

*Missions are what connect societal challenges to specific projects...they set clear and ambitious goals that can only be achieved through a portfolio of research and innovation projects and supporting measures. Missions must be broad enough to engage the public and attract cross-sector investment and remain focused enough to engage industry and achieve measurable success...missions do not specify how to achieve success. Rather, they stimulate the development of a range of different solutions to achieve the goal (Mariana Mazzucato and Caetano C. R. Penna: **THE ERA OF MISSIONS: How to address social challenges through mission-driven innovation policies in Latin America and the Caribbean, 2020**).*

EDITORIAL

The UN's conclusions on its Policy Brief: Education during COVID-19, could not have been more telling...the impact of the COVID-19 crisis on education is unprecedented. It has delayed the achievement of international education goals and disproportionately affected the poorest and most vulnerable.

However, while the education community has been resilient and has laid the groundwork for recovery...the risk of spiraling into a negative feedback loop of exclusion and learning loss remains.

However, multilateral organizations such as the very same Competitiveness, Technology and Innovation Division of the Inter-American Development Bank (IDB), already anticipated - through the report by Mariana Mazzucato and Caetano C. R. Penna in 2020 - that one of the most urgent contemporary challenges for Latin American and Caribbean countries, facing disproportionate and growing inequality, was the need to broadly include the regional population in transformative innovation processes and the socioeconomic system as a whole in order to address the problem of inequality.

Johan Schot and W. Edward Steinmueller of the Science Policy Research Unit (SPRU) at the University of Sussex in the United Kingdom characterized transformative as a framework that involves questioning how to use science and technology policy to meet social needs and to address issues of inclusive and sustainable societies at a more fundamental level than earlier frameworks or their associated ideologies and practices.

Therefore, Mazzucato and Penna considered a mission-oriented policy agenda (POM) to make innovation policy effective, without having to resort to the paradoxical recipe of cutting expenditures in public finances whose austerity affected the most vulnerable and vulnerable sectors of the population; but rather through strategic investments with a multiplier effect that would increase income in the medium and long term; they indicated that the first two generations of POM: one of economic advancement (industrial and technological) from the nineteenth century until the mid-twentieth century; another of defense, nuclear and aerospace that was until the end of the twentieth century; a third, still incipient, emerges to address the great social challenges.

The development process thus designed was inescapable, in the sense that it was best expressed by the 17 UN Sustainable Development Goals (SDGs) of 2015: ending poverty and reducing inequality in all its forms and everywhere, promoting inclusive and sustainable consumption and production systems, combating climate change, among others.

Transformative change is a truly ambitious goal for the community of academics and practitioners currently engaged in science, technology and innovation (STI) policy: it cannot be achieved by STI policies alone but through a broader historical process 'for: if inequities become more severe, the consequences of climate change and pollution will begin to hit harder, leading, for example, to more migration and even contributing to more conflict; popular unrest and the threat of armed conflict will ultimately force governments and other actors to respond.

Therefore, the projection of higher education towards local development is based on two key ideas: 1. The

greatest contributions that higher education can make to the development of a country decimated by the Pandemic are, precisely, in what can be achieved through knowledge-intensive local development programs; and 2. The task of higher education is not to lead local development, but to support it vigorously through forms other than curricular spaces, or to drastically change what by force of habit is done in an uncritical and repetitive manner. Peter Murphy - Australian university professor dedicated to studying the relationship between intellectual creativity and innovation, quoted by Hoewel in *The Academic Industry*. The university under the rule of global technocracy - stated clearly: ...First and foremost, it is necessary to end the tyranny of tedium that has been unleashed on the most intellectually gifted by finding ways to re-empower the imagination at the heart of the university and society at large by restoring a congenial place for the adventurous of the mind. To the freedom in the search for truth must be added the potentiality of situated Knowledge, which means that each context, according to its environmental, and social particularities, can be used to develop a new way of thinking.

In this issue of *Visión Electrónica*, corresponding second number of 2021, in the **Research Vision section** there are articles with topics in: *Mathweb, web platform for the teaching of mathematics; Virtual and remote laboratories in electronic and telecommunications; LQG controller in Ball & Beam system; Bogotá like Smart City.*

In the **Case-Study Vision** section articles in: *Firefly algorithm for problem optimization; Control glove based on angular orientation; Temperature measuring with piezoelectric sensor; cane honey point under open evaporation; control prototype by EMG signals.*

For the **Current Vision section**, articles about Diagnostic of the current situation of 5G technology; Perspectives in nanoscience and nanotechnology; and the Predictive model of risk management during integral calculation of the Engineering Program.

In the Context Vision section: two, about Interpretations of the method of Descartes in didactics of algebra; and a look at the didactic strategy from the structuring components, in the teaching practice of a preschool teacher.

In the **Bibliographical Vision** section: *Rodrigo García, Gabo and Mercedes: A Farewell.*

And Historical Vision: Mudumbai Seshachalu Narasimhan o el conector de las matemáticas con la física teórica para bien de los vulnerables y vulnerados del mundo.

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