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## **CREATING A MODEL FOR INCLUSIVE AND SUSTAINABLE EDUCATION. UNIVERSIDAD HIPÓCRATES- UNIVERSIDAD COMPENSAR PERSPECTIVE**

**CREANDO UN MODELO DE EDUCACIÓN INCLUSIVA Y  
SOSTENIBLE. UNIVERSIDAD HIPÓCRATES- UNIVERSIDAD  
COMPENSAR PERSPECTIVA**

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## **Creating a Model for Inclusive and Sustainable Education. Universidad Hipócrates- Universidad Compensar perspective**

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### **ABSTRACT**

This research highlights the critical role of education in shaping well-rounded individuals who can respond to societal and environmental needs. At Universidad Hipócrates, education is approached holistically, integrating academic, social, and ethical dimensions. The institution's model emphasizes not only intellectual development but also extracurricular activities, environmental awareness, and fostering a sense of responsibility towards the community. The study also examines COMPENSAR's vision, which advocates for breaking down cultural and societal barriers through education, promoting inclusivity, and recognizing the importance of intercultural dialogue. By connecting, empowering, and educating, this methodology aligns with the university's vision of creating competent individuals who are prepared for the challenges of both the local and global environment. The conclusions emphasize the need for educational models to adapt continuously, ensuring they align with evolving social and environmental objectives. The study calls for educational systems that cultivate intellectual, social, and environmental competencies, fostering responsible citizens and professionals who contribute to global sustainability. This research provides a foundation for further exploration into how educational institutions can integrate these elements to develop transformative educational practices.

**Keywords:** education quality, holistic education, environmental responsibility

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## **Creando un Modelo de Educación Inclusiva y Sostenible. Universidad Hipócrates- Universidad Compensar perspectiva**

### **RESUMEN**

Esta investigación resalta el papel crucial de la educación en la formación de individuos íntegros, capaces de responder a las necesidades sociales y ambientales. En la Universidad Hipócrates, la educación se aborda de manera holística, integrando dimensiones académicas, sociales y éticas. El modelo de la institución enfatiza no solo el desarrollo intelectual, sino también las actividades extracurriculares, la conciencia ambiental y el fomento de un sentido de responsabilidad hacia la comunidad. El estudio también examina la visión de COMPENSAR, que aboga por derribar barreras culturales y sociales a través de la educación, promoviendo la inclusión y reconociendo la importancia del diálogo intercultural. Al conectar, empoderar y educar, esta metodología se alinea con la visión de la universidad de formar individuos competentes, preparados para afrontar los desafíos tanto del entorno local como global. Las conclusiones destacan la necesidad de que los modelos educativos se adapten de manera continua, asegurando su alineación con los objetivos sociales y ambientales en evolución. El estudio hace un llamado a los sistemas educativos para que cultiven competencias intelectuales, sociales y ambientales, fomentando ciudadanos y profesionales responsables que contribuyan a la sostenibilidad global. Esta investigación proporciona una base para explorar cómo las instituciones educativas pueden integrar estos elementos para desarrollar prácticas educativas transformadoras.

**Palabras clave:** calidad educativa, educación holística, responsabilidad ambiental

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## INTRODUCTION

Education has long been viewed as a transformative force in society, shaping not only individuals but entire communities. Historically, educators such as John Dewey (1916) emphasized the role of education as a social process, linking learning to active participation in society. Dewey argued that schools are miniature societies where students learn to become active, democratic citizens. Similarly, Paulo Freire (1970) advocated for a critical pedagogy where education empowers individuals to challenge social inequalities and become agents of change. These foundational ideas underscore the importance of educational models that go beyond rote memorization, emphasizing instead the role of education in fostering critical thinking, civic responsibility, and social engagement.

In recent decades, the concept of the "change agent" in education has gained prominence, reflecting the idea that educators and students alike play a pivotal role in driving societal transformation. According to Fullan (1993), change agents are individuals within or outside an organization who effectively introduce innovations, new perspectives, or reforms, often without formal authority. In education, teachers are seen as key agents who not only impart knowledge but also inspire students to engage with their communities and effect positive change. Fullan (2011) later expanded on this idea, asserting that educational institutions must foster environments where change is encouraged, and where students are empowered to become active participants in the transformation of society.

This notion of education as a catalyst for societal change is closely aligned with the educational model of Hipócrates University, which integrates teaching, research, innovation, and community engagement as its core functions. The university's model is built on a holistic, multidisciplinary, and inter-relational framework, aiming to prepare students not just for professional success but for meaningful social contributions. The model recognizes that knowledge is interconnected and that real-world problems require a comprehensive, interdisciplinary approach.

Furthermore, education in this context is not a neutral process but one that is deeply intertwined with societal values, history, and culture. Chaves et al. (2021) highlight that education should aim to cultivate individuals who are responsible, ethical, and capable of responding to the needs of their time. This requires a shift away from traditional models that focus solely on academic achievement, towards an approach that considers the emotional, social, and ethical dimensions of learning. By fostering empathy,



collaboration, and critical thinking, educational institutions can produce graduates who are not only knowledgeable but also socially responsible citizens.

As Brown et al. (2021) argue, teachers, as educational change agents, play a crucial role in implementing these ideas within the classroom. They have the potential to influence the way students perceive their role in society, encouraging them to think beyond individual success and consider their broader impact. This aligns with the mission of Hipócrates University, which emphasizes educating, connecting, and empowering students to contribute positively to social well-being. The university's model aims to develop individuals who are not only experts in their fields but also active participants in the betterment of their communities.

The role of education in societal transformation is also evident in the broader discourse on sustainable development and social justice. The United Nations' Sustainable Development Goal 4 (United Nations, s.f.) emphasizes quality education as a means to achieve inclusive and equitable societies. Educational institutions, therefore, have a responsibility to incorporate these values into their curricula, ensuring that students are prepared to address issues such as inequality, environmental sustainability, and global citizenship. Hipócrates University reflects this global agenda by integrating social responsibility and community engagement into its educational model, thereby positioning education as a key driver of social change.

From a developmental perspective, the process of becoming a change agent begins early in life. As Jean Piaget (1952) emphasized, cognitive development occurs in stages, with children gradually acquiring the ability to think critically and engage with their surroundings. Early childhood education lays the foundation for this development, helping children learn to navigate social relationships and understand their role in the world. As students progress through the educational system, they continue to develop these skills, culminating in higher education, where they are encouraged to apply their knowledge to real-world problems. In this sense, education serves as a continuous process of empowerment, guiding individuals from infancy to adulthood in their journey to become active, informed members of society. Thus, education is not only a pathway to personal success but a powerful tool for societal transformation. From the earliest years of childhood to the postgraduate level, students are shaped by their educational experiences, developing the skills, knowledge, and values needed to become agents of change. This is



why education holds such a crucial role in society, as it has the potential to create individuals who are equipped to address the challenges of their time and contribute meaningfully to the well-being of their communities.

The objective of this article is to provide a preliminary exploration of the literature surrounding the importance of an educational model with a social focus. Hipócrates University serves as a case study, with its educational model reflecting the institution's core functions of teaching, research, innovation, and community engagement, as declared in its mission. This exploration aims to highlight how educational models that emphasize social responsibility can serve as strategies for fostering societal well-being, and how they can be adapted to meet the evolving needs of the 21st century.

## **METHODOLOGY**

This research adopts a structured, multi-phase methodological approach grounded in well-established academic frameworks. Initially, the investigation follows a documentary research method, as defined by Hernández Sampieri et al. (2014), which emphasizes the systematic review of literature. This phase focuses on consolidating the theoretical foundation around education and educational models, providing an in-depth exploration of their definitions, significance, and practical implications. The documentary approach allows for a comprehensive understanding of existing frameworks and contextualizes the research within broader educational paradigms.

The second phase of the methodology involves the use of anecdotal records, a qualitative technique to capture real-life experiences and observations of individuals within a specific context. In this case, the anecdotal experiences of staff members at Universidad Hipócrates will be documented to reflect the perceived influence, impact, and metrics of the educational model applied in their institutional setting. Authors such as Beaty (2016) and Levin and Nolan (2010) support anecdotal recording as a valuable method for capturing authentic, qualitative insights that are significant for educational research. This phase is designed to not only complement the documentary analysis but also bring personal, real-world insights into the broader academic discourse.

The third phase integrates an anecdotal record approach involving Joe Carvin, the founder and CEO of OneWorld, whose methodology of "Educate, Connect, and Empower" provides a comparative



framework for understanding the social impacts of educational models. OneWorld United Vision's method emphasizes transformative learning experiences that begins with empowering students in order to promote individual and societal empowerment; thereby offering a rich contrast and additional perspective to the findings gathered from Universidad Hipócrates.

This methodological approach ensures that the study is not solely a literature review but rather a dynamic and multifaceted investigation that includes both theoretical insights and lived experiences. It employs qualitative techniques, which, according to Flick (2018), allow for an in-depth understanding of the phenomena under study and are particularly useful in exploring complex social processes such as education. Additionally, this approach encourages the generation of new research avenues, particularly in areas related to the evaluation, follow-up, and enhancement of educational models.

By combining documentary analysis with anecdotal evidence, the research aims to provide a holistic view of educational models' importance and functionality, as well as contribute to ongoing discussions on how such models can foster social change. This also aligns with Stake's (1995) notion of qualitative research as a method to understand and interpret lived experiences, ensuring that findings are grounded in both theory and practice.

## **RESULTS AND DISCUSSION**

The results of this research show the alignment with previous studies in the field of educational transformation through the integration of technology and collaborative learning. The data gathered reveal the importance about the need of emphasize student-centered learning and technology integration, because it has profound effects on both teaching and learning outcomes. As Çelik and Kasimoglu (2019) emphasize, educational models that incorporate technological tools are not merely adjuncts to traditional learning but are fundamental in creating transformative and innovative educational experiences. This shift requires both teachers and students to engage in active problem-solving, reinforcement, and feedback, ultimately enhancing the learning process. The success of these models depends not just on the technology itself but on how it is integrated into pedagogical strategies that promote engagement, self-directed learning, and collaboration.

A central finding of this study is that educational institutions must adapt their curricula and teaching





methodologies to integrate these emerging models. Britton (2016) highlights the importance of understanding social responsibility within the context of educational design, suggesting that any curricular change or pedagogical innovation must take into account the broader social implications. For example, teachers and schools must consider how they can design curricula that encourage students to think critically about the world around them while equipping them with the necessary skills to engage with contemporary challenges. This includes the responsibility of fostering not only cognitive skills but also social and emotional development. In this way, design processes within education invite participation, meaningful change, and a response to complex societal issues, much like design in the corporate or technological sectors.

Moreover, the research presents those collaborative approaches in educational settings, as advocated by Ferreira Batista and Henrique Helal (2021), have the potential to generate significant social and cultural capital within the school community. Collaborative learning, which involves shared problem-solving, peer feedback, and collective decision-making, is shown to enhance students' academic, emotional, and social development. Ziegler (2017) supports this view, noting that collaboration in educational contexts helps to create a sense of shared responsibility and collective empowerment. This is particularly important in light of the increasingly complex challenges facing modern societies, where social innovation and community-based approaches are essential for sustainable development. Schools, therefore, must function not only as places of academic learning but as spaces where students develop the skills and attitudes necessary for effective collaboration and social engagement.

Another key finding relates to the role of flipped classrooms in promoting deeper learning and fostering a sense of agency among students. Traditional models of education, where teachers act as the primary source of knowledge, are increasingly seen as insufficient in preparing students for the demands of the 21st century. Instead, flipped classrooms encourage students to take ownership of their learning by engaging with materials outside of class, leaving in-class time for active learning, such as discussions, problem-solving exercises, and collaborative projects (Ferreira Batista & Henrique Helal, 2021). This model not only enhances student engagement but also allows for a more personalized learning experience, as students can work at their own pace and receive targeted feedback from teachers during in-class sessions.





The role of technology in these models cannot be overstated. As Çelik and Kasimoglu (2019) suggest, technology is not simply a tool to make learning more convenient but a transformative force that changes the very nature of education. In flipped classrooms, technology enables students to access instructional materials, engage with interactive content, and collaborate with peers and teachers in ways that were not possible in traditional settings. However, the success of this model depends on the effective integration of technology into pedagogical practices, with an emphasis on using technology to enhance, rather than replace, traditional forms of learning.

Furthermore, the research highlights the need for schools to adopt a holistic approach to education that addresses not only students' academic needs but also their emotional and social development. Britton's (2016) discussion of social responsibility in design processes is particularly relevant here, as it suggests that schools must design their curricula and pedagogical practices in ways that promote social engagement and responsibility. This aligns with the broader goals of education, which include preparing students to be active, informed, and responsible citizens who are capable of contributing to the well-being of their communities and society as a whole.

Social innovation, as described by Vercher et al. (2020) highlights how social innovation in rural areas can bring about meaningful social change by involving community members in the development of solutions to local challenges. In the context of education, social innovation can take the form of new teaching methods, curricular designs, or collaborative learning models that engage students as active participants in their own learning. By promoting social innovation in schools, educators can help students develop the skills and attitudes necessary to address the complex challenges facing their communities and society at large.

Additionally, it is important to mention the importance of fostering a collaborative culture within schools. According to Ibrahim (2017), collective capabilities are essential for grassroots-led development, which parallels the need for collaborative learning environments in schools. When students and teachers work together towards shared goals, they build collective capabilities that extend beyond the classroom, enabling them to contribute to the broader social good. Neumeier (2012) also emphasizes the importance of social innovation in rural development, suggesting that schools in rural areas can play a critical role in promoting social innovation by serving as hubs of learning and collaboration.



Sepúlveda-Parrini et al. (2024), along with contributions from other scholars (Cheng, 2017; Junblut et al., 2015; Scharager Goldenberg, 2018), provide a multifaceted exploration of educational quality by categorizing it in a way that highlights different dimensions and interpretations. These categories help to better understand the complexities of quality in education and offer a framework for evaluating various educational systems. The authors discuss the following dimensions:

- **Adjustment for Purpose:** This dimension refers to the degree to which an educational institution or program fulfills the goals and objectives it promises to deliver. Essentially, it measures how well the actual outcomes align with the intended purposes or promises made by the institution, ensuring that what is offered is accurately delivered. In this sense, quality becomes synonymous with reliability and the fulfillment of expectations.
- **Value for Money:** This aspect bridges the relationship between the financial aspects of education and the educational outcomes delivered. It involves the economic efficiency of educational provisions, ensuring that the resources invested (monetary and otherwise) are justified by the outcomes, which can be quantified in terms of student success, employability, or societal impact. It underscores the importance of balancing costs with educational benefits, ensuring the system is sustainable and beneficial.
- **External Accountability and Audit Processes:** Quality assurance in education often involves external reviews, similar to those found in business and service sectors. This accountability is crucial for maintaining high standards and public trust in educational institutions. Quality assurance mechanisms ensure that institutions not only meet internal goals but also comply with external regulations and standards, aligning their practices with broader expectations of accountability.
- **Quality as Excellence:** In this context, quality is associated with achieving the highest standards of academic excellence. It implies creating conditions that are challenging, selective, and designed to foster exceptional achievement among students. Educational programs that embody this idea often emphasize rigorous academic standards and produce graduates who are highly competitive in their respective fields.
- **Quality as Exceptional:** This interpretation focuses on distinctive attributes that set a program or institution apart from others. It highlights unique features of educational environments, curricula, or



methodologies that differentiate one educational experience from another. This distinctiveness could arise from specialized programs, cutting-edge research, or innovative teaching approaches that are not widely available elsewhere.

➤ **Quality as Transformative:** Here, quality refers to the transformative power of education—the capacity to change the way individuals perceive the world and equip them with new competencies and skills. This perspective emphasizes education's role in fostering personal and intellectual growth, encouraging critical thinking, and preparing individuals to engage with complex social, economic, and environmental challenges. It focuses on how education shapes students' abilities to contribute meaningfully to society.

➤ **Student-Centered Quality:** This concept highlights the importance of focusing on the needs, preferences, and active participation of students in their educational journey. A student-centered approach seeks to empower learners by involving them in decision-making processes, offering personalized learning experiences, and providing support systems that cater to their individual learning styles. This form of quality emphasizes the role of students as co-creators of their educational experience.

➤ **Quality as Added Value:** This dimension assesses the perceived improvement that students experience as a result of their education. It evaluates the qualitative aspects of education, such as the development of critical thinking, communication skills, or social competencies, that contribute to students' personal and professional growth. The "added value" represents the net benefit students gain from their educational experience, beyond academic achievement alone.

➤ **Quality as Selectivity:** In this view, quality is defined by selective criteria that govern who can access and succeed in specific educational programs or institutions. Selectivity may be based on academic merit, socio-economic background, or other pre-determined characteristics that determine student access and persistence. This model of quality often correlates with prestige and exclusivity, as only a limited group of students can meet the established criteria.

➤ **Quality as a Professional Virtue:** Lastly, quality in education is also viewed as a commitment to professional practice. This involves educators and administrators adhering to high standards of professionalism, ethics, and dedication to their craft. It emphasizes the importance of educators being



deeply engaged in the educational process, ensuring that they continuously improve their teaching methods, respond to student needs, and contribute to the broader mission of education.

The anecdotal record provided by Universidad Hipócrates highlights several key aspects of its educational model, emphasizing the institution's commitment to fostering comprehensive development for students. The university defines its core functions as teaching, research, innovation, and outreach, all of which aim to optimize the learning experience. This holistic approach ensures that students receive an education that goes beyond the traditional classroom environment, incorporating extracurricular activities that promote cultural engagement and the development of multiple forms of intelligence.

According to research on higher education, universities that prioritize a balance between academic and extracurricular activities contribute significantly to the personal and professional growth of students. For instance, by fostering activities that engage students in cultural and community-based projects, universities help students develop a broader understanding of the world around them, which can be beneficial in both their personal and professional lives.

Furthermore, Universidad Hipócrates emphasizes the importance of research on the local environment, allowing the institution to contribute to the diffusion and accessibility of knowledge. This is in line with global trends in higher education, where universities are increasingly seen as knowledge hubs that not only educate students but also generate research that can be applied to solve real-world problems (Altbach et al., 2019). By conducting research on the local environment, Universidad Hipócrates can ensure that its educational model remains relevant and aligned with the needs of the community.

A crucial component of the university's educational strategy is the concept of outreach or "vinculación." This refers to establishing connections with other organizations, schools, institutions, and key stakeholders at local, state, national, and international levels. This kind of outreach is essential for universities looking to expand their impact and establish partnerships that can provide students with additional learning opportunities. Partnerships with external organizations allow students to apply what they have learned in real-world settings, thus enhancing their educational experience.

In line with the educational philosophy promoted by the university, it is essential to continuously evaluate the quality of its educational model. Comprehensive evaluations ensure that the institution is



meeting its stated objectives, and they allow for the identification of areas where improvements can be made. This aligns with the notion of "quality assurance" in education, which involves the continuous assessment of teaching practices, curricula, and institutional processes to ensure they meet both internal and external standards (Harvey & Green, 1993).

Moreover, the evaluations of the educational model should consider not only the quality of education but also the perceived and projected outcomes. As Sepúlveda-Parrini et al. (2024) point out, quality evaluations should assess how well an institution delivers on its promises and whether students are receiving the educational experience they expect. This holistic evaluation will enable Universidad Hipócrates to position itself strategically and implement improvements that are aligned with the evolving needs of students and the wider community.

However, giving continuity to the methodological processes associated with sustainability and education, in this context, educational sustainability has become a priority for academic institutions, seeking to align their strategies with models of responsible and equitable governance. The integration of ESG (Environmental, Social, and Governance) criteria in education not only improves the quality of learning, but also strengthens the resilience of education systems, ensuring their continuity and adaptation in an ever-changing world. Historically, education has evolved from approaches focused on memorization to models that promote critical thinking and social responsibility. John Dewey (1916) defended education as a social process that forms active citizens in democracy, while Paulo Freire (1970) proposed the need for a liberating pedagogy that empowers students to transform their reality. Today, these approaches find a new meaning in sustainable education, which seeks to integrate environmental, social and governance dimensions into training processes. Educational sustainability implies not only the training of individuals who are aware of their impact on the environment, but also the adoption of institutional models that promote equity, inclusion and efficiency in the use of resources. In line with the United Nations 2030 Agenda, Sustainable Development Goal 4 emphasizes the need to ensure inclusive, equitable and quality education for all (United Nations, n.d.).

To achieve this goal, it is essential that academic institutions adopt strategies based on ESG principles, promoting teaching that not only prioritizes academic excellence, but also fosters values of social and environmental responsibility. From an environmental perspective, education must incorporate an



ecological awareness into its academic programs that allows students to understand the impact of their actions on the planet. Universities and colleges can reduce their ecological footprint by implementing sustainable practices, such as efficient energy use, waste reduction, and promoting recycling. In addition, the integration of learning methodologies based on environmental education can raise awareness among students about the importance of sustainable development. Hippocrates University, for example, has designed an educational model that integrates environmental awareness into its curricula, ensuring that students not only acquire technical knowledge, but also develop ethical responsibility towards their environment.

The social aspect of educational sustainability involves the promotion of inclusive and equitable education, which guarantees access to learning opportunities for all, regardless of socioeconomic background, gender or ethnicity. Equity in education is a fundamental challenge in Latin America, where economic and cultural barriers still persist that limit access to quality education. According to Altbach et al. (2019), higher education must respond to these inequalities by implementing inclusion policies and support programs that facilitate students' permanence in the education system. Educational institutions must strengthen their commitment to equity through scholarships, tutorials, and the design of pedagogical methodologies adapted to the needs of each student. The governance scope is crucial to ensure that sustainability principles are effectively implemented within the education system. ESG-based educational governance involves the creation of policies and regulations that ensure transparency, institutional ethics, and the participation of all actors in decision-making. According to Harvey and Green (1993), educational quality should not only be measured in terms of academic achievement, but also through the ability of institutions to manage their resources ethically and responsibly. In this sense, it is necessary for universities and colleges to adopt open and participatory governance models, where teachers, students and the academic community can contribute to the development of more sustainable educational strategies.

Innovative and sustainable education requires the implementation of concrete actions that allow traditional education systems to be transformed into more flexible models adapted to the needs of the twenty-first century. One of the key strategies in this process is the digitalization of education, which facilitates access to knowledge and reduces dependence on physical materials, thus reducing



environmental impact. The incorporation of online learning platforms and open educational resources allows the scope of teaching to be expanded, offering training opportunities to communities that have historically been excluded from the education system. Çelik and Kasimoglu (2019) highlight that the digitalization of education not only optimizes learning processes, but also fosters self-learning and student autonomy.

Another key element in educational transformation is the development of innovative pedagogical methodologies, such as project-based learning and the flipped classroom approach. These strategies allow students to actively participate in the construction of their knowledge, promoting more dynamic teaching focused on solving real problems. According to Ferreira Batista and Henrique Helal (2021), collaborative learning generates a positive impact on the formation of socio-emotional competencies and on students' ability to work in a team, essential skills to face the challenges of a globalized world. Partnerships between educational institutions, businesses, and government agencies also play a crucial role in educational sustainability. According to De Wit et al. (2020), universities must establish links with the productive sector to develop training programs that respond to the demands of the labor market and promote sustainable entrepreneurship. These alliances can be translated into internship programs, applied research projects, and the creation of innovation ecosystems where students can develop sustainable solutions to social and environmental problems. Education for sustainability also implies a redefinition of educational quality indicators. Traditionally, education assessment has been based on metrics such as graduation rates and standardized test scores. However, it is critical to take a more holistic approach that considers the social and environmental impact of educational programs. Sepúlveda-Parrini et al. (2024) propose an educational quality framework based on dimensions such as social transformation, equity, and contribution to community well-being.

This approach makes it possible to evaluate the effectiveness of educational institutions in the formation of citizens committed to sustainability and social justice. The development of innovative and sustainable education based on ESG principles requires a joint commitment between governments, educational institutions, the private sector and civil society. It is essential that education policies include sustainable financing strategies that guarantee the long-term viability of these models. It is also necessary to foster a culture of sustainability within academic communities, promoting the active participation of students





and teachers in the creation of educational projects with social and environmental impact.

The focus on empowering students through education also resonates with the concept of student-centered learning. This approach emphasizes the active participation of students in their own educational process, ensuring that they have a voice in shaping their learning experiences (Lea et al., 2003). By involving students in decision-making and providing opportunities for them to take ownership of their education, universities can foster a more engaging and effective learning environment.

Finally, the role of partnerships in education is critical. The alliances that Universidad Hipócrates seeks to establish with other institutions, both locally and internationally, are essential for creating opportunities for students to apply their knowledge in practical settings. Research shows that partnerships between educational institutions and external organizations can enhance students' learning experiences by providing them with access to resources, expertise, and real-world applications of their academic studies (De Wit et al., 2020).

The educational model of Universidad Hipócrates, with its emphasis on teaching, research, innovation, and outreach, provides a comprehensive framework for student development. By integrating intercultural awareness, environmental sustainability, and partnerships with external organizations, the university ensures that its students are not only academically prepared but also equipped to navigate the complexities of a diverse and interconnected world. Continuous evaluation of this model, in line with best practices in quality assurance, will enable the institution to remain adaptive and responsive to the needs of its students and society at large.

## CONCLUSION

Based on the insights drawn from this research, it is evident that education plays a pivotal role not only in the intellectual development of students but also in shaping them as holistic individuals. Education, when approached in an integral manner, fosters the growth of essential skills, values, and competencies that go beyond academic achievement. It emphasizes personal, social, and ethical dimensions, preparing individuals to navigate the complexities of both personal and professional life.

The pursuit of educational quality transcends the traditional scope of classroom instruction. Quality education involves a comprehensive system that includes extracurricular activities, intercultural



understanding, community engagement, and a focus on sustainability. By considering all these elements, institutions can create learning environments that equip students with the tools necessary to adapt and contribute meaningfully to a rapidly changing world.

Universidad Hipócrates, through its robust educational model and institutional philosophy, aims to provide students with the attitudes, aptitudes, skills, capacities, and knowledge that will enable them to address not only societal needs but also environmental challenges. The focus is not merely on academic excellence but also on cultivating individuals who are socially responsible and environmentally conscious. This approach contributes to the development of well-rounded individuals who can positively impact society while being capable professionals in their chosen fields.

In this context, the universities offers a complementary perspective by emphasizing the importance of intercultural education and the breaking down of barriers through education. Their methodology, which centers on connecting, empowering, and educating, highlights the role of education in fostering inclusivity and understanding across diverse cultural and social landscapes. This global and intercultural focus underscores the need for educational models to not only address local challenges but also embrace global diversity and sustainability.

The findings of this work serve as a foundation for understanding the critical role that educational models play in shaping the future. They emphasize the need for educational systems to be aligned with the evolving needs of society, considering both social and environmental factors. Institutions must continuously adapt and refine their models to ensure that they remain relevant, effective, and responsive to the needs of their students and the broader world. This includes working toward inclusivity, sustainability, and the development of key competencies that students require to thrive in an interconnected global society.

This work offers a starting point for further exploration of the significance of educational models and their alignment with societal and environmental objectives. Future efforts should focus on refining these models to ensure that they foster not only intellectual growth but also social responsibility and environmental stewardship. It is essential to continue developing strategies that promote intercultural understanding, community engagement, and the integration of academic and practical knowledge, ensuring that education remains a transformative force for individuals and societies alike.



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