Educational Model for the Development of Higher Education in the Latin American Society

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Abstract

The Latin American educational context contains particular features (aspects) that make the Learning - Teaching in higher education process a real challenge for the professor, the student and for the institution that makes it necessary to design a model based on four relevant lines of work. Leadership, technology, research and projects.

Lines of work that influence the gap between the expectations and needs of the community with respect to teacher productivity and competitiveness. For this reason we propose a model appropriate to the context that seeks to work in conjunction with networks and communities of professionals of the Ecosystem of innovation and entrepreneurship in addition to the main actors of educational institutions.

The model aims to achieve in educational institutions a worldwide competitive level, which allows to face the new challenges of the 4th industrial revolution that were set in the World Economic Forum in 2018. Forming competitive professionals and prepared for these new challenges with international validations of their skills, which allow us to meet the commitments and expectations with society to be generators of research, innovation and development that contributes to the growth and improvement of our communities.

1. Introduction

In these times of heated economic debate, improving skills is one of the few consensuses worldwide. Globalization and technological progress have made

productivity more dependent on a broad, complex, and difficult set of skills. "Latin America has the largest skills gap in the world" (World Economic Forum 2018)

In Latin America, the lack of an adequate group of skilled workers makes it more difficult to overcome the middle-income trap in addition to depressing temporary work contracts and poorly remunerated 5$us - 10$us hour (Bolivia) without social benefits aspects that diminish the commitment and involvement of the university professor which is reflected in the development of Research and Innovation. This contrasts with the experience in most European and Asian economies, which have achieved sustained increases in per capita income by improving the stock and quality of education and skills, and developing an environment conducive to innovation.

Investing in skills would also help address inequality, as large differences in productivity go hand in hand with large differences in wages. Without this investment, the winners, i.e. the most innovative companies and their highly qualified personnel, will continue to take everything.

Thus, together with the main actors of the educational society and a Diagnostic evaluation, some common problems and difficulties were identified in the different educational institutions observed in Latin America that prevent reaching the necessary level to meet the needs of the 21st Century, a gap between Competencies and skills for educational productivity vs. needs and expectations of society as a whole. Problems to be faced with the proposed educational model, which includes the four key lines of the model as the nucleus of execution:

IT and Communication Skills
Research and Innovation Skills
Skills in Planning, Managing and Executing Projects
Transformational leadership.

The model presented in this paper is based on an educational program that achieves the leveling of its main actors and that allows working on strategies by the hand of competent professionals that take educational institutions to a competitive international level.

2. Materials and Methods

The answer lies in education inside and outside the institution a transformation from the inside out. The factor is education that allows us to level the skills but also generate an innovative environment that achieves continuous improvement and sustainable and inspiring.

The proposal to implement an Educational Model together with a strategic planning with a high commitment of the administrative directions of these educational institutions that allows us to advance in this challenge adapted to the antecedents of

the Latin American context was seen as imperative to realize it jointly, rescuing the triple helix theory, seeking an approach with the main actors of the active society that is in constant movement in learning and sharing emerging technologies in such a way as to avoid that these educational institutions remain within a closed system.

Once the key points have been identified, it is possible to structure a work together with institutions, academic networks and communities of professionals of the innovation and entrepreneurship ecosystem that allow us to generate an educational transformation by inserting and empowering the actors to the new ecosystem, with new competencies and skills validated by these international institutions such as the Google Educators Groups Community - GEG of Google for Education, the Latin American and Caribbean Teachers Network - RedDOLAC, the International Project Management Association - IPMA.
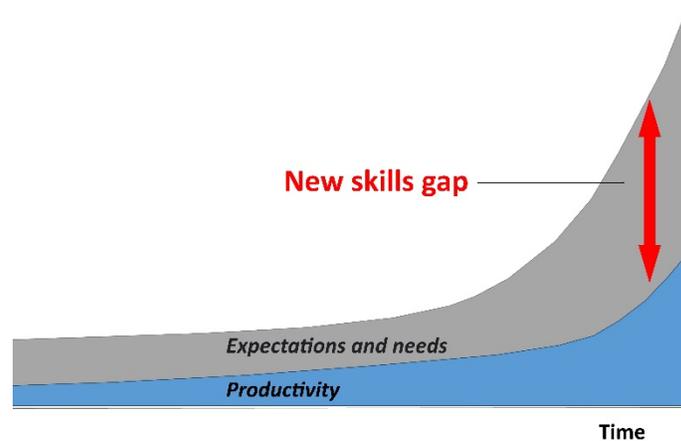

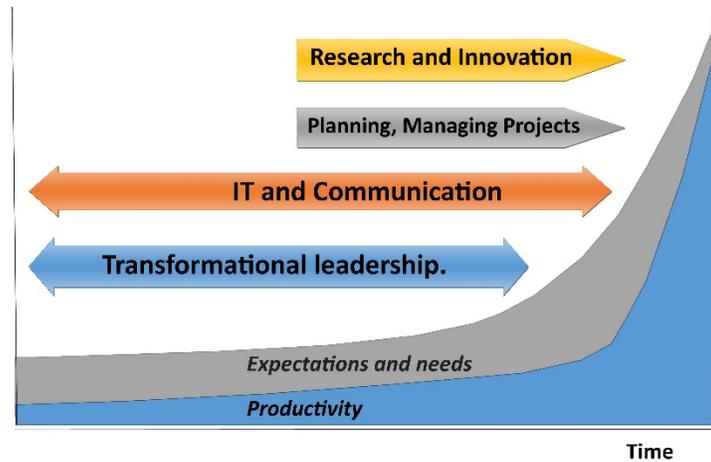Figure 1.- Skills gap and needs expectations

Figure 2. Narrowing the gap by applying the educational model

The development of culturization meetings, evangelization and face-to-face and/or virtual events such as conversations, meetings, trainings, workshops, bootcamps, hackatons that allow us to create a culture of learning and empowerment.

The line of work Information and Communication Technologies is one of the most relevant because it allows us to align ourselves in the context of the learner, since we can not imagine the process of teaching learning without assertive and effective communication not only talk about tools but the new forms of communication that make use of information technologies as collaborative working tools and real time as Google Suite, in addition to learning tools LMSs called Learning Technologies and Knowledge and Technologies of Empowerment and Participation that require educators to have new skills and new roles in the new society and new roles in educators have new skills and new roles in the new society as well as new forms of communication that make use of information technologies such as collaborative working tools and real time as Google Suite, in addition to learning tools LMSs called Learning Technologies and Knowledge and Technologies of Empowerment and Participation that demand in educators have new skills and new roles in the new society.

A teaching without leadership and commitment does not generate any innovation based on research that must be managed efficiently to achieve the culmination of these successfully for the benefit of the community achieving the resolution of a problem and meeting the expectations of this society.

We have carried out Certification programs together with the communities of Educators Google and Google for Education and its Certification "Google Educator Level 1" together with REDDOLAC with its certification in "Teaching in Educational Technology" and the International Project Management Association - IPMA with its

certifications in "Project Management" in its different categories. All of them in addition to validate the digital skills, research, projects and leadership necessary to develop the necessary educational innovation provide elements and environments for empowerment and the achievement of transformational leadership in each member of the new communities formed within the educational institutions that become the engine of commitment, updating and innovation.
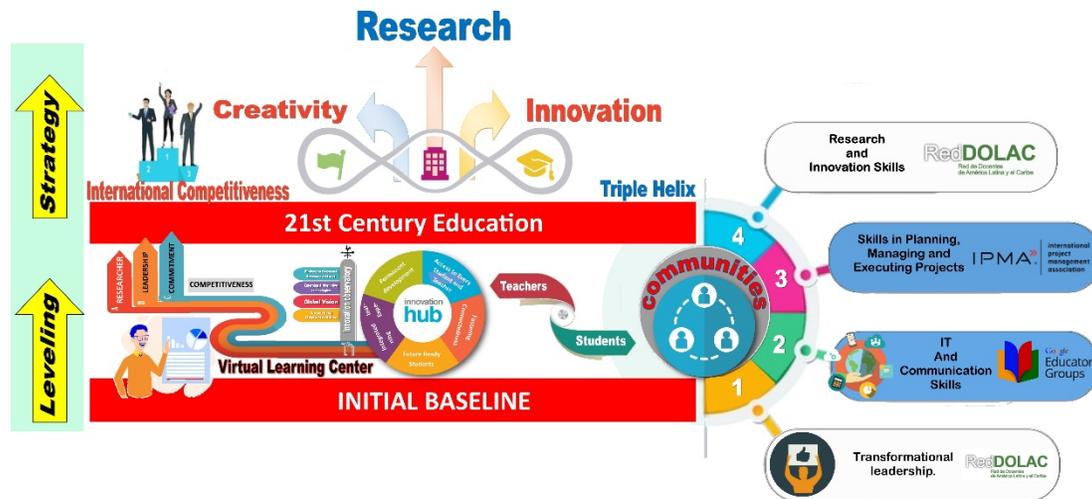

Figure 3. Educational model structure

3. Results

Based on an initial diagnosis, we worked on the limitations jointly identified by those involved, awakening in them a commitment that allows them to learn, share, inspire and empower. Principles followed by the communities of Educators Google of the region and the Network of Teachers of Latin America and the Caribbean is so that the necessary culture was formed to begin the transformation with Educators certified by Google for Education and the REDDOLAC Network in the Digital Skills needed to perform and generate innovation in the classroom and thus develops the first phase of the model that allows us to develop skills in Information Technology and Communication together to generate strengthen the transformational leadership of those involved promoting the culture of change.

4. Conclusions

To build an educational model that achieves the leveling of its main actors and that

allows to work in strategies of the hand of competent professionals that take us to an international competitive level demands more than just skills in Information Technology, Research and Innovation, planning, management and execution of projects. the transformational Leadership in those involved must be developed eminently and in a continuous way.

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