

ΣΟΦΙΑ—SOPHIA

Education management: toward optimization of teacher training in higher education in Colombia

Alejandra Dalila Rico Molano

Philosopher, Master in Teaching and Specialist in Social Management of Education. Professor of the Master in Education of the University Santo Tomas, line of Research: Pedagogy. Researcher of the Masters in Education, University Santo Tomas. dalilarico@gmail.com



Abstract

The purpose of this reflection article is to analyze education management as an important component of education, and more exactly, its fundamental role on teacher formation at the university; management optimizes all university processes. This way, the first thing is to define what management is; then, what education management is; and finally, an analysis of such management at the university. This distribution allows to start from the general concept, and in this manner to understand the particular, which leads to conclude that it is necessary a significant relationship between management and teacher formation.

Keywords: Teacher formation, education management, education innovation, higher education, university.

Introduction

Since the 1990s in the Colombian context, when the changes in the education system began, starting with the constitutional reform of 1991 and the new processes of decentralization that went through all of the country's active sectors, including education, a new way of perceiving the formative character of the teachers begins. Institutions of higher education include, in their new reforms, the opening of graduate training that will allow the professionalization to a specialized level of the specific knowledge that teachers require. This new approach to teacher training or teacher development has become stronger in the middle of the aforementioned decade, so much so that not only universities change their internal policies to offer more graduate studies, but they also see the need to manage processes that provide teacher training to their teacher body. This new alternative makes that teachers have the obligation to access the productive university sector with a specialized training, such as specialization, master's or doctorate, and also, to be trained inside the campus, in order to achieve the educational quality according with the advances of contemporary society.

Thus, teacher training has become a need that requires to be managed from the institutional guidelines and implemented in accordance with the development plans in force in universities. This management of the professorial development has caused that the majority of the universities have agreements with national and international institutions, with the aim of motivating among their teachers (to get) continuous teacher training, offering master's and doctoral studies, financed by the institutions themselves, proposal that establishes criteria for professional, work, and training development. From what is established by the legal framework, specifically the Law 115 of 1994 establishes criteria for the training of teachers, among them a high scientific quality, pedagogical development, support for research and provision of teaching service to the community. In addition, it establishes that higher education institutions accredited

by law, with faculties or education programs, direct the process of professional training of educators in the strict sense of the term. In relation to teacher training, the law estimates:

Article 109 d) To prepare educators at the undergraduate and graduate levels for the different levels and forms of provision of the educational service. Article 110. Professional improvement. Teaching will be in charge of people of recognized moral, ethical, pedagogical and professional qualifications. The National Government will create the necessary conditions to facilitate to the educators their professional improvement, in order to offer a quality educational service. The responsibility for this improvement will be of the educators themselves, the Nation, the territorial entities and educational institutions. (Law 115 of 1994, Ministry of National Education, Colombia).

From what is enacted in this law, teacher education is understood as a permanent and transversal process. As a result of these new tools managed by institutions of higher education, this training is immersed in great and complex challenges, which must be addressed from the very culture of transformation and social development. In this context, the proposals on the subject must conform to two great realities: human development and technological advances that increasingly permeate education systems and the way of thinking. (Edelstein, cited by [Rico, A. & Rodríguez, M.](#) 2011).

While it is true that teacher education must be in line with technological advances, social thinking and human development, it must also be taken into account in what direction the management processes are oriented in this field, as a result of the new policies which articulate aspects such as the quality, self-evaluation and accreditation of higher education, which bring as a result the need for the permanence of teachers and the educational quality provided by the university.

This is how teacher training is framed within the consumer society that characterizes our time.

Accelerated changes in institutions, as well as their policies, generate a constant search for competitiveness, growth, professional, social and labor development; the concept of quality education permeates every corner of education, and teachers as promoters of knowledge and generation of new professionals are obliged to continuously seek a professional development that allows them to raise their status and better manage the contents of their field. This makes us think, as [Lipovetsky](#) says:

In our times, it is fomented the anxiety for training, there is an unlimited boom for educational consumption, the need to find a stimulus that prolongs the permanence in the academy makes that every day, there are new tendencies and updating courses, the question that unties the uneasy society is latent: Where do you see that our society has said goodbye to the future? (Lipovetsky, 2006: 74-76).

We are individuals who live for the future, and this is reflected in teacher training: new courses and devices that are managed from the same institution and that offer not only a benefit to the school machinery, but also to teachers. This is what is called in our educational system: quality education.

Educational management and its correspondence with teacher training in Colombian universities

This part is oriented to review the role of management in higher education processes, since approaching it is to understand the process, development and projection that guide higher education. In this way, it will be analyzed educational management, understood as the collective of resources, ideas, proposals and other dependencies existing in an institution, in order to reach the proposed objectives for an effective and efficient performance of the institution. Likewise, it is concerned with reaching achievements in educational and institutional processes. The article is finished speaking about management in higher education that contributes to the optimization of academic, pedagogical and investigative processes of (college) institutions.

Education Management

The new social dynamics and the tendency towards decentralization of education systems generate that teaching directors assume new roles, have the capacity to act autonomously and make decisions that allow them to access the globalized world of education and society in general. All this makes that the actors of the educational field manage processes that are appropriate and consistent with the social mobility that happens in society. It means taking responsibility for successful and innovative results and generating sufficient capacities to project, design, analyze and evaluate policies

as projects relevant to the current context. In this framework of ideas, managing processes of education systems demand not only the need for a managerial teacher or an education manager, but also factors such as planning, equity, quality, resource management, community involvement and accountability to it; all this to generate optimal results and to provide better services.

Under this dimension, educational management is understood as an organized process, oriented to the optimization of internal processes and projects of the institutions, with the aim of perfecting the pedagogical, managerial, communitarian and administrative procedures that are mobilized in it. The institution is autonomous to define its more adequate management criteria, aimed at responding to the educational needs resulting from the community, plus the national and international legal requirements. Management (administration) is considered to be a process that induces order in the institution, therefore:

The administration facilitates the structure and coordination of any activity in order to achieve identification and compliance with institutional objectives (...) administration in the field of education is a process designed to integrate resources and coordinate specialized and interdependent activities, in search of the fulfillment of the proposed objectives. ([Romero](#), 1982: 14).

[Likewise, Blanco & Quesada](#) (s.f.) define management as a vital element for the organization and quality of performance of any institution, where devices such as organizational climate, leadership and government channels are located; with these elements, management is able to be a necessary, adequate and relevant process for the mobility of any institution. Under these criteria that conceptualize the management and organization of institutions, and considering that all the processes that emerge from them must be headed by people capable of directing, proposing, leading and managing, in such a way that results are generated that comply with the objectives proposed institutionally, it is in this sense that management facilitates the achievement of adequate results and, of course, the implementation of improvement plans for the next planning. This is where the participants of the institution's processes must be aware of its dynamics, it is because of them that management of teacher education as a process is so relevant, it becomes indispensable for these competent, knowledge-generating institutions and leaders in quality educational processes. In this regard, [Salguero](#) (2008) considers that HEIs are obliged to train professionals who meet the needs and demands of society, the State and the production system; thus, one of the factors that make this dynamic possible, is the role of teachers and their training, which must be mainstreamed by

components such as: new technologies, policies in education, curriculum, regulations, among others, that necessarily permeate the university field and the teacher training of the members working there. In this regard, in a study carried out at the University of La Salle, in the Magister program of Teaching, it is established that the educational management is understood by Betancourt as:

A process in which there are shared responsibilities, administrative, decision-making, enforceable, permanent control and supervision responsibilities; aimed at a constant improvement of the education provided by the State from its different public and private institutions; attending to socioeconomic, political, and legal requirements; historical and cultural of different environments, organized within the parameters established by the educational system. (Betancourt, 2002: 60).

So educational management from this perspective is not only observed from the inside, but it must be connected to external factors, which complement these processes within the institution, as defined by Betancourt:

Educational management acquires a broader sense that transcends the boundaries of the educational system, by pointing out as responsible for the educational process not only the State and the school institution, but also delegating responsibility to society, and also by attaching some importance to non-formal education. (Betancourt, 2002: 60).

Managing processes in the educational field is not only to be fixed in mechanical and technical procedures, it must be clear that education is aimed at the individual, someone is taught to achieve a purpose; in this way, it is planned taking into account the real needs of the persons that belong to the institution, this planning must have objectives that account for a tangible reality and keep in mind the ideas of the actors in the educational field. On the other hand, the decision-making ratifies the actions to be managed; in this decision-making, it is necessary a collective and correct participation, this favors the formulation of strategies, which determine the best way to carry out the proposed operations within the objectives, just as it is necessary to have the external and internal conditions that surround the institution. Based on these guidelines, processes are managed within the educational field, the expected results are visualized in accordance with the objectives set, to finish this cycle with the evaluation of the management process and to find the most appropriate conditions to return again to the process, but this time with adjustments that favor the results and of course the impact that has both inside and outside. Optimizing the processes inside management is one of the most relevant aspects, because it is there where it is determined as a cycle in which, at the end

of a stage, another one begins with modifications that generate better conditions within every process, both for the institution and for the persons.

At this point, it is necessary to emphasize that educational management, in addition to generating institutional changes, requires that changes be generated in the persons; in other words, that the planning strategies give them value as managers of change, taking the definition of Cassasus (1999) who considers that management is the fusion of the planning and administration processes, since approximately 20 years ago these two terms were the ones that prevailed, but not in the educational field but in the administrative field or in the economic one; they begin to be relevant from the reforms of the 1990s, where the educational field is permeated by the administrative and economic sciences, these two sectors begin to discuss about what needs to be done and what to discard in the educational field, which brought with it the management term. However, the basic idea of adding the term management to education was precisely, as mentioned, to generate substantial changes both at institutional level and in the actors of the same, but apparently, the formulation of strategies in management of education gave other nuances, in the administrative sense; it was understood that only inputs and resources were handled, education was affected by the isolation of the persons facing the management processes, as Cassasus says: "It should be said, at least, that what results from educational activity is not a single product. The "raw material" on which education is worked are the students, and therefore, it is not a trivial matter "(Cassasus, 2000: 18); under this precept, management in education does not generate great changes.

On the other hand, during the last decades, education has been highly permeated by economy, and from this perspective, education is reflected in levels and results of impact, loss, profits and market. It is confirmed this condition by saying:

In the last decade, the concepts that dominate the reflection of educational policy have their roots in economy. Concepts such as efficiency, effectiveness, evaluation, productivity, competitiveness, incentives (and indeed management itself) have coped the literature and the discourse of educational policy. (Cassasus, 2000: 8).

At this point, it can be emphasized that management in education is permeated by economic factors. This entry of economy into the educational field is due to two reasons: first, socio-economic transformations that generate new alternatives and approaches within the school field; second, immersion of the consumer society, which, under strictly neoliberal criteria, has caused that education, as public merchandise, be

controlled by the dynamics of the market. This makes it a merchandise that can be easily bought and sold, that is, in a merchandise of financial exchange. In this sense, educational management must be under the supervision of the changes and rules of the economic system, as stated in the above quotation, efficiency, effectiveness, evaluation, productivity and competitiveness are the parameters to follow when implementing a plan of institutional development or an educational project, they should be focused on objectives that yield tangible results, they must be managed under organized, viable and administrative trends for the education market.

This causes that management in the educational field becomes the admiration of physical resources, but it is not taken into account that managing around educational criteria is a dynamic process, and that it requires commitment, especially because it works with persons; therefore, it requires the participation and commitment of all the actors involved, because, to the extent that there is a serious intervention, the community will be immersed in any process carried out. When managing education, there are sought change and benefit of the institution and the people in it; management of teacher training processes is a clear example of this; if there are clear criteria on teacher training, this will be directed towards the transformation of education and the quality of the institution in terms of people training. Teacher training is one of the challenges for higher education institutions, which must be addressed by taking into account the needs demanded by the population to which the educational offer is directed; that way, the institutions of higher education can allocate resources for a training coherent with the context and with the policies put in place by the teachers who work there.

[Miñana](#) (1999) states that inside educational management, the most important thing is to generate and support processes of change, where the actors in these processes be the ones who take the decision to transform from the same management acts. It means that when managing any process within the institution, it is required guidance to plan properly and to obtain successful results, orientation focused on strengthening each circumstance, where institutional autonomy is assumed as directed to changing and enriching all educational areas, with the aim of responding to the needs of the population. Likewise, management is directed towards definite, verifiable and contextual objectives and goals, with the objective of clearly improving the quality of the educational service provided to the community and promoting change, not only in particular entities of the institution, but in the totality of its members, to bring added value in knowledge and innovation both in classrooms and outside.

Thus, it is considered that managing is not only leading to good terms an action within the institution; it is understood that the action:

It crosses the whole institution, in its immediate relations, in the internal coordination, in the ways of establishing or frustrating work ties, work communities, in the selection of certain means, in the set of options that are adopted at the time to interact with other institutions. It is not just driving or direction, even if it involves them. It is coordination of work processes within an organization, where different roles and tasks are given, which in principle can be articulated generating levels of management. ([Huergo](#), s.f: 3).

It is understood that in the act of managing, not only participates an exclusive group of people, or the so-called “experts”; this is an exercise, as the author well says, in which it is necessary to assign roles and tasks, the first moment is to generate coordination in the process, in relation with this issue of working with other people, Bauman thinks: “We all live in company of other persons, and we interact with each other” ([Bauman](#), 2007: 17), the distribution of roles and functions within the organization generates work together, management is an action designed to organize in a collective, implying that it becomes a political act, in addition to directing, other actions are intertwined, such as, deciding, directing, participating, proposing and acting; the political is by nature a communal, holistic and organized practice, that is the management, of the unification of criteria depends on the fulfillment of the goals proposed. [Cassasus](#) (1999) follows this same idea, considering that management is a collective act and must necessarily be related to the context and the diversity that comes out of it; he states:

Management is not only related to the inside of the organization, but also to the environment. In fact, in management today, the presence of the environment is increasing. All organizations and particularly the education system are entities with multiple points of contact with the environment and, therefore, with a special concern for it. The multiplicity of the internal/external relationship and the management parameters suggest that the subject responsible for management does not necessarily have to be thought of as an individual subject, as this can be a collective subject or a participatory subject. ([Cassasus](#), 1999: 32).

According to the above, educational management is oriented to allow the integration of all the actors of the institution, from a participatory perspective and directed towards the making of optimal decisions and directed towards purposes that contribute to the improvement of education. [Valderrama](#) (sf) considers that when referring to management, it is talking about

the interaction of people, where actions are developed to benefit them; it means that the institution is a construction of subjectivities that interact to achieve the configuration of a better education and training.

Educational management is consolidated under devices of change, integration, participation, direction, organization and a permanent evaluation of feedback; these are developed to the extent that it is necessary to improve or to carry out something within the educational context, so that there must be needs within the environment that require attention, planning and be managed within reasonable time frames and directed towards precise goals and with a view to the development of both the institution and the people who work there. For this reason, institutions, in this case of higher education, must not only manage processes coherent with a context and the social, educational and political reality that is revealed in Colombian society today, but they also face changing devices and new challenges, which bring new forms of organization and direction of every educational process; this requires that educational management serve to guide the work and actions that circulate there, keeping in mind the social dynamics, which is always directed to the primary objective of management: improvement and progress towards the quality of education.

Cassasus says: "The practice of management today goes far beyond the mere execution of instructions. People with driving responsibilities have to plan and execute the plan" (Cassasus, 2000: 6). This is how management transforms an educational environment and allows the establishment of parameters for the direction and execution of projects related to education and training, but this should not be limited to give instructions to the persons or to create work roles, it must go beyond those limits and be able to renew the educational field; to get this, it has been made clear in previous lines that the integration and configuration of cooperative work is what makes a management aimed at obtaining relevant results and aimed at improving the quality of education.

Finally, educational management that requires special attention and study, it is not a matter of adapting the concepts of administration or speaking in terms of economics and finance; it is about relating these types of conceptions with the formation of persons, which, in essence, is *the raison d'être* of an education understood as the discipline of forming and building knowledge. So, it is being managed with subjectivities and multiplicity of criteria that make education an active field and generator of critical positions in front of the new social dynamics that emerge today and that must be a piece of reflection in the moment of proposing and taking actions of management.

Educational management in higher education institutions in Colombia

One of the aspects that in the last decade has disrupted and generated serious questions in higher education has been the quality that institutions provide in terms of education; this issue that causes discomfort and concern in the union causes universities to direct their management processes by roads that lead them to the total quality of the service they provide. Management in this point is placed like the "navigation chart" that the institutions have, in order to obtain the quality and the recognition as far as training of persons is concerned. Cassasus considers that the issue of quality has greatly imbued the field of education, and states:

With the introduction of the issue of quality in education, two important facts arise: on the one hand it is recognized the existence of a "user" beyond the needs of the system; and on the other hand, it is generated concern about the result of the educational process. That is, a process in which it is recognized the right of the users of the education system to demand a quality service, according to their needs. (Cassasus, 2000: 11).

It is necessary to clarify that management refers to quality processes, and it must be understood by quality everything that is beneficial for the persons, it is a concept associated with the discovery of needs in a given context, and satisfaction both private and collective. Reference is made to quality in aspects such as the integral development of persons, as well as intellectual and social development; in addition, not only is quality spoken from the quantitative, but also one must speak of quality (especially in education field) in qualitative terms, related to the subjectivities that occur in the medium. Quality is then which maintains the close relationship with the satisfaction of receiving and providing an excellent and organized (educational) service.

It is then when the relationship education-quality-management emerges, where every educational process must be planned, managed and evaluated with a final purpose that is the quality of education. Management as a proposal to organize and help institutions achieve the quality expected in the educational services they provide to the community, it also becomes a pillar of action within the plans for their development, in fact this aspect permeates all the processes that are developed inside and outside the institution, educational management in the precincts of higher education is the pretext to reach the transformation and to generate a significant impact in the community. In this way, management within the institution of higher education is understood as the collection of several phases (design, planning, execution and evaluation), which are the new

direction or organizational culture that characterizes the institution; this means that in front of this nascent scenario and implementing a new management system, it also begins with a new perception of the context and possible responses to generate changes both external and internal.

Educational management in this area contributes to the optimization of academic, pedagogical, investigative, administrative and financial processes, as well as opening new spaces for interaction with other educational contexts that can enrich the internal processes; in this way, a good management process promotes the training of students, teachers and, in general, the educational community; it is possible that an integral formation is generated and social recognition is achieved, insofar as what is managed at the university transcends the internal border and permeates the socio-cultural context, materializing in forming more than professionals, good people and managers of social change, who manage to identify and offer coherent solutions to the challenges that day after day emerge from today's society. It is at this point where the educational management organized in the university adheres to the global context, achieving recognition, training, development and innovation.

Management is a strategy that institutions implement to efficiently manage the resources they possess, in order to achieve the proposed goals, insofar as they are an organization. [Aristimuño, Guaita & Monroy](#) (s.f.) consider "The way how management is done in higher education institutions affects their success or failure" (p.3). This leads to the assumption that management is successful to the extent that universities design and carry out investment and development policies oriented towards progress and contribute to the achievement of objectives, guaranteeing technological innovation, the development of research and integral and coherent training with the current social dynamics. With this it is meant that universities place on educational management the formative, administrative and managerial tools to adapt the current situations to a near future. It is in this sense that management allows to organize processes such as teacher training, since this subject not only articulates academic processes of the university but also strengthens the research field; for this reason, managing it ensures innovation and research development of both teaching and the institution itself.

According to the above, management in higher education institutions is designed to organize and orient them towards the fulfillment of the proposed goals, as [Correa, Álvarez and Correa](#) affirm:

Educational management becomes a necessary discipline in order to exercise leadership and integral leadership in educational organizations, and to achieve the fulfillment of their essential function: the integral formation of persons and citizens, so that they succeed in inserting themselves creatively and productively in the workplace. Educational management seeks to develop a greater leadership in managers, in order to exercise a more horizontal authority, promote greater participation in decision making, develop new competencies in education actors, new forms of interaction among their members and between the organization and other organizations. (Correa, Álvarez and Correa, s.f: 6).

It should be noted that educational management is not only oriented to the planning of expansion of infrastructure or to the acquisition of physical and technological resources; it must be clear that they are part of the needs that must be considered by management, but they're not the only ones, nor the most important. Priority should always be given to the human talent the institution has, it is this factor that must prevail when it comes to directing, planning, executing and evaluating, in the sense that human talent is the primary engine of management and it is what keeps any institution alive. Thus, when managing, it is important to think from the persons that are within this process and of course to provide viable solutions for their progress and the development of integral competencies.

It was well stated at the beginning of this section that higher education institutions aim to manage the quality of education offered to the community, knowing that it is a complex process and that it takes a good time to reach the quality of the goods they provide, because under these parameters, achieving quality is the task of all actors in the educational environment, and it is well known that with the new social dynamics and the agility with which the environments are transformed, there will always be something that is considered a challenge to achieve quality, but as society makes progress, technology advances and modern persons have more training and professional needs, the university is obliged to be flexible and to permanently organize the goal of achieving educational quality through efficient and effective management processes. Faced with this conception, Botero insists that management is: "Service provided by people within organizations" ([Botero, 2009: 1](#)), because if, despite the technological advances in which machines and robotics are taking away human functions, it is not possible that these devices of "high definition" can lead an organization created by humans, continues the author: "But in the case of educational management, the weight of human skills is the most representative "(P.1). This is clear, management is designed by humans for the well-being of humans.

One of the most significant human competences in an institution of higher education is teacher training, since of it depends the type of teaching given in the university and the recognition that it acquires by keeping the teachers updated, not only as transmitters of knowledge, but as researchers and (beings) in constant training in order to make this transmission a transformation of knowledge, both in classrooms and outside. Thus, teacher training is a management criterion designed to generate innovation, quality in education and of course aspects that can determine the change of thought inside and outside the classroom; teachers are the persons that from their training manage to transform the thinking of the students, and the university is the management engine that can generate this new type of thinking, fomenting teacher training from its own philosophy and institutional policy.

However, to this new vision that starts with management and quality issues, [Botero](#) (2009) believes that the university of the new century not only faces changing paradigms, but also becoming visible from the inside out, and vice versa, and opening the doors to new disciplines, such as the economic, the administrative and the financial ones, among others, that can contribute to a quality of education, which without the intention of transgressing the primary objective of education, can contribute to this field in an optimal way. Botero insists on making clear that higher education must keep up with the dynamics of the global village, and considers that there are five tendencies which are presented in the university of the 21st century: autonomy, democracy, quality, integral formation and the emergence of virtual university. It is clear that there may be other tendencies; however, under the parameters of this research, these are key to understand the management processes of teacher training in higher education. [Table 1](#) explains the five trends proposed by [Botero](#) (2009). See next page.

So educational management is the center of the institution operations, it is where the way is opened to the transformation and implementation of projects with a view to institutional, research and social development; for these reasons, when thinking about the institution, management processes must be taken into account, because of them depends to a great extent the success or failure, the impact or rejection that the institution has on society. However, there is talk about management in a general institutional framework, taking into account the criteria that define it as a pillar of action and construction of the university, but it is important to talk about management of the actors in the educational and training process, teachers: what is the role that these persons play in front of the management processes of both the institution and their own function of teachers and promoters of knowledge? Teachers become

transforming agents and generators of knowledge, insofar as they relate to each of the processes organized in the university, integrate into a whole, and play the role of precursors and guides of what happens in the university. In this way, as in many processes that are managed in an institution, it is necessary to think about teachers and their formation, since from these figures it is necessary to plan and project a management seen from social political and social cultural criteria, but also deepening in the being and thinking of teachers, in research, pedagogical and formative criteria.

Under this notion of seeing educational management, and even more, making it visible from the position of the teacher, it is necessary to consider that in most institutions of higher education, it is mentioned a management by processes, well has been said throughout this article that management is a process that seeks the quality of the services offered by the institution. So a process management is not only directed by a group of experts, but it is the integration of all the actors of the organization, *i.e.* a process is considered as the participation of all staff in each action managed by the institution. [Correa, Correa & Álvarez](#) (s.f.) affirm that “the key to quality in an organization is given by the continuous improvement of processes” (p.19), this indicates that the institution must organize the adequate and pertinent processes that lead to constant improvement of education; the authors continue by stating:

Process management becomes a tool for directing and managing educational processes based on the needs, expectations and interests of students and the educational community. In addition, management by processes articulates subjects like quality, productivity, efficiency and effectiveness; and it introduces one additional element: how to add value to the educational process, which implies thinking about how to innovate in the teaching-learning processes. (Correa, Correa and Álvarez: 19).

However, process-driven management is more organized and focused on the integration of all members of the educational community; moreover, this orientation encompasses not only issues such as productivity, efficiency and effectiveness, typical of management, but it also implies that the institution reflects on the improvement of training, learning and teaching processes, which are considered as those that define the being and the doing of an educational institution. As it was considered before, it is necessary to see management from the work of the teachers, to see them as subjects that transform and make dynamic the processes, not only in the classroom, but at institutional level. In this regard [Correa, Correa & Álvarez](#) (s.f.) consider that an educational manager is the one who generates change and is able to develop

Table. 1. Trends of education management. Source: Prepared by the author from the article by Botero

Trend	Explanation
Autonomy	<p>It must be understood as the criterion to find proper solutions that benefit teaching community in general and social environment; university autonomy seeks not only look inside but also worries for assisting the community needs and to seek in what degree it can contribute to social development from people training, research and problem solving that characterize society.</p> <p>On the other hand, an autonomous management brings that an institution be able to make decisions, perform its own projects, coherent with students and teachers' needs, oriented towards improving the community development. Botero says (2009):</p> <p>Being autonomous doesn't mean chaos, on the contrary, it requires articulating the dimensions of education management, emphasizing different aspects of education processes, so that they can integrate into theories that approach the following dimensions: pedagogy, management, social-community and politics-education. (p4)</p> <p>This way, autonomy is achieved in the extent that there is enough capacity to decide and act with the goal of achieving well-being for the institution persons. However, for higher education institutions, being autonomous is not an easy task as they must fulfill the established by state regulators, which in some way undermine universities autonomy, and these end up acting in accordance with both national and foreign entities. But universities must attach to their decisions and manage outstanding projects and benefits for society; that way, governments will realize that can contribute but without undermining the institution power.</p>
Democracy	<p>As it was well stated by Aristotle, democracy was born from the idea of equality among human beings in any context; under this statement, democracy in management is related with including all in one, with collective participation and common decision taking in what relates to planning, management and application of policies and rules in education, as education since its origins has been a public resource, despite (the fact that) neoliberalism sees it as a market service; universities should seek this goal.</p> <p>Democracy in education is recognized as the equality criterion, everybody has the right of receiving the benefits offered by universities: students, teachers and staff; the institution must be able to promote a collective and whole teaching that includes all the education community, and that a participation policy be promoted.</p> <p>Likewise, the institution should drive projects that emphasize students' integration into society issues, that is, create spaces that generate a dialogue between students and society actors. It is there where the democratic sense of education management becomes evident.</p> <p>Finally, the current society manages inequality devices, margination and lack of opportunities for young persons to enter higher education in Colombia; due to neoliberalism, the wealthy young do it, and those who cannot, must stay looking for the opportunity. These type of social conflicts, which are known that get accentuated every day, are the ones that universities must attack, by managing inclusion projects and approaching the populations that are distant to higher education.</p>
Quality	<p>In previous sections it was made reference to this concept; to widen it, here is made a short analysis in front of education quality. Botero (2009) considers that the great transformations and demands that characterize current society make that universities demand quality teaching and human talent, a signature that they deserve international recognition. Offering quality teaching indicates an accurate management, according with social dynamics and advancements in science and technology; for this reason, quality in education field not only responds to a social recognition or a modern infrastructure, it responds in great extent to the type of teaching that institutions offer, of this depends the quality of the human talent that works in a society.</p> <p>However, quality is a challenge for many universities, because it is understood that to offer a quality teaching, it is also needed to secure teachers training from the institution itself; this way, managing projects in pro of teachers training is still a lack of some universities, it is not enough with proposing a teacher profiles, it is necessary to invest in teacher training; this way, it can be achieved an education oriented to quality. In projection and management of teachers training depends on a large extent the recognition of the human talent promoted by the university.</p>

in the institution processes of innovation, and who is also able to understand the needs and problems brought by the context and the community in general. Who is better suited to understand the context and contribute innovative knowledge in the university than teachers? They are who make the students interact with the knowledge and practice, they are who place the learned (concepts) in the classroom and form persons linked to reality, and who welcome the dynamics of society.

In another vein, it is necessary for teachers to get integrated into institutional processes and to explore beyond the classroom. [Cabezas \(2004\)](#) emphasizes that the teaching activity involves aspects such as teaching objectivity, pedagogical development, ongoing training and constant updating; criteria for innovation and application of new technologies, provision for dialogue and confrontation of ideas between peers and students; finally, ability to evaluate their work and the cognitive and formative acts of students. It means that teachers are the ones who generate changes and allow to create processes to be managed and that are directed to the improvement of the quality of education; [Correa, Correa & Álvarez \(s.f.\)](#) estimate that nowadays, teachers' work must agree with progress and social change: "It is a challenge for teachers in the educational process of their students and it is to seek new and better strategies that will seduce and motivate students to achieve meaningful learning for their lives" (p 38). This indicates that teachers must be prepared and updated persons, they are self-managing their work and knowledge; they must have a holistic view of the context, be mediators, encourage research and become research teachers of their own actions. "The teacher is a social subject who exercises the profession of teaching and managing learning." ([Correa, Correa & Álvarez, s.f:](#) 39); it remains to be said here that managing involves acting and transforming.

In short, the teacher is the one who determines to be an educational manager, and he is able to organize, propose, decide, lead, coordinate and give feedback; all of this in order to reflect from management optimal processes and facilitators of solutions to the need that emanates from the educational community, immersed in the institution of higher education:

It is thought of an education manager who provokes and incites training, and therefore transforming action; which is a testimony of morality and commitment; that permanently unites the educational actors around the mission and the institutional objectives; which gives directionality and meaning to the organization and its work; which evaluates, which builds on day-to-day scenarios of hope and future ([Correa, Correa & Álvarez, s.f., 45](#)).

Managing teachers should not be limited to administrative terms; they are the persons that react and lead in a concrete and efficient way; in this way, they are able to organize, rethink their work and encourage change in both institution and society. Without going any further, educational managers have sufficient capacity to manage and transform education, not only from a single administrative criterion, but also as teacher managers they should encourage change from the implementation of means that facilitate teacher training in the institution, under aspects, such as innovation, internationalization, quality in teaching practice and research.

Teacher training and management

Talking about teacher training in the university environment is not only talking about guidelines to exercise a better work or academic or instrumental aspects; it is to understand the importance and social value of the profession, to look at it under criteria of autonomy, integrality, research, social development and commitment. It is then when teacher training is the construction of their own identity, it is the satisfaction of exercising and being competent as a professional of education, it must be part of personal development and be related to the progress of the university, it should be seen as a human practice, where knowledge is shared and persons are formed; ultimately, it is an activity of interaction and dialogue.

However, in order for teacher training to be seen as a pillar of advancement and quality of the university, it is required that the same teachers create conditions for it, to be established as a versatile and dynamic field within the university scope and, of course, under parameters of management; for this, it is appropriate that teachers persons of change reflect on:

- A. The strong resistance to change.
- B. Implementation of new technologies in their work.
- C. Acceptance of educational innovation.
- D. To foster a more theoretical teaching and not just of craftsmanship.

These four aspects should be points of reflection both in teacher development and in their work; if it is possible for teachers as transforming persons of thought, social and cultural, to be the first to be critical of their own formation and practice, and increase the participation in the decisions and policies established in the institutions, it is pretty sure that managing projects around the training of teachers will generate quality and bilateral benefits. From this perspective, we must also take into account the position of both

governmental and internal institutions, which are those that present to the community a set of rules and policies that determine all fields of action of universities; these policies normally are conditioned by numerous factors, such as technological progress, political changes, economic crises and the intervention of international bodies; factors that determine how the training, investigative and functional processes of the whole university should be; it means that the institution must aim at global recognition, in order to have better results and a possible quality education. But beyond external intervention and the internal assimilation of all educational criteria and policies, it is necessary that these entities direct their reflections and decisions to aspects such as:

A. Motivation of teachers for their improvement in training and practice.

B. Designing qualified and coherent policies for professional development and training

C. Establishment of pedagogical models relevant to the context and social reality of the country.

D. Autonomy in teaching and institutional support.

E. Improved working conditions and to value the work of university teachers.

F. Investment in research, not only of a technical nature, but also of the human and social sciences.

G. A quality policy of teacher education, taking into account the needs and interests of teachers.

H. To take into account that university teachers require ongoing training, so they be aware of technological advances, social changes and the dynamics of the persons to whom they teach.

[Torres](#) (2001) considers that teachers should be recognized as professionals, interlocutors and persons of educational change; this implies not seeing their role in the dynamics of “design execution”, instead: “To create spaces and mechanisms of permanent dialogue, participation and consultation, to see teachers as individuals and in a collective way, both in the educational field and in the educational policies” (p.21). It follows that teacher training at the university must be organized through relevant, effective and viable management processes to be able to meet the training, research and professional needs of teachers; that is to say that the management of teacher education not only congregates the managers but the teachers in their community.

Higher education institutions need to assume teacher training as a management strategy, to the extent that projects are set up for the permanent improvement of teacher education, professionalization, and to provide quality and comprehensive education, as well as the purpose of training professionals suitable and capable of facing the current problems of modern society. In this way, the university must be clear that in order to achieve quality education, it is necessary to invest in the training of teachers, it must be consolidated as a challenge within the institution’s development plans, since providing training is having the possibility of going towards quality, innovation and high standards of research. The possibility of having several options of teacher training courses financed by the university for the integral formation of teachers makes them to be in constant intellectual and professional development; the university requires to engage with teachers, and to provide a training directed towards the continuous improvement of the persons which it trains, and the professionalization of teachers, so that their work be more innovative, autonomous and critical; this means that it must necessarily be highly committed to manage teacher training in pro of teaching and education.

On the other hand, the management of teacher training processes is necessary in any institution with a view to having an education with quality; and it is not only that, the demand of the market makes universities, besides having excellent infrastructure, they are required to value teachers’ work; not only of economic type, but also to value the work of teachers is to guarantee the opportunities of their professionalization, training and performance within the university; in this way, it is deepened in the needs of the teaching group and covering the needs of the institution and its goal of achieving quality education.

In the same way, it is necessary to elaborate a diagnosis that allows to know what the needs of the teaching community are, and of course, the one that is still in the process; in addition, agreements are required with other national universities, as well as international ones, which have programs that allow teacher training and development, so that teachers can benefit and expand their professionalism and skills in their discipline. These teacher training agreements must have master, doctorate and postdoctoral programs, where there is real funding from the institution, so they can keep their training as teachers and researchers. Faced with this aspect, it is necessary to deepen, also understanding that teacher training is not only the scenario where titles are obtained just for the sake of getting them, it is necessary to see this from perspectives such as the formative and the investigative one, and the improvement of the teaching task. It is not enough to grant scholarships for graduate studies, it is inescapable

that the university also take into account that for this, it is necessary to allocate a time and that teachers have the support of their institutions, in the sense of reducing the academic and administrative allocation of teachers in training; granting more hours of dedication to their training means that the institution must rethink the policies of teacher development, and give support to teachers in their training process, which is necessary for the institution to acquire more recognition and reach the standards of a quality education.

It should be stressed that higher education institutions have to manage teacher training, not only focusing on magister or doctoral studies, or participation in academic spaces, such as congresses, symposia, presentations, among others. The institution, in order to support training, research and enrich the work of teachers, needs to manage other training spaces, in order to contribute directly to the continuous improvement of the quality of education and to help stimulate institutional academic processes. These spaces are given with opportunities, such as the publication of articles and books of academic and research type, which result from constant and dynamic teacher training from the same institution; commitment to the quality of education is the highest (goal) of the university, not only to acquire social recognition or provide a better educational service, but to have a competent, efficient and effective teaching talent concerned with their teacher training, consistent with the dynamics of today's society, and of course critical against social, economic, political changes and cultural factors that affect the community in formation (the students).

In this context, Cruz, Molina, Herrera, Marentes & Cubides (1998) consider: "For a change and a quality education, it is required a renewed teacher" (p.29); it is precisely what involves management of training teacher in the university, to ensure that teachers are persons that promote social change, committed to the education and transformation of the country. These authors present some characteristics that teachers should be concerned about, in relation with their teacher training and their work; these are concern for training in values, producing meaningful learning, comprehensive education, updating, understanding why and what to teach, and (being) an innovative educator. These characteristics manage to define largely the purpose of the management of processes of teacher education, and in what direction it should go from the same university, as well as they define the ultimate goal of this research process, which is to establish teacher training and its management from the current university environment.

In this respect, it should be said that these characteristics play an important role in teacher training that the university must manage, because it is

important that teachers reflect commitment, interest, integrality and innovation in their work; and that is why the university must start from the idea of having a talented and interested educational talent for its permanent formation, with critical sense in front of the social changes that are constantly present. Finally, management of teacher training in the university is a process that must be carried out taking into account the needs of the university community and the progress of the institution, because, as it has been emphasized, teacher training is a subject that is much discussed and that requires special attention from the agencies in charge of providing it, namely, university and government, among others, because it is not only bringing graduate programs to market, it is above all to form persons that are in charge of forming others; it is also to have programs that are coherent with social reality and related to new technologies and the new dynamics of society; in short, teacher training is not always about obtaining degrees, it is to see reflected in teachers their commitment, identity, value for their profession, and of course their ability to communicate knowledge, it is to see teachers who transform and generate autonomous thinking in the face of societal changes and research.

Conclusions

A first conclusion that remains about management of teacher training processes in higher education institutions in Colombia is to understand that this is a criterion of the most importance for the generation of research and better education, and to be able to provide teachers with the possibility of training, graduate programs, scholarships, participation in events, publications, research, among others. This not only ensures a better education, but also the professionalization of the teaching staff and the recognition of the institution; it should be clarified that this is a necessary loop, the fact that the institution also benefits is not a negative factor, it is a consequence of the same work of being able to manage processes of teacher training; in fact, this loop is fundamental and under criteria of accreditation, it will always be present.

On the other hand, from the tendencies proposed by [Botero](#) (2009) regarding management in higher education, which are autonomy, democracy, quality and integral formation, the university should disclose them as strategies that seek better training. In terms of autonomy, it is important to generate knowledge, research and high standards of professionalism, it (universities) must be autonomous and have the capacity to project towards the future, in order to generate changes in the field of education and the teaching itself. Faced with democracy, the university is a space where criteria are constantly built, so that people's ideas can

be respected, that all processes be shared and that difficulties can be optimized and better educational solutions can be provided to the community; it must be an inclusive university. On the other hand, from the quality, it is evident that with the current parameters of institutional accreditation, the university must support and especially manage the training processes, because this criterion is transversal to all the institutions and the teachers are the engine of these organizations.

Finally, thinking about management of Colombian teacher training is to look at the value of teaching, is to give meaning to the identity of this knowledge, is to try to go beyond obtaining a master's degree or doctorate; it is not enough to have them, but to give them meaning, and that sense is achieved to the extent that institutions of higher education have policies that cover the effort of the teacher to be better every day and to be able to propagate better and more solid knowledge in the classroom. The institution as a body that seeks a better education should stop bureaucratizing and commercializing the teaching profession, and it must really manage training, knowledge and research. This country needs these processes, where it is evident that teachers are the ones who transform not only a context, but who transform minds and are aware of the true change, and they are who reflect everything from their solid and consolidated formation in the constant search for reasons for transforming from the classroom towards the social environment.

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