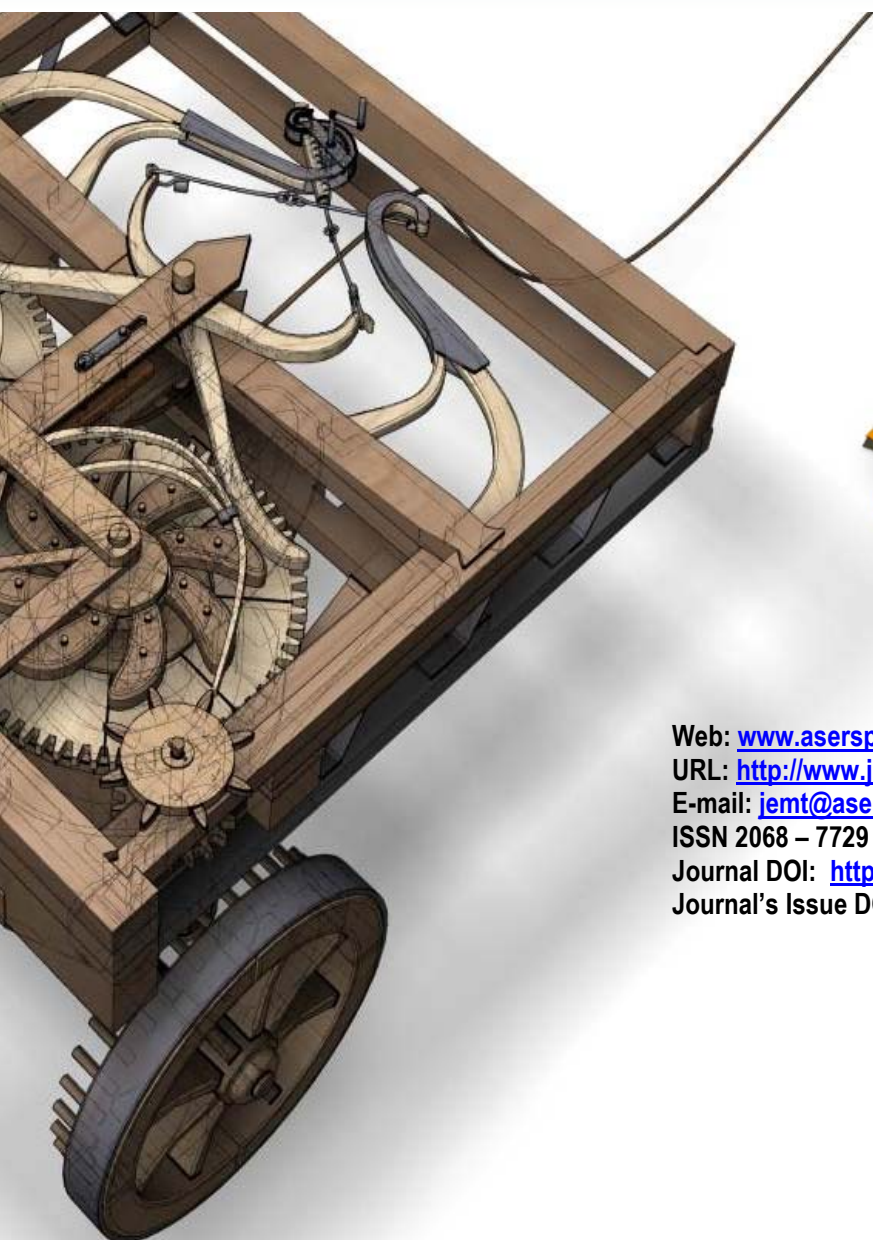
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