



**TECNOLÓGICO
DE MONTERREY®**

***Community Learning Centers:
Boundary-Spanning Across
Communities and Countries***

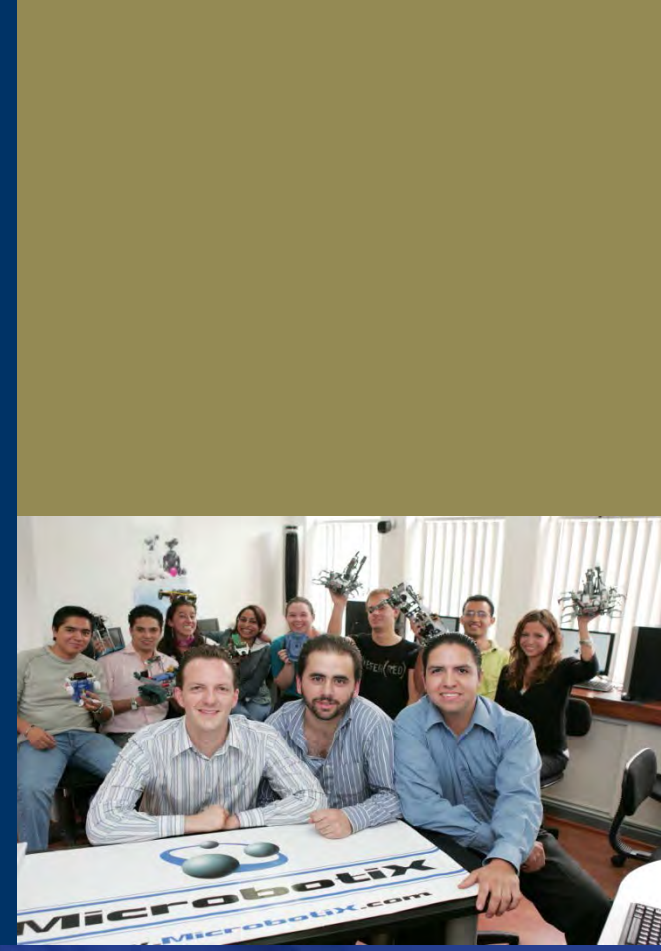
*Laura Ruiz
October 8, 2013
ESC 2013 Meeting*



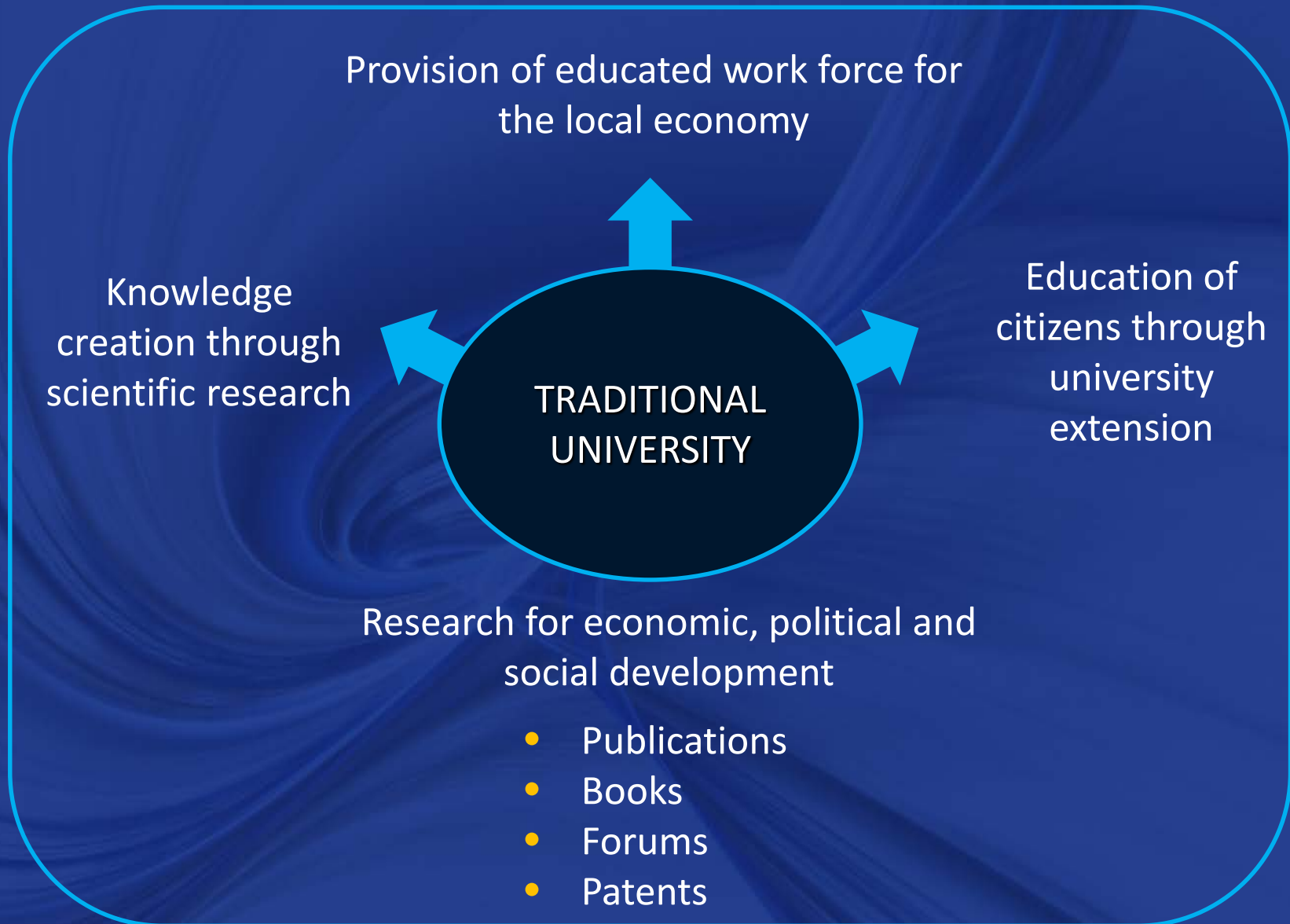
The Third Mission of the University (University 2.0)



The university as the driving force for economic, political and social development



The University and its traditional role :



The Third Mission of Universities: Embracing economy and political arenas and civil society

Universities need to reposition themselves in a changing environment by engaging in a variety of exchanges with non-academic domains and establishing different kinds of reciprocal partnerships, identifying opportunities to impact people and society.

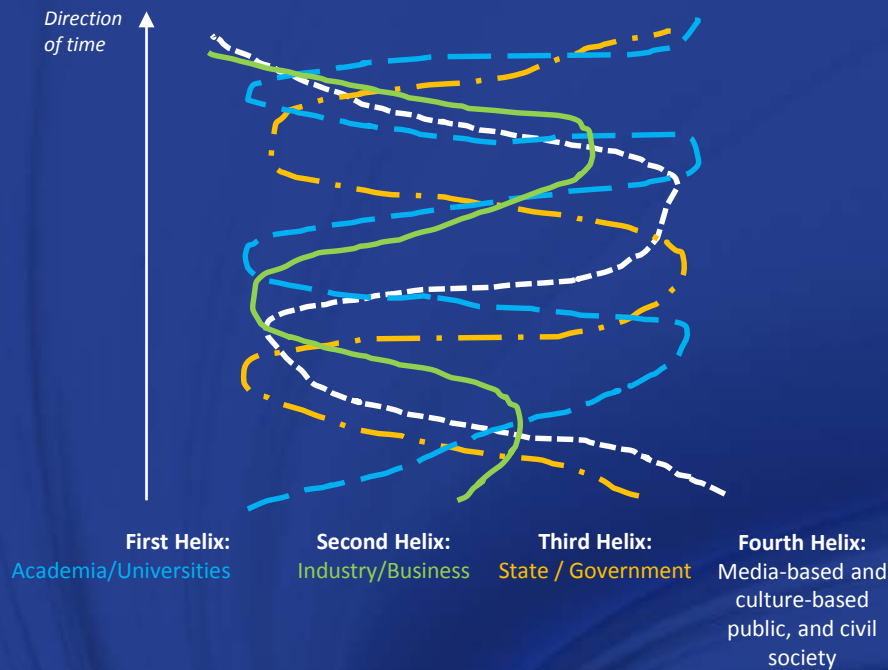
The university should alter the ways in which it carries out its existing traditional activities and incorporate new functions and activities: Engage in co-creating (*with government, industry and civil society*) social, technical and environmental transformations in pursuit of a sustainable development for their regions

The Third Mission of Universities

Universities have the responsibility to contribute to knowledge and intellectual capacity that will promote healthier societies.

They must consider their social responsibility as a major guiding principle in all their core functions.

They must generate knowledge WITH communities rather than FOR communities: A challenge of engagement.

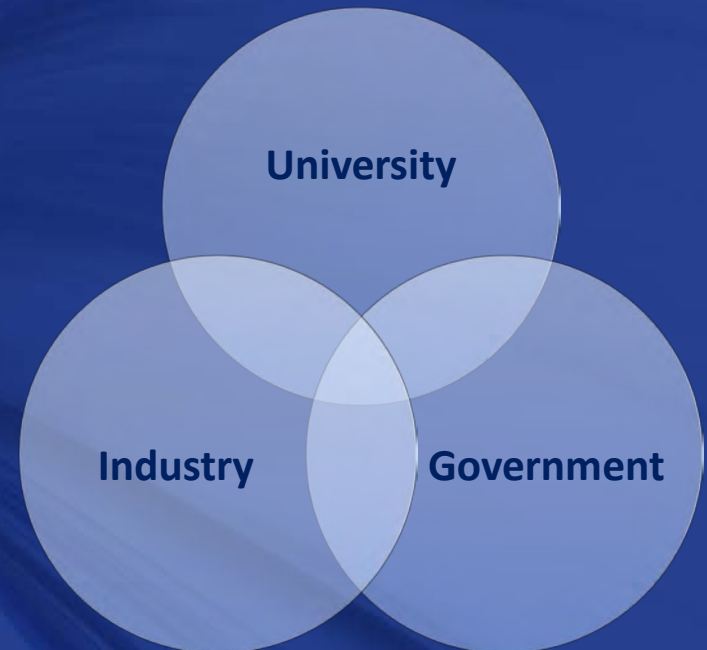


The Triple Helix model of knowledge proposed by Etzkowitz and Leydesdorff speaks of three overlapping helices: university-industry-government.

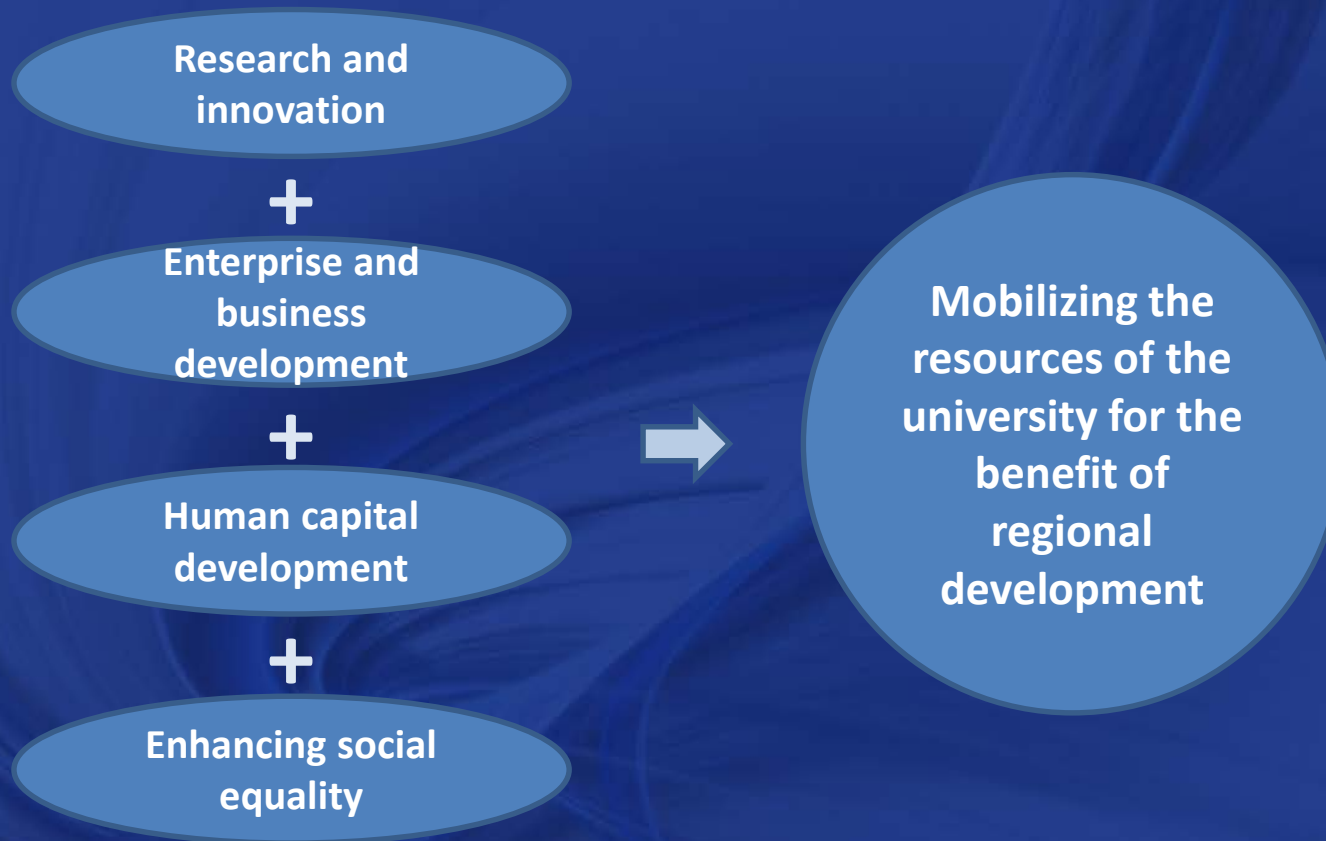
The creative links among the three helices originate new knowledge, technology or products and services in response of society needs.

However, “one of the greatest challenges of the university today is the building of social processes with sustainable regional identity to ensure a true empowerment of the base “ (Cohen, 2007 in Carayannis and Cambell, 2011).

The fourth helix: The interaction between Firms, Academia, Government and Civil Society as a requirement for sustainable growth.



This implies evolving from an ivory tower to utilize resources for economic and social development.



Example: COPPETEC, the industrial relations arm of the engineering school of the Federal University of Rio de Janeiro began a program to organize cooperatives. Rather than focusing on high-tech ventures, the program seeks out entrepreneurially oriented residents of poor neighborhoods (favelas), typically with little previous formal education and provides them with basic training in formation of a small business. Groups formulate their projects, develop their leadership and test their ideas, such as bakeries and cleaning services, often finding their initial customer within the university before venturing out into the larger economy.

Universities have three missions

Teaching

Research



Community
engagement

It is also necessary to rethink the University Social Responsibility

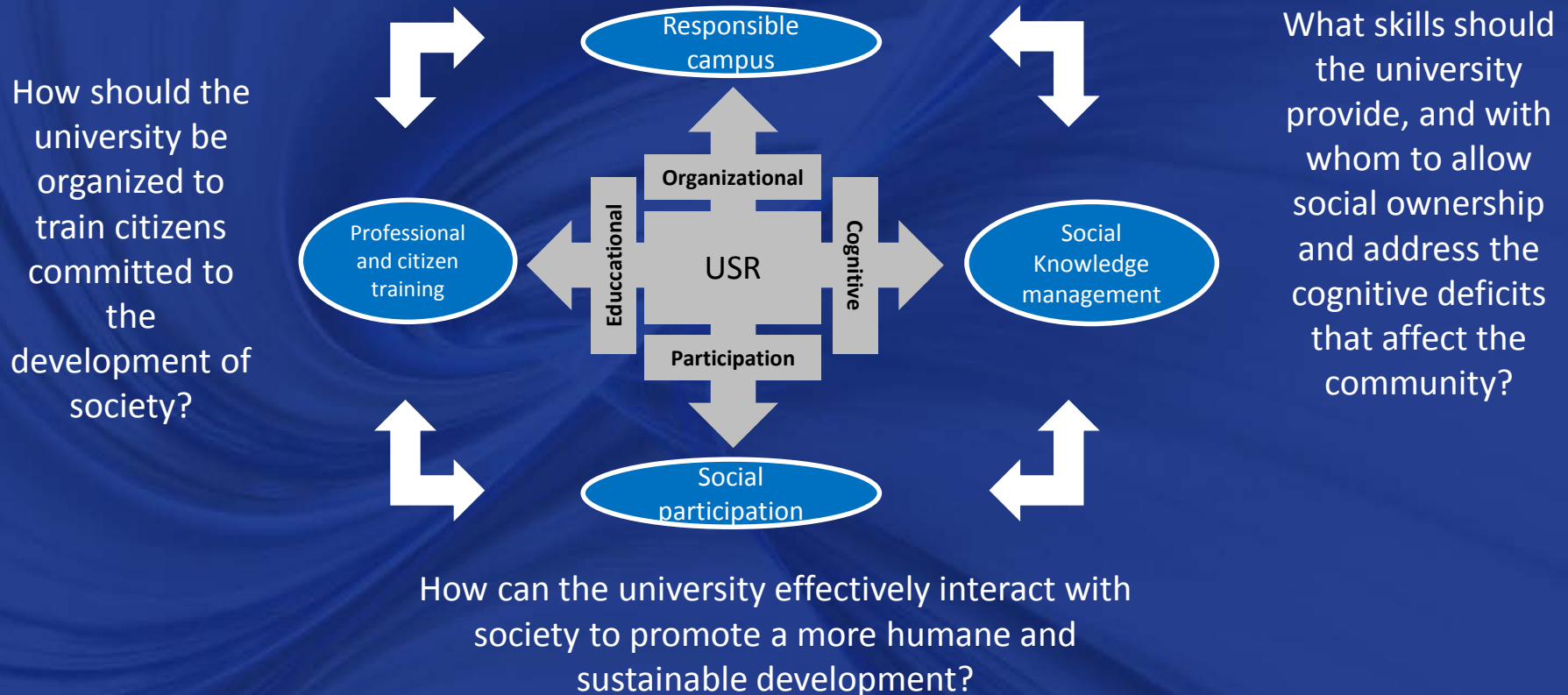
University Social Responsibility (USR) is a concept created by professor Francois Vallaeys.

USR requires, from a holistic view, the articulation of the entire university in a project of social promotion with ethical principles and equitable and sustainable social development, contributing with economic, social and environmental development.

Rethinking the mission of the university

University Social Responsibility Areas

How should the university promote a responsible organizational behavior based on ethical practices that are also democratic and environmentally sustainable?



Monterrey Tec

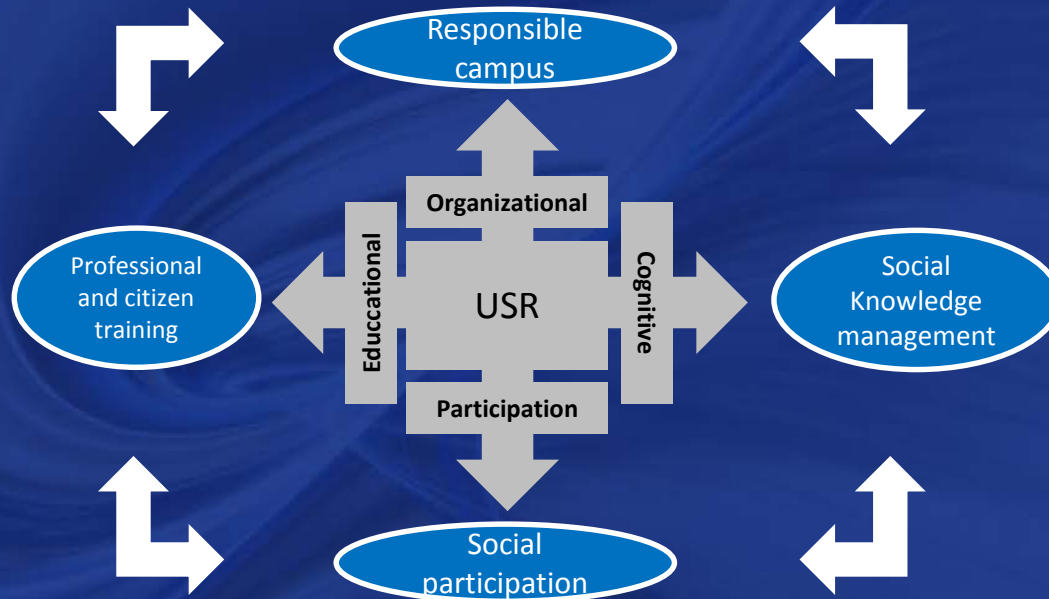
University Social Responsibility Areas

Responsible campus

Diffusion of awareness among community members. Efficient use of natural resources. Development of programs for employees. Commitment of the educational community members with its core values based on ethics and sustainable practices. Enhance Research Cathedra on: Sustainable Development, Social Development and Regional Development. Sustainable Development Centers

Professional and citizen training

- Citizenship skills in students
- Development of ethics and social commitment values
- Learning based on social projects through learning-service methodology
- Citizen participation and the state of the law in the educational community through academic and student activities



Social knowledge management

- Knowledge transfer centers for social and sustainable development
- Knowledge transfer:
 - Technology parks and company incubators
- Incubation cells based on technology
- Generation of patents in different areas

Social participation

- Promote social mobility through scholarship funds and financial support. Philanthropy network
- Development of educational model to help reducing the educational gap
- Community Learning Centers for social inclusion
- Formal education to disadvantaged communities: PrepaNet, SecundariaNet
- Social and Sustainable Development Institute

*The university as the driving force for the economic,
political and social development of society*



TECNOLÓGICO
DE MONTERREY®

○ 31 Campuses
98,203 students

- Private
- Founded in 1943
- Non-profit
- Independent
- No government support

UNIVERSIDAD
TECVirtual®
DEL SISTEMA TECNOLÓGICO DE MONTERREY

63 countries

- 13,786 Master degree
- 9,387 Undergraduate courses and High school
- 153,940 Continuing education programs
- 31,389 Social programs

UNIVERSIDAD
TECMilenio®
DEL SISTEMA TECNOLÓGICO DE MONTERREY

○ 34 Campuses
31,372 students

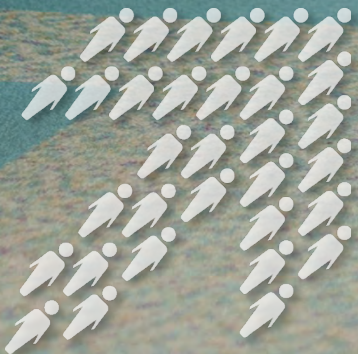
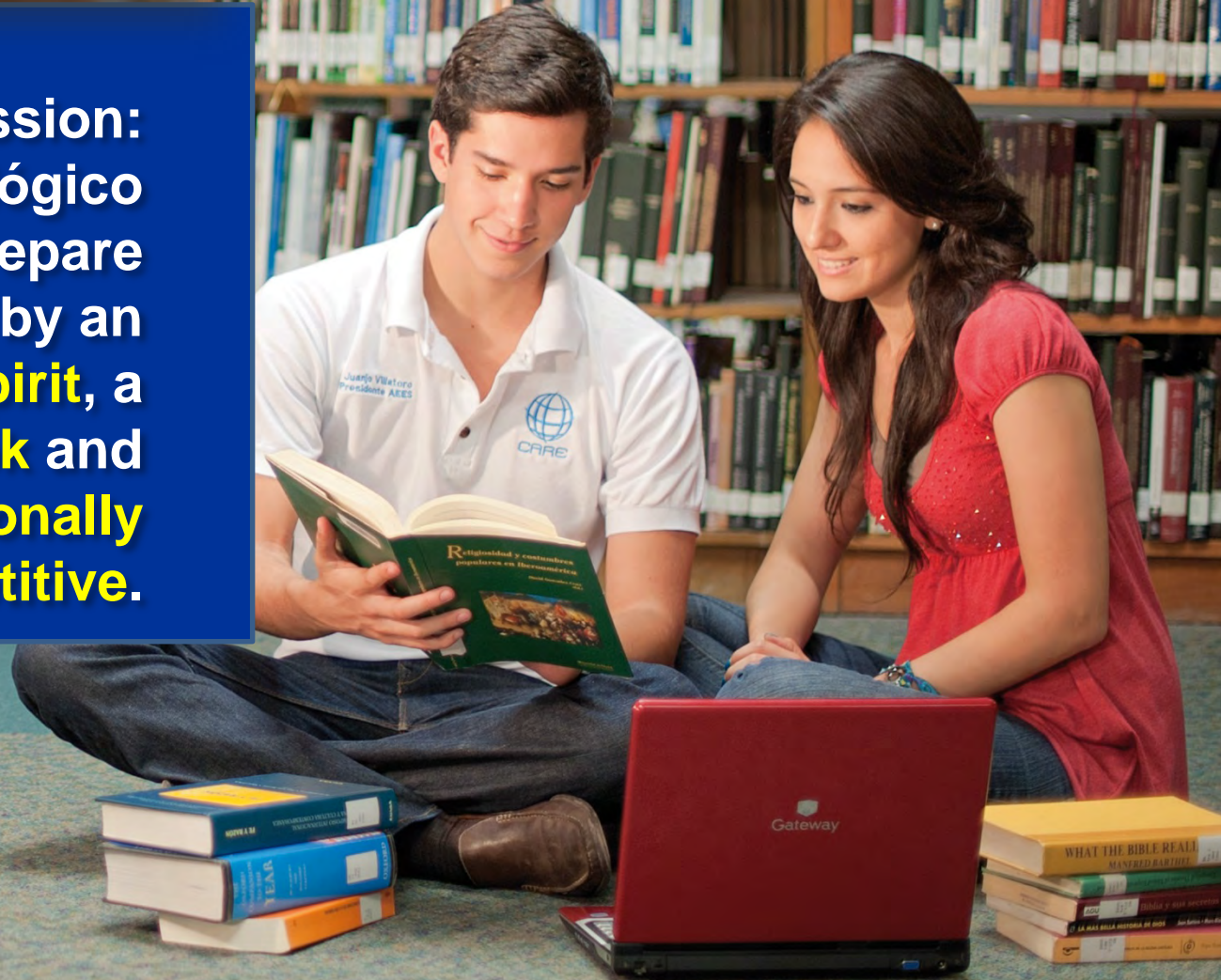
 **TECSalud**®
DEL SISTEMA TECNOLÓGICO DE MONTERREY

- San José Hospital
- Medicine School
- Zambrano Helli6n Medical Center



TECNOLÓGICO
DE MONTERREY®

Mission:
At Tecnológico
de Monterrey we prepare
leaders driven by an
entrepreneurial spirit, a
humanistic outlook and
who are **internationally
competitive.**



Local and international Presence

Boundary Spanning

We are an educational institution with presence in the national territory through 65 campuses, and internationally in 11 countries through 20 locations and international liaison offices.



The Virtual University: Responding to regional challenges Boundary spanning

24 years of experience

**2012:
63 countries**



1989

2000

Founded in 1989: Satellite technology for course delivery and Internet for student interaction.

1999: Blended learning

2000: On line learning

Synchronous and asynchronous distance education

Since its beginnings the Virtual University has surpassed time and space barriers, offering quality education through advanced information technologies reaching not only Mexico but also the rest of Latin America and the Caribbean.

The Virtual University is an institution which in alliance with key partners such as the World Bank Institute and IDB, has been able to contribute to the development and advancement of communities throughout the continent.

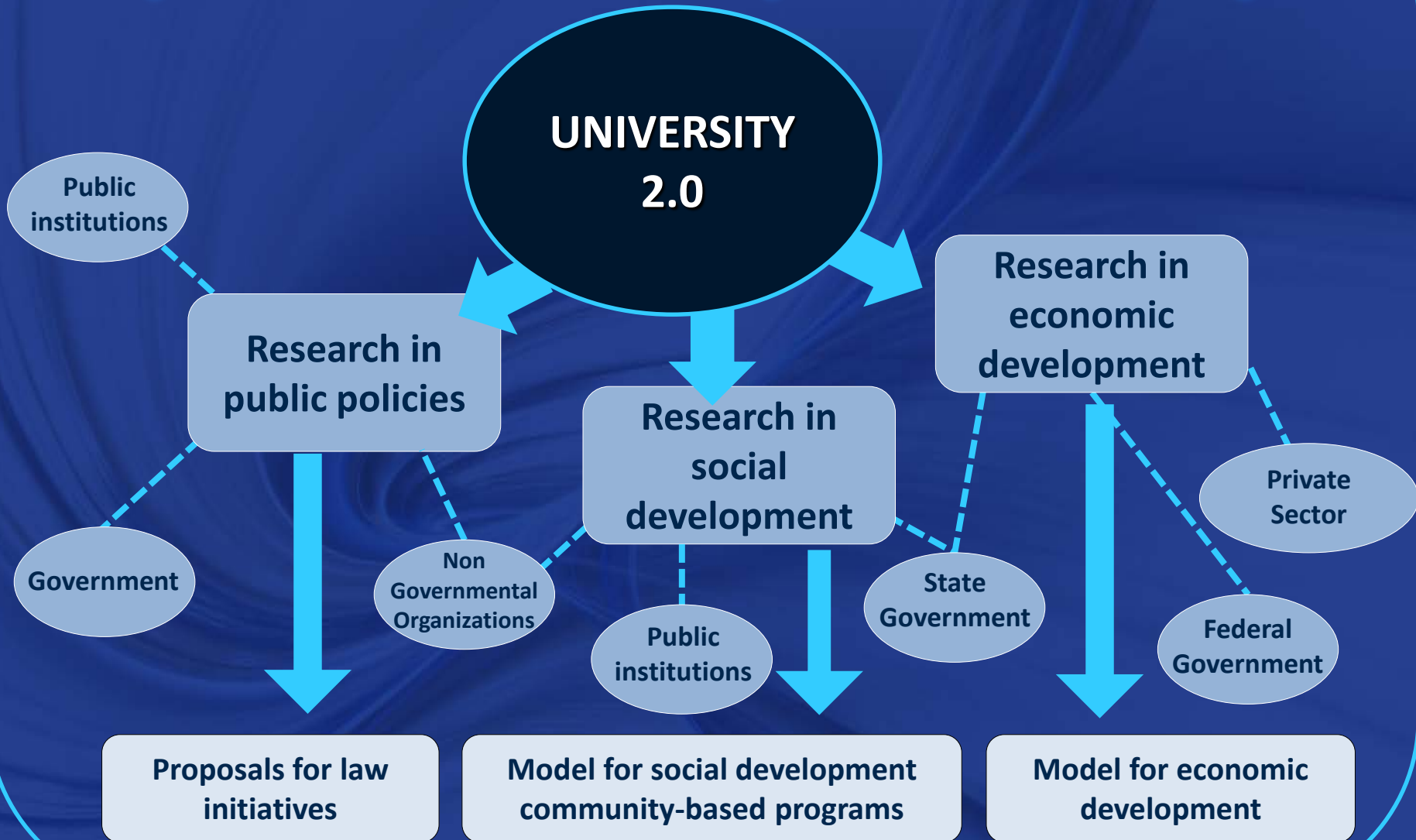
Taking our knowledge abroad

Boundary spanning

- The educational programs have been delivered *on-line*, through the ITESM Virtual University and face to face through centers and networks located all over Latin America.

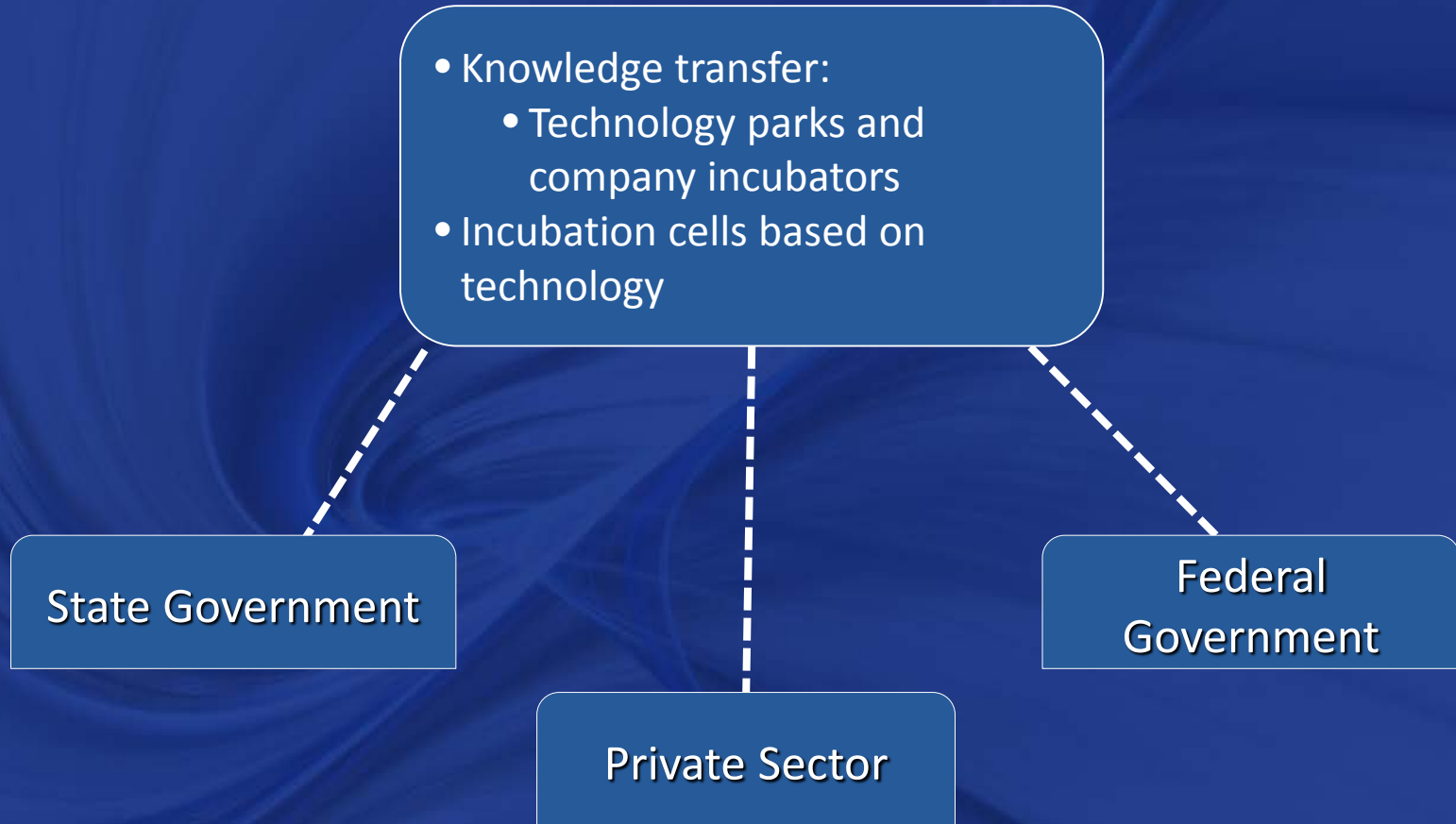


The university as the driving force for the economic, political and social development of the society



Model for economic development

Boundary Spanning university/community engagement



Work collaboratively to build strong university-community partnerships

TecMilenio Technological Park Las Torres Monterrey

Solid link with
companies



Infosys

aleph5

vivaerobus.com



CITT Monterrey



PITT Monterrey



Chihuahua



Technological Parks

university/community engagement



Hermosillo



Querétaro



Cuernavaca

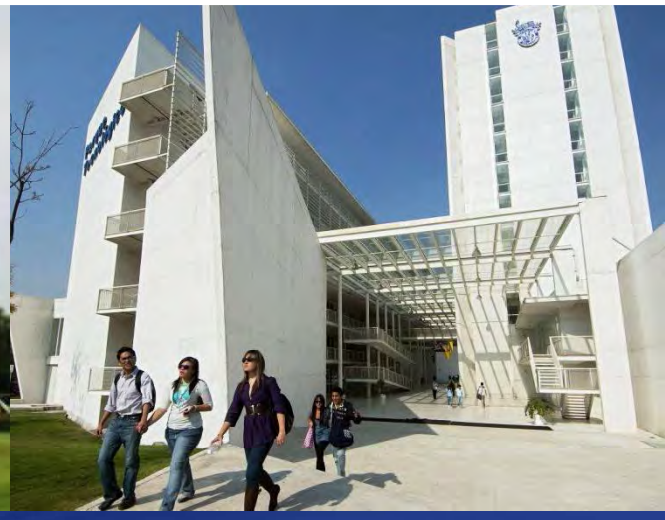
Puebla



Guadalajara



Estado de México



Technological Parks

Boundary Spanning



Villahermosa



León



Culiacán



Cd. de México



university/community
engagement

Incubated Companies

Boundary Spanning



Model for social development

community-based programs
community engagement

- Promote social mobility and community capacity through scholarship funds and financial support.
- Development of educational model to help reducing the educational gap
- Community Learning Centers for social inclusion
- Formal education to disadvantaged communities: PrepaNet, SecundariaNet
- Social and Sustainable Development Institute.

Private Sector

NGO

Public
Institutions

Collaboration for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity

Community-based programs

610,214

participants from 31 countries



Public officials



35,043 participants
25 countries

Principals and teachers



156,546 participants
21 countries

Society



389,044 participants
8 countries

Enterprises



5,483 participants
21 countries

Communicators



3,611 participants
18 countries

Non Governmental Organizations



20,487 participants
25 countries

Challenges:

- Face to face training was not sufficient for everybody
- There are insufficient resources for training
- Training is of low quality and not in the most important areas
- Training providers are insufficiently qualified
- Trainers cannot offer long-term sustainability
- Knowledge is moving fast

Actions taken:

- Delivering capacity-building programs to the Hispanic population.
- Making knowledge available to more people.
- Delivering learning programs in a cost effective manner.
Economies of scale
- Training experts are available for more practitioners
- Prioritizing relevant topics
- Enabling easier and frequent updates of course contents

Education for Development

Transforming communities through actions

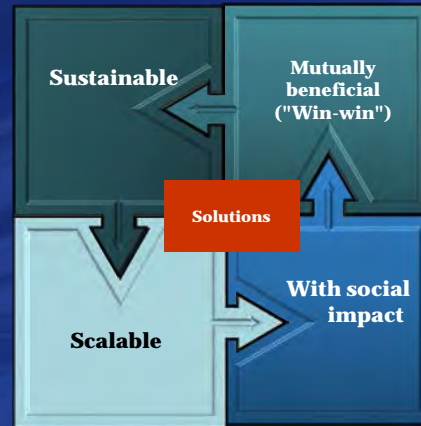


Capacity development

Develop relevant content that contributes to the professionalism, leadership and personal development of LAC* population



Coordination of global dialogues through the GDLN



Create and develop innovative educational models to support students for learning and skill development



Conferences, workshops and webinars



Learning communities design

Transfer knowledge, models and processes that drive the development of the Latinos



Educational research

Learning communities for social inclusion and development

We want to provide our communities with information and tools to assess their own development and undertake effective actions for change.

4,939,733

Visits from 2009 to 2013

For public servants



For Non-governmental organizations



For Public Private Partnerships



For society in general



For private firms



For teachers and school principals



community-campus partnerships

Who is involved?

As providers and principal actors

- University and college faculty
- Higher education administrators
- Undergraduate, graduate, and professional students who are engaged in service-learning activities
- Community partners



As participants

- State governments
- Local government employees
- Non governmental organizations (NGOs)
- Civil society
- Mass media
- Private sector
- Politicians
- Academics

As Practitioners and Instructors

- Former participants sharing experiences
- Area specialists, Faculty, students
- Members of international organizations

Alliances: international engagement and multi-institutional efforts

Partners of the Tecnológico de Monterrey to foster and strengthen collaboration

International organizations



Social organizations and foundations



Banks



Enterprises



Governments



Universities / Educational institutions



**Community Learning Centers:
Boundary-Spanning Across Communities and
Countries**

*Improving Opportunities for Personal Growth
and Economic Prosperity*

University-community partnerships

- The CCA is an innovative partnership among Tecnológico de Monterrey, the private sector, governments, local communities, and other NGOs.
- Its goal is to narrow down the wealth gap in our region:
 - provide skills, access, and opportunities for a good standard of living
 - focus on alleviating poverty through market-driven development
 - create jobs and increase income
 - work collaboratively to build strong university-community partnerships

**Development strategy
designed to help build community capacity.**



Community Learning Centers (CLC)

The objectives of the Community Learning Centers are:

- To promote training opportunities that develop skills in the Hispanic population in order to offer greater possibilities to succeed in society
- To support communities by reducing poverty and giving alternatives for social inclusion.
- To offer education, information and communication access alternatives.
- To promote the development of productive projects towards sustainable development for communities.
- To form inter-institutional alliances with strategic national and international organizations as well as universities and NGOs.



Virtual Learning Center

www.cca.org.mx

Website that
uses Web 2.0
interaction
technology



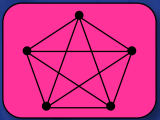
Competencies required in a knowledge based society



Learn on your own



Team work



Participate in networks



Know how to communicate



Know how to look for information



Manage information



Use ITCs

Competencies required in a knowledge based society



Learn on your own



Team work



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Know how to look for information



Manage information

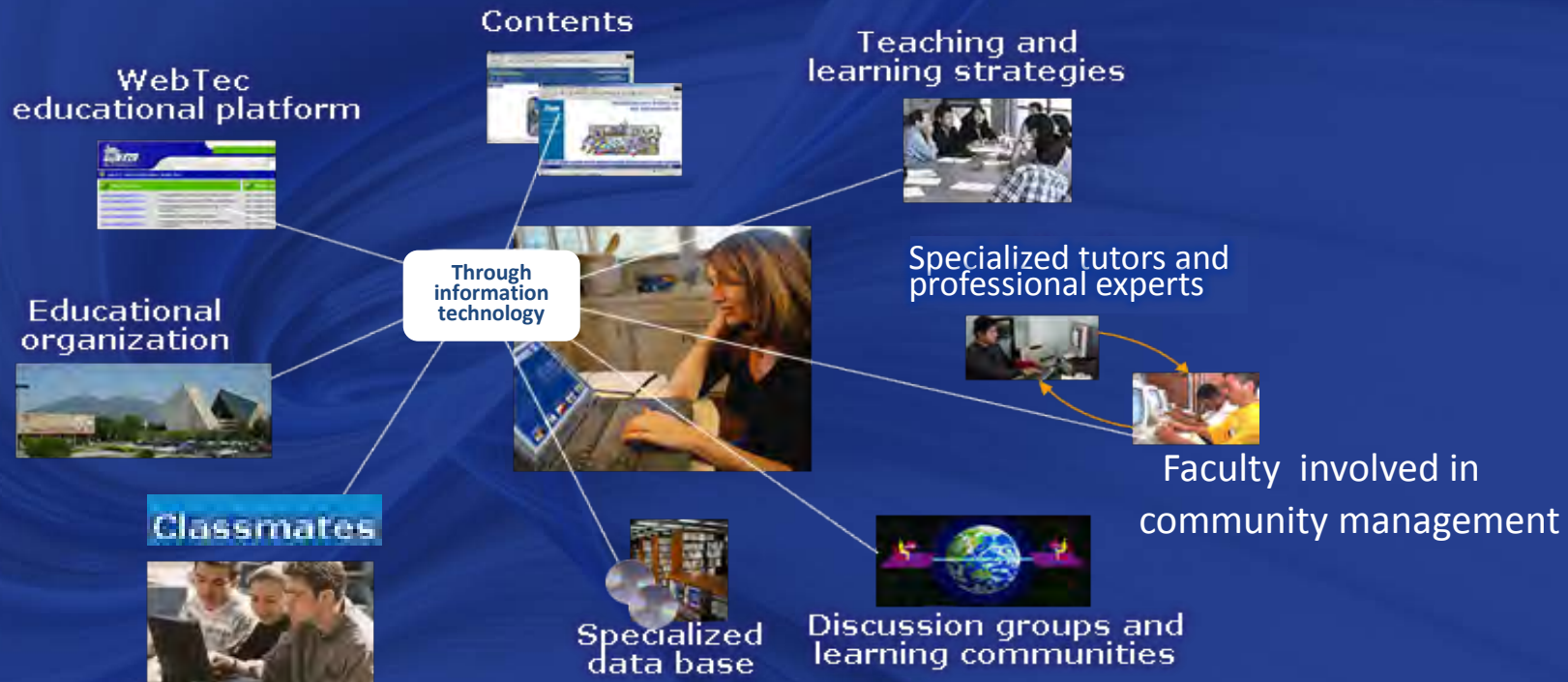


Use ITCs

The screenshot shows the homepage of the Universidad Virtual website. At the top, there are logos for Universidad Virtual, Tecnológico de Monterrey, and Centros Comunitarios de Aprendizaje. Below the logos are search bars and navigation links. The main content area features a large banner with a man speaking to a group, with the text "Educación: Clave para el desarrollo." and a "Actualizar" button. Below the banner are navigation tabs for "Educación", "Sociedad", "Latinos en E.U.A.", and "Responsabilidad Social". On the right side, there are several vertical panels: "CONOCÉNDOS" and "APÓYANOS", "CAPACÍTATE Y TRABAJA", "COMUNÍCATE Y PARTICIPA", "INFÓRMATE E INNOVA", "ACCEDER A CURSOS" (with sub-items: CALENDARIO DE CURSOS, CURSOS CON TUTOR / ASESOR, PLATAFORMA EDUCATIVA), and "PROMOTORES CCA" (with sub-item: Aprende de la experiencia). At the bottom, there are sections for "ACTIVIDAD RECIENTE DE CCA" (showing a course "Uso didáctico de las tecnologías de información...") and "NOTICIAS MÉXICO" (showing a news item from SEDESOL).

The model is accessible from any place with Internet . Hence, participation in learning is fuller, richer and more convenient

Through information technology, more students are immersed in a virtual learning world that allows them to interact, participate, and communicate



Educational programs for community capacity

Subject areas





university/community
engagement
**Community Learning
Centers**
Boundary Spanning





CCN
CENTRO COMUNITARIO DE APRENDIZAJE

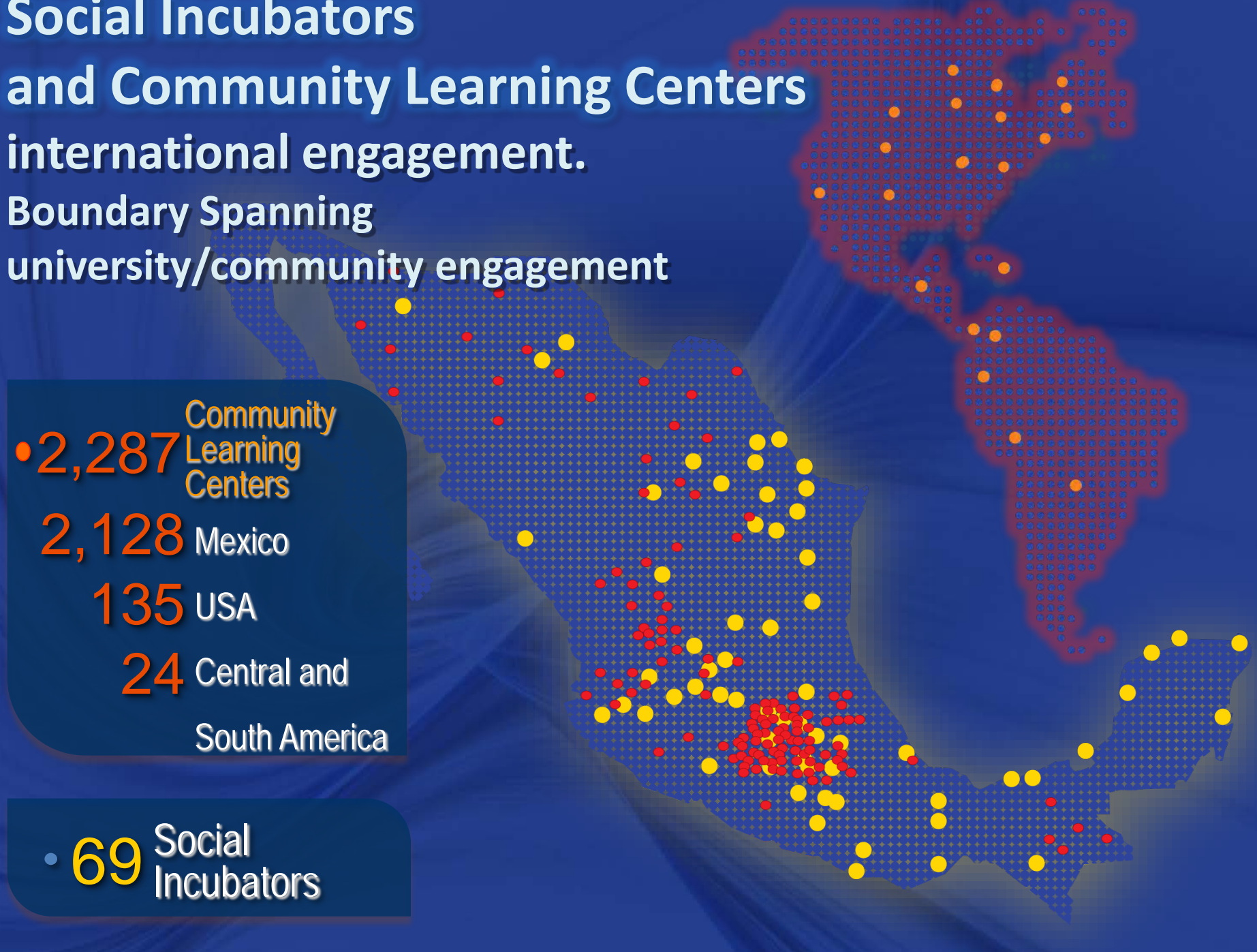
university/community engagement
Community Learning Center
Arenales Tapatíos, Guadalajara

Social Incubators and Community Learning Centers

international engagement.
Boundary Spanning
university/community engagement

• **2,287** Community Learning Centers
2,128 Mexico
135 USA
24 Central and South America

• **69** Social Incubators



Model for Social Development

university/community engagement



university/community engagement Training Trainers



2nd Training Trainers Congress "Hay Talento 2010" ("There's Talent 2010")

Training Trainers

65,768
teachers

610

Scholarships to Spain (Universidad
Autonoma de Madrid)



State	Participants
Aguascalientes	406
Baja California	245
Baja California Sur	81
Campeche	1,251
Chiapas	1,144
Chihuahua	1,863
Coahuila	1,587
Colima	724
Distrito Federal	3,842
Durango	995
Guanajuato	3,528
Guerrero	265
Hidalgo	2,899
Jalisco	2,710
Estado de México	4,844
Michoacán	625
Morelos	692

State	Participants
Nayarit	1,889
Nuevo León	2,734
Oaxaca	1,328
Puebla	6,203
Querétaro	2,726
Quintana Roo	890
San Luis Potosí	1,688
Sinaloa	494
Sonora	1,327
Tabasco	60
Tamaulipas	3,071
Tlaxcala	1,213
Veracruz	7,699
Yucatán	1,274
Zacatecas	1,427
Otro	557
Total	65,768



university/community
engagement
Training Teachers
Boundary Spanning



Challenges

- Promote more awareness among university leaders about the role that universities must play in economic and social development in the region.
- Promote awareness and identification of challenges

What are the most critical challenges US Hispanics face today?

Some of the biggest constraints for *personal growth and economic prosperity* stem from important *structural conditions* which result in inadequate levels of:



Education

Employment

Entrepreneurship

Engagement

Facts

- One in five inhabitants of the United States is Hispanic today and growing fast
- The majority is living in ten states and growing in ten more
- Tomorrow's Youth at national level
- Today's Youth in many States
- Low Income per Capita
- Buying Power
- Under Educated

Hispanic Community can become a fundamental economic driving force for the United States.

Finally.....

- Work hard to have positive impacts on the four axes of the university as a driving force through its interest groups: sustainable campuses, ethical and citizen education, transfer of knowledge to the society and community engagement.
- Identify successful cases for transfer of knowledge
- Work collaboratively to build strong university-community partnerships

- Start today!



**Thank you for
your attention**

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