Community Learning Centers: Boundary-Spanning Across Communities and Countries

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

The Third Mission of the University (University 2.0)

TEC de Monterrey
DEL SISTEMA TECNOLÓGICO DE MONTERREY
The University and its traditional role:

- Provision of educated work force for the local economy
- Knowledge creation through scientific research
- Research for economic, political and social development
  - Publications
  - Books
  - Forums
  - Patents
- Education of citizens through university extension
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

Source: Business Higher Education Round Table. Universities’ Third Mission: Communities Engagement
It is also necessary to rethink the University Social Responsibility

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

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?

What skills should the university provide, and with whom to allow social ownership and address the cognitive deficits that affect the community?

How should the university be organized to train citizens committed to the development of society?

How can the university effectively interact with society to promote a more humane and sustainable development?

Source: Inter-American Development Bank. First steps to University Social Responsibility.
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

**USR**
- Responsible campus
- Professional and citizen training
- Social participation
- Educational
- Organizational
- Cognitive
- Social participation

**Diagram Notes**
- Arrows indicate the flow and connection between the different areas.
The university as the driving force for the economic, political, and social development of society.

- 31 Campuses
- 98,203 students
- 31,372 students
- 34 Campuses
- 63 countries
- Private
- Founded in 1943
- Non-profit
- Independent
- No government support

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

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

- Private
- Founded in 1943
- Non-profit
- Independent
- No government support
Mission:
At Tecnológico de Monterrey we prepare leaders driven by an entrepreneurial spirit, a humanistic outlook and who are internationally competitive.
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

24 years of experience

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

1999: Blended learning

2000: On line learning

Synchronous an 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 **online**, 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

UNIVERSITY 2.0

Research in public policies
- Government
- Non Governmental Organizations
- Public institutions
- Proposals for law initiatives

Research in social development
- Public institutions
- Model for social development community-based programs

Research in economic development
- Private Sector
- Federal Government
- Model for economic development

Public institutions

The university contributes to the development of society by conducting research in various fields, including public policies, economic development, and social development. This research can lead to proposals for law initiatives, models for social development community-based programs, and models for economic development. The university works with different institutional sectors, such as government, non-governmental organizations, and public institutions, to drive progress in society.
Model for economic development

Boundary Spanning university/community engagement

- Knowledge transfer:
  - Technology parks and company incubators
  - Incubation cells based on technology

State Government

Private Sector

Federal Government

Work collaboratively to build strong university-community partnerships
Solid link with companies

TecMilenio Technological Park Las Torres Monterrey
Technological Parks
university/community engagement
Technological Parks
Boundary Spanning
university/community engagement

Incubated Companies

Boundary Spanning
Model for social development

- 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

Public Institutions

NGO

Collaboration for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity
Community-based programs

- **Public officials**: 35,043 participants from 25 countries
- **Principals and teachers**: 156,546 participants from 21 countries
- **Communicators**: 3,611 participants from 18 countries
- **Enterprises**: 5,483 participants from 21 countries
- **Society**: 389,044 participants from 8 countries
- **Non Governmental Organizations**: 20,487 participants from 25 countries

610,214 participants from 31 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

Conferences, workshops and webinars

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

Solutions

Mutually beneficial ("Win-win")

Sustainable

With social impact

Scalable

Learning communities design

Educational research

* Latin America and The Caribbean
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
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
Community Learning Centers:
Boundary-Spanning Across Communities and Countries

*Improving Opportunities for Personal Growth and Economic Prosperity*
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.

Social inclusion circle

- Better standard of living
- Opportunities in education
- Personal skill development
- More work opportunities and better income
- Project development

Sustainable Community Development

Is generated through:

- Creating
- Student’s support through internship
- Which may lead to
- Through

That generates:

- Student’s support through internship
- That allow

And/or

- Creating
- Student’s support through internship
- Which may lead to
- Through

- Creating
- Student’s support through internship
- Which may lead to
- Through

- Creating
- Student’s support through internship
- Which may lead to
- Through

- Creating
- Student’s support through internship
- Which may lead to
- Through

- Creating
- Student’s support through internship
- Which may lead to
- Through
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
- Participate in networks
- Know how to look for information
- Use ITCs
- Team work
- Know how to communicate
- Manage information
Competencies required in a knowledge based society

- Learn on your own
- Participate in networks
- Know how to look for information
- Use ITCs
- Team work
- Know how to communicate
- Manage information
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

- Information Technology
- Business
- Public Administration
- Education
- Society
- Journalism
- Social responsibility
- Latinos in the USA
- Health culture
university/community engagement
Community Learning Centers
Boundary Spanning
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

Teacher training

State Government

Public Institutions

NGO
university/community engagement
Training Trainers

2nd Training Trainers Congress “Hay Talento 2010” (“There’s Talent 2010”)
### State Participants

<table>
<thead>
<tr>
<th>State</th>
<th>Participants</th>
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<tr>
<td>Aguascalientes</td>
<td>406</td>
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<tr>
<td>Baja California</td>
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<td>Baja California Sur</td>
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<td>Morelos</td>
<td>692</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>65,768</strong></td>
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### State Participants

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<td>Nayarit</td>
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<td>Zacatecas</td>
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<td>Otro</td>
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**65,768 teachers**

**610 Scholarships to Spain (Universidad Autonoma de Madrid)**
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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