

Educational Systems defense and Review as the main input in the Contemporary Educational Management

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Ponencia y Reseña de los Sistemas Educativos como Insumo principal en las Gestiones Educativas Contemporáneas

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ABSTRACT

This work was based on the different research proposes at the local and foreign level, analyzing how different educational systems have evolved at The Latin American and global context and how educational trends have been serving as the main input in the elaboration of the different action plans and institutional improvement plans in some educational entities of tertiary education , but which has been unknown to basic and middle education bodies in the management of teachers and teaching managers learning. It analyses characteristics of global trends focused on supranational entities and how ignoring them would be detrimental to the relevance of the new undergraduate, graduate and management documents of any university at the national level to generate policies and for management and research. This review was resolved as a doctoral course work and part of a broader process of reflection in educational management and research and its relationship to the relevance of the impact of education on social change and relevance in a much more competitive labor market.

Keywords: Tendencies, Education, Management, Educational appropriateness

RESUMEN

En esta ponencia reseña se fundamenta en las diferentes actos investigativos a nivel local y foráneo, analizando cómo ha venido evolucionando los diferentes sistemas educativos a nivel latinoamericano y mundial y como las tendencias educativas han venido sirviendo como principal insumo en la elaboración de los diferentes planes de acción y planes de mejoramiento institucional en algunos entes educativos de educación terciaria, pero que ha sido desconocido por los entes de educación básica y media en la gestión de los docentes y directivos docentes aprendizaje. Se analiza características de las tendencias mundiales focalizadas en las entidades supranacionales y como el ignorarlas generaría un detrimento en la pertinencia de los nuevos programas de pregrados, posgrados y elaboración de todos los documentos de gestión de cualquier universidad a nivel nacional para así poder generar de políticas y para gestión y la investigación. Esta reseña fue resuelta como trabajo curso de doctorado y parte de un proceso de reflexión más amplio en la gestión e investigación educativa y su relación con la pertinencia de la incidencia de la educación en el cambio social y pertinencia en un mercado laboral mucho más competitivo.

Palabras Claves: tendencias, educación, Gestión, pertinencia educativa.

Introduction

The framework of recent years our learners and citizens have been interacting with different contexts and challenges that affect them directly such as equality, dysfunctional families, the aspect of the environment, poverty levels and educational systems go against these realities that require the development of new skills, not just a simple literacy, knowledge in basic areas or kind of old education known as “ochentera” as it has been done for decades. Garcia Lopez 2010. “For a long time, we have given excessive importance to the knowledge, to the development of the cognitive dimension, and we have been unconcerned with other basic dimensions of the human being, such as the affective, the moral and the civic, even the spiritual or transcendental”. In the Colombian case this does not differ since our country is aligned with a replicated system but not contextualized as it should be, this is how we see that today there is segregation between urban and rural because despite the policies that in most cases are more paper but not implementation is inefficient for the needs of the different worlds within each student.

Joaquim Azevedo (1999): “In today’s societies, educational systems were built in the name of the need to cement the unity of each nation and on the principle of individual freedom and civic rights and duties of participation. it was attributed to school systems... the mission of providing the general and specific skills necessary for the occupation of available jobs, created by a continuously growing economy. The national education systems had the noble mission of training the “human resources” necessary

for the development of the economy (8. 1 and 3)." From this perspective it is clear that the educational systems and especially the Colombian one do not comply with what Azevedo said in which an educational system based on training according to the needs of the educational communities prevails, where including students in established templates goes against the development that every human being has from birth, which goes against the ability of human beings to be able to respond to an increasingly changing and demanding life, the idea of preparation for life is something that is static and requires the promotion of a series of humanistic, soft, psychological, communicative, cognitive, social skills in context that allow you to navigate the world in a purposeful, forward- looking, empathic, constructive, innovative, autonomous way, tools that will allow you to navigate life. This is how teachers should visualize education as periods of learning based on learning to cultivate these skills generating an education with quality but at the same time increase their ability to interact in their context and different roles they can take during their lives, promoting changes in society that generate greater satisfaction during their lives.

This is how we see a total disarticulation between the educational systems and the realities of the different communities since generally the context is not an axis within the elaboration of the policies of the state, this is how year after year we see an increasingly deteriorated system and graduating prototypes that do not fit the different challenges of the current world. Where the concept of quality is misinterpreted and often goes to the detriment of the educational act since the teaching function has had to cover many more spaces in the life of the student and the bureaucratic burden becomes more coercive every day. which limits one's own educational act and makes what is taught by teachers in educational institutions be confused.

Historically, the educational system has been a device for replicating social, economic, religious and ideological behaviors of the predominant classes in the history of man. Sánchez 1988 establishes "The Educational System or Education System can be considered a social subsystem, integrated, together with other subsystems (family, leisure/consumption, work or active life) in the broad social system, subject to its rules of the game and requirements and at the same time providing a broad and important service to its citizens." From this perspective the educational system must be based on a series of intrinsic aspects of the human being within its context which does not happen in most of the above for reasons and state commitments at the global level where the pressures of the outside world make education more a commodification of processes instead of a humanist process of formation in the face of the challenges of day to day. Since it only allows to program citizens in external patterns or templates that clash with the realities of each country, that is when the problem is really born since they go in opposite paths the citizen reality with an educational system that must contribute in all sub-concepts to create that citizen according to the needs of the country.

Sánchez 1988 establishes "Teaching to "live in society" (in a critical, reflective and participatory way) and that the "living society" thanks to what has been learned, is the global objective assigned to the Educational System". However, we see that what is offered by the current systems does not meet these expectations since criticism is punished, tolerance is not promoted as a soft discipline that must be reviewed in different school contexts. The system offers an infantilization of each of the citizen's abilities, taking him to a minimum expression in a world that demands more and more. It is assumed that economic systems strongly tightly with educational systems work for the working class and that this system of basic education is established to give elements of use in an industry or everyday context, in arithmetical, communicative and some science issues. Where even the gaps of quality higher education continue to be seeded to the bourgeoisie because even though there is more income of people from the common to the higher level the education provided varies notoriously leading to high prestige universities having a greater impact at the time of hiring an enterprise. This issue is still being seen today with the outsourcing and commodification of education at different levels.

Despite advances in technology, perceptions of better education in terms of being more meaningful, timely, relevant. Nowadays, processes of commodification appear that interest the merchants of education worldwide, since it is seen more as a service than as a right of citizens where it becomes a luxury to reach certain levels. We have moved from systems based on knowledge transmission, but detached from realities, which generation by generation has been replicated despite the emergence of knowledge construction processes, even so, the transmission of tacit knowledge is the most predominant which generates a delay in cognitive processes. Education is not understood as the pillar of socio-economic development that arises from the needs of its main authors. Where education occurs throughout the process of the citizen's life as expressed (Melgarejo, 2017). "the education system is often misidentified with the school subsystem. This false belief may lead to the burden of the educational process falling on the latter and those the other two subsystems should not perform such a function." Where the evolutionary process is only seen now that the citizen enters the system and not always leaving a space that often blocks the following educational processes. Again, the family context plays an important role in the evolutionary and integrative process with the school system of each region.

Materials and methods

The sources of the study during the first selection of journals focused on studies, documents related to education at a general level to gradually focus on the segment of educational trends and how educational systems serve as input for this fact, a phase was made prior to the collection of studies, research, reflections studies of educational foresight - Indexed journals Scopus-Latindex and Pubindex that had a scientific visibility that allowed a greater diversification in the subsequent findings. what implies

of ethical issues in current educational research and essays rations, papers and diverse opinions on educational research and education in retrospect A purge is needed to feed the document in favor of making that retrospective look at education in the hemisphere. Consequently, in a second moment, those journals and bulletins of specialized or truly little contemporary aspects were excluded from this first group of publications in a study of specialized educational trends or investigations of structural or purely philosophical educational, genetic aspects of learning. (education and science organic and genetic aspects in education and knowledge, etc.) and to publicize the relevant prospective studies in instrumental aspects of education (educational technology, management, coverage, relevance, undergraduates, postgraduates and school organization, computer science). This second selection reduced because in our country our school managers neither higher education nor in middle or basic generate these studies to determine if regional or national education is relevant to global circumstances and pressures from supranational entities. That reduced the number from 19 to 7 mainstream journals. For all these publications it was agreed to analyze complete related articles with regional impact compared to our country in recent years.

Results and Discussion

Among the findings of this review is the interest in analyzing the possibilities offered by the study of trends, recognizing diversity, multiversity within the HEIs and institutions of basic secondary education or as the first point of analysis in the agendas of the leaders. Emphasis is placed on the need to design and provide these interests for the study and reporting of educational perspectives through trends. The scientific production shows a minimum and only exclusive value of managers in higher education, but strange in the other educational levels being only publications of greater quantity of articles published in the years 2016, being a trend in universities such as the Libertadores University through their directors the latter the one that contributes the most with 20% of the publications analyzed. It highlights the fact of the inputs of these studies and how supranational institutions with global studies show us how UNICEF, the world economic forum, the organization of nations unity with its sustainable development objectives and foundations such as the Gates Foundation, accompanied by the NGOs that feed these processes, showing these trends that should be input in any educational reform "Accessibility and sustainable development environment, new undergraduate and graduate programs, 3D format, AI, ICT, TAP, TEP" were the most used by authors and organizations in their studies, in 77% of the articles; then by "E-learning, Artificial Intelligence" by 13%. "Equity, Virtual Education" was used in 10% of the articles reviewed. As a mandatory review to make the education systems of each country relevant and accessible to human beings.

(Melgarejo 2017) expresses "It is necessary to know the educational system inside to be able to analyze it and to understand the relationships between inputs and outputs and to see that the outputs are not a direct consequence of the inputs. This analysis

shows that the cause-effect or input-output model is insufficient to explain what happens within the education system." From this perspective, it is not possible to conceive of a system from the outside or pretend to replicate something decontextualized. . This constant process of feedback of inputs and outputs is what allows the reduction until the essence of the real educational system of each country emerges to really change the realities and daily life of each person

(Marina, 1990) expresses "Educating for life is to offer personal and social resources to develop in a society in constant change, to adapt to multicultural contexts, to understand the possibilities of globalization, to manage properly and critically with new technologies in the information and knowledge society, to develop a sense of citizenship or responsibility for public affairs, to learn to live with difference, to face conflicts through dialogue, to manage properly and critically with new technologies in the information and knowledge society, to develop a sense of citizenship or responsibility for public affairs, to learn to live with difference, to face conflicts through dialogue. Nowadays the offer of education is not intertwined with these fundamentals since countries have focused their improvement processes on statistics, numbers, approval, reprobation, forgetting relevant aspects with the true being of the person and their contact with the world around them, in addition to being able to give contribution to their community.

Increasing approval rates, entry in the minimum conditions is taken as progress generating in most cases stagnation so that the processes are incomplete. Moving forward implies a meeting of all the actors where each of their contribution as happened in the Finnish case where the congregations contributed from their context, and it was possible to generate relevant spaces for development in the region. Concepts such as quality, relevance and effectiveness of education have been reconfigured since they are only oriented to the protocol part of the system and not to the innate processes of the individual.

Each educational system is the one that is, its own, singular, peculiar and different... it has its present and its future. It is necessary to recognize in all the educational systems of the world the presence of common guidelines, not specific but shared, that constitute the global patterns of educational institutionalization (Boli-Bennet, 1986 cited by Moreno, 1992, p. 9). From this perspective we can say that educational systems are their own without going into whether they are good or bad since they emerge from the needs of the world around citizens on pain of recognizing the influence of foreign citizens who must enrich their own instead of replacing it. International and local tests have become a stronger segregating element in recent years since only superfluous indicators are based because they generate criticism without knowing the background of the situation in many situations these indicators fall short in giving the reason for the situation or that they serve as an element of reflection in the educational actors that allow to improve instead of greater segregation or unhealthy competition in the members of the community, this is how these indicators camouflage the real innate shortcomings of the human being, particularities

of the context that can affect a certain moment in the life of the people who take the tests.

Education goes beyond tests because it is another form of standardization of education and each of the particularities without ignoring how important it is to make check points that allow feedback and from those failures can be built. (Villarruel, 2010). "Quality must be linked to values, considering that when quality is talked about, it must not be overlooked that quality must be the living expression of the values, achievements and aspirations to which a community is legitimately entitled. It is this quality that provides definition and identity to a culture that expresses itself in everyday life and that it acquires from its protagonists - teachers, students, authorities and society in general. the elements that confer validity and legitimacy on it." A point of balance for the new generations is the issue of the relevance and significance of what they learned during their school and personal life is as well as (Villarruel, 2010). It establishes that relevance is not in the numbers, nor in the diagnoses that feed meaningless ideals of achievement, but in the will of those who aspire to be better and converge on a common project to achieve it. Evaluation is seen as a means and not as an end to human processes.

(Ibarra, 2005), higher education and universities have undergone a process of entrepreneurship due to the way in which higher education institutions (HEIs) operate, complemented by what it expresses (Gregorutti and Bon, 2013). "because there is an emphasis on competitiveness approaches, the expected achievements are established as skills aimed at inserting themselves in the labor market, education, thus adopting business discourses on quality and improvement " it is denoted that the concept of education is being replaced by the administrative or business part which is denoted in the selection processes of teachers and teaching directors in the different educational institutions where the student is not worth for his being but for an individual value that gives him an economic system. " Education from an economic point of view according to. (Mollis, 2014). This is how several actors are involved in this economic perspective. For employers and society in general, quality is related to skills acquired for obtaining a job and in the training of responsible graduates" from this perspective it is clear that the essence of education is lost because the business component dehumanizes and sells the idea that if you are not professional you cannot be successful in all fields of the human being although education must drive the country's development in terms of changes in mentality, as expressed (Gregorutti and Bon, 2013). "Higher education must boost the development of a country: Investment in higher education has been linked to economic and social growth and development" investment in education must be given however we see how most of those budgets do not end up in the final recipient, which is the learner , and when it reaches it, the budget arrives reduced and you cannot generate the minimum impact. Investments in technologies, infrastructure among others these changes in all fields demand the educational system full of skills of autonomy, management of the information to which they have access, people with power of discernment but not the systematization that

wants to impose the processes of standardization imposed by supranational institutions that require member countries to implement as an element of inclusion and adaptation to supposed globalization of which they speak from these institutions, however, we cannot speak of a globalization of 100% or even a semi-globalization in a 50% according to experts we speak of a 30% to determine that semi-globalization inconspicuous because there are still restrictions that prevent a complete or at least partial globalization.

It is clear that these new demands require new recruitment processes of teachers and each of the actors of the educational act. The new educational models and the conception of diversity, this is what it demands and especially this desire to see only the education system from an economic perspective, which denotes a change from the roots towards a global change in the way the actors of education conceive of education, is where teacher training plays an important role in the processes of transformation more by own desire than by government initiative promoting the practicality of educational practices, the critical stance towards standardization systems but all focused on the formation of that citizen of the emerging century that promotes significant changes, teachers who mix the practical theoretical that includes the ability to continuously reflect on their pedagogical work and develop construction processes despite the tensions and contradictions in all school areas, social, family, economic and valuing the diversity in their environment. This by readjusting the methodological processes, the content, considering the cultural diversity that is within the classroom.

Teachers must promote plurality, through the creation of a critical conglomerate of the system of which they are being immersed, under principles of inclusion from the environment of the educational institution turning it into democratic, empathic and participatory spaces. The idea of the secondary school teacher as an expert and owner of knowledge where he is more focused on what he teaches as a teacher than on what the student learns. It is a preconception that must be changed in the new educational processes.

(García López 2010) states that "In the process of implementing the new type of teaching, the teachers themselves feel insecure, they see their insufficient preparation to tackle some of the new tasks" One thing is the curricular contents of the area and its didactics and another the educational function of the day to day with adolescents. The teacher as a figure that reflects leadership style, authority, quality of mediator, motivating example must be aware of the impact on each of his students, filling the students with hope of the world to come to cooperate with him and their peers mutual respect, share the power of the pedagogical act where there is complementarity (Escámez, García López and Sales, 2002)

The inclusion of politicians and characters has reconfigured the concept and the end of an educational system, can be seen as satisfying political and economic needs, and on the other as complex pedagogical projects with the task of forming complete and participatory citizens in the socio-cultural improvement of their context. Education

systems are seen on the one hand as a social and educational element in contrast to an economic approach. Although the relationship between education and a country's development is difficult to establish outright, it remains one of the prerequisites for its growth; when there is a certain educational achievement that spreads throughout the population, social and economic progress becomes evident in one way or another. In the transformations posed by the new generalized educational space, the teacher assumes an essential role, not only faces a change of educational paradigm, but is conceived as the driver of change in its context, an agent that contributes to the quality of the educational system

Future research related to accessibility needs, constant review of trends, generation of perspective studies are necessary in the educational agendas of educational managers. Studies show the importance of reviewing trends so as not to make education a static and obsolete object that does not respond to the needs of the contemporary world of each era and thus make reasonable adjustments, which promote the diversification and relevance of educational systems, academic programs, labor market, new professionals. Among the most important considerations highlighted by the studies is to have a technical and pedagogical work team curious about these issues and that makes it transcend within each institution and thus be able to respond to the global diversity in the labor market and progress of each of the countries. Reformulation of the academic curriculum of the programs is a necessity, since the vision of the graduates of both undergraduate postgraduate programs is limited and does not allow that diversification that allows each institution to support the new social processes of sustainable development of the countries.

The positions on educational models, especially the business-economic one which in a way undermines the processes of integral formation of people and not in social educational interests. This causes institutions to lose autonomy and impact since their focus depends on external agents and training decisions take a back seat. Mercado (2014) pointed out that "schools have become trainers of employees and not to train entrepreneurs (understanding entrepreneurs as entrepreneurs with the knowledge, skills and attitudes necessary to carry out independent projects)". The schematization and production of prototypes equal to the labor market cause a clash between the number of graduates, increasing the number of unemployed and people emotionally affected by the frustrations of not achieving the proposed achievements and goals." Authors such as De Vires and Navarro (2011) "have described as "optimistic" that Higher Education is considered as a central axis for the economic and social development of the

country, as the sector where the problems of competitiveness and jobs will be solved, when there are figures and data that show that universities are being considered as "factories of unemployment". The idea persists that university studies are synonymous with development and economic growth, despite year after year the quality of education in institutions is lower and they only focus on graduating which generates oversaturation of the markets. The word competitiveness is included to generate more

exclusion. The word competence was taken from the business sphere and has been adopted and accepted in the educational field. This has led to more social gaps and discontent in the general population.

Issues such as budgets that are lower and tighter every day and that encourages us to do more with less because the budget allocation has become a luxury that only depends on statistics and numbers that the same state entities handle with standardized tests. Generating the undermining of projects, improvements, and acquisition of technologies, where the number prevails regardless of the quality of the final product. This is how the actors of the educational process must commit themselves and involve themselves in decision-making and associate the concepts of the educational system, quality of education, coverage, competitiveness, etc. with respect, relevance, equity. Without encouraging processes of disintegration by issues of budgetary allocation or further strengthening the concept of commodification of education at all levels. Looking for new processes of acquiring funds or really showing the state the need for investment without conditions as a right and not as a service as enshrined in the political constitution of Colombia.

(Melgarejo 2017), proposes that education systems must have "a balance to allow the growth of the entire social system". If the education system grows non-stop to the detriment of society "it will not only represent a waste of energy and resources", but it will be catastrophic for society as a whole. But it will also be catastrophic if the education system does not receive the necessary resources for its development and proper functioning." From this point of view, although the governs are proud that budgets go up year and investments are made, as explained above these state budgets reach the real consumer in smaller amounts and the most complicated if it is not a process contextualized in the needs of the environment will surely be money spent in vain and not fulfill the purpose for which these items were created. (Gracia, 2010) suggests that all processes should be reconfigured, which is how she states "Rethinking, on the part of all the agents involved (family, school, educational administration and any other socially responsible), the functions of education become, in our opinion, a task of vital importance to give meaning to all the institutions that intend to deal with it. You have to provide opportunities for teens to find meaning in their lives." Education cannot continue to wander between the interests of external agents who only seek to keep the allocated budgets, this is how community members must be empowered throughout the process and not delegate functions and decisions that have a background in the national education system. Each actor sow in this field and in the future to collect a contextualized educational and school system that responds to community interests. Based on the school institution as an element of exemplification of society, an inspiring element where the energies for daily life are renewed. Ariza, V. (2011).

Conclusions

Although there are studies on the outlook reports for decision-making and implementation of new policies so that it can adequately respond to the challenges in education worldwide, they can be complemented by the analysis of perspective studies this generates a real relevant educational reform in the long term. The study of perspectives aims to convert all the processes immersed in an inclusive way, it considers the accessibility and projection of educational field, inclusion of TICS, TAC and TEP and is designed under the principles and threads leading towards the participatory construction of the educational community and the different contexts in the educational policies within the educational institutions.

Designing educational proposals through perspective studies allows educational entities seen as engines of social transformation to respond to the needs of a changing world to have the possibility to diversify and choose the most relevant and appropriate format according to trends around the learning world, interacting with this information and making the processes more accessible and usable, , constantly interacting with the world and not only with the local context provides the possibility of delving into concepts and claims of the world around us. Promoting a constant communication, relevance, equality, responsiveness reducing dropout rates, reduction of unemployment, inequality in the multiversity of society.

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