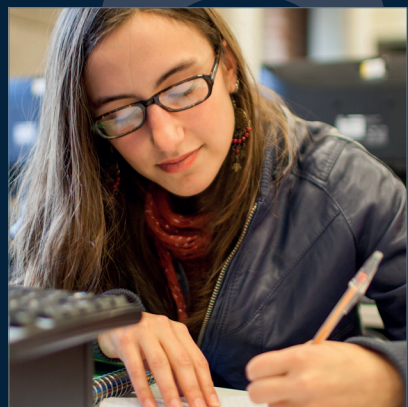
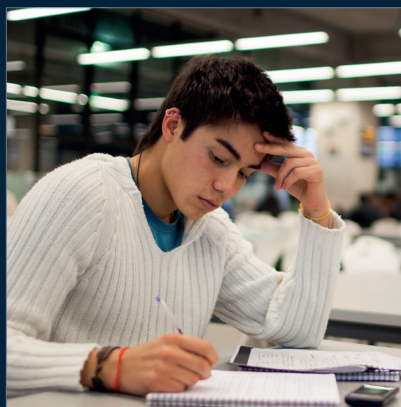


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DUOC

EDUCATIONAL PROJECT



DuocUC



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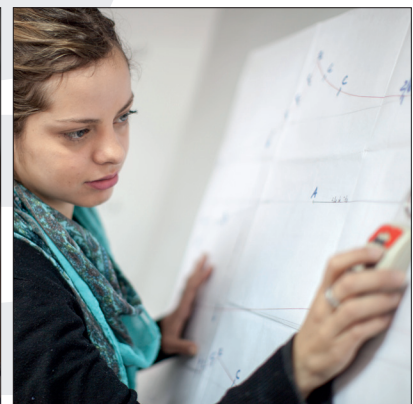
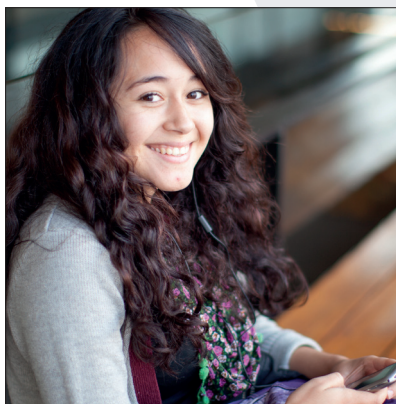
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¹ The term "Educational Emergency" was coined by Benedict XVI, at the Fifth Conference of Bishops of Latin America and the Caribbean, May 13th to 17th, 2007, Aparecida, Brazil.

INTRODUCTION

Duoc UC's Educational Project constitutes the conceptual framework that gives sense to the decisions taken inside the institution. It is encouraged by the Identity and Mission given by its founders and the performance it has shown through almost five decades. In this sense, it is thought to be a guiding document and, therefore, a document to be consulted on a permanent basis.

Duoc UC is an Institution of Higher Education which, in line with the evangelizing mission of the Catholic Church, is at service for the development of society, through the formation of technical and professional people, capable of displaying a comprehensive project of life with an ethical-Christian approach. Its duty is based on an original, autonomous and genuine project, framed in the formative tradition of the Catholic Church. It highlights persons over the simple formation for work, and places them in their important and continuing condition of the creative work of God. The horizon of our educational project is, in fact, a comprehensive human development.

From its identity, Duoc UC observes and analyzes the deep and fast changes society is undergoing, in which communication and society play a relevant role. Changes which have had direct effects in higher education, particularly, in the process of teaching and the characteristics that must be included in the professional and technical formation. The world we appeal to and which questions us deserves a continuous revision of the ways considered in the educational project. It is about being able to address the need of achieving in the student a significant learning, the development of a skill of superior thought and the capacity of autonomous learning. At present, all of this has become an undeniable "educational emergency".¹

People who study have long been passive subjects of their own learning. Today, and in the future perspective, there is the need of overcoming that reality: students must be active agents of their learning. The Educational Project is to bring us the framework to reflect on the meaning of learning in our own teaching environment and to ask ourselves.

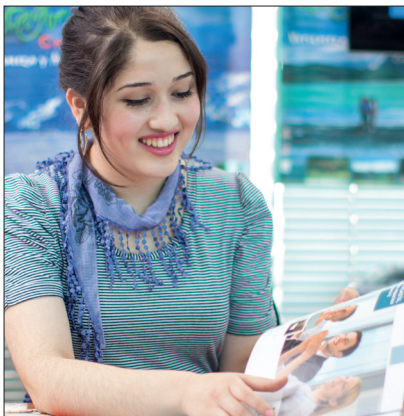
It is really relevant and urgent to place the student as the core part of the process of acquiring knowledge and, that way, to leave behind the paradigm that excludes the own experience of the person in his/her education. This vision demands a perspective that would value the achievement of learning in its practical dimension. Then, teaching must be understood in the perspective of who has technical or work skills, acknowledging that it should increase the capacities of the student and knowing the need for a continuous improvement of the educational space.

This way, and taking into account the essential contribution that the technical and professional formation can make to the social and economic development of the country, as well as the leadership position and quality and innovation reference model Duoc UC has achieved in this area, is that the Institution has updated its Educational Project. In this effort, the need to continue with the formation of quality professionals and technicians, placing the person at the core of the formative process, assuming, on one hand, the role of promoting a more fair and integrated society and, on the other hand, of contributing to the increase of competitiveness and a sustainable development of our country in a globalized context.

The update of the Educational Project implied a thoughtful and participatory process that summoned a great part of the educational community. This process allowed opening formal spaces of investigation, reflection and conversation, making the appropriation of the Educational Project easier, favoring the identification, the engagement and its effective implementation by each member of the Institution.

We trust that this document will be taken as one to be consulted on a permanent basis, to guide our decisions. I would like to thank all the community of Duoc UC, for the efforts done throughout this period of reflection, over which we have grounded the bases of this new stage of institutional development and in which we all have participated with the best each one of us have, for the sake of God, Chile and the people.

Ricardo Paredes Molina
Dean



U D C U O U D



1- IDENTITY AND MISSION

1.1. IDENTITY

In the speech given on October 29th, 1998, on the thirtieth anniversary of Duoc UC, Mr. Juan de Dios Vial Correa, at that time, Dean of Pontificia Universidad Católica, stated: ²

“Two words, just to remember the most important question of our institutional life: Why do we exist? Why Duoc? Why Universidad Católica?”

Our founder, Mr. Joaquín Larraín Gandarillas, Bishop of Martyrópolis, simply said that the University would obey the Lord's command to “go and make disciples of all nations”. And that should be our task now and forever. And you know that task is to be developed by two types of perspectives, at least: one is from those that say we are institutions full of technology, managed by men and women full of imperfections, who are besieged by economic problems, and that because of all this, we can do little to make Christ's light shine bright. And the other one is from those who look at us and say that our institutional confession of faith is outdated in a secularized world, stating that our condition of Catholics is more like an obstacle to our integration to a modern society.

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We must embrace these two contradictory perspectives with gratitude, because they help us make our path straight: the first one reminds us that our testimony should be as much pure and engaged as possible with our own mission. It is in the job of professional and technical teaching where we have to find our brothers, those who believe and those who do not, and be everybody for everybody because everybody is a child of God, as we also are.

The second perspective should motivate us with great energy, because we believe this secularized world is sick because of the lack of meaning, lack of answers to big questions of why man and life. And those questions can not be given answers that would be just for individuals, but answers that would be for the society. The Lord and

the Church have entrusted us the delivery of a proposal, a practical proposal of action and dedication. By the way, we do not want to impose anything, but we are certain that, without institutions of Catholic education, our society would lose focus and meaning”.

These words get a special meaning regarding the update of the Educational Project of Duoc UC. To stop and observe the most intimate purpose that configures the institutional identity, refreshes the certainties and guides the inspiration.

Duoc UC is legally constituted as a non-profit foundation that, through the entities of a Professional Institution and a Centre of Technical Formation, organizes its whole educational community. The Institution fights for inclusion, giving those who would require it, opportunities for the development of their capacities, through a formation process that seeks to achieve a comprehensive human development, focused on the work environment as a space for the deployment of their personal projects. This definition has the following essential considerations of our Institution's identity:

a. We are a Catholic institution, based on the purpose to serve God, the search for Truth and the Common Good.

b. Each educational institution has the right to propose and develop its own free and autonomous project. At the same time, it has the obligation to act with the transparency of management that would permit to publicly demonstrate the quality of its work, and to give account of its institutional development before the society, and specially, before its educational community. Freedom of teaching is acknowledged and respected according to the distinctive principles and methods of each discipline provided that the rights of the people and the community are protected and they are performed within the requests of truth and common good.

c. Our contribution to the building of a better society has its meaning on the comprehensive development of the person. This effort overcomes the exclusive formation of professionals and technicians; it is rather completed in the comprehensive view of the person, in which the human spirit develops the capacity of admiration, intuition, contemplation and for him/her to be able to create a personal opinion and to cultivate the religious, moral and social sense.³

d. Duoc UC is characterized by the substantial engagement with its management quality, which is understood as the expedience and effectiveness of the formation process, characteristics that are shown in every one of the levels, expressions, demonstrations and actions that arise from the formation-learning process' own dynamic and come true in the profiles of the graduates.

e. The sense of welcome, the tolerance for diversity and the respect to every person are essential characteristics of its identity. This definition is the framework that organizes the internal processes and, in particular, the institutional culture. The academic and productive dialogue offers the opportunity to participate from the rich cultural experience of the Church.⁴

f. At Duoc UC, the roles of Teaching and Connection with Society must be clearly developed, as essential roles of its being, which are irreplaceable and always updated. Together with them and as an essential part of the process of teaching, the performance of Applied Investigation and Technical Assistance is promoted, as expressions that enrich the formative experience and that are connected to the peculiarity of our institution regarding the applied knowledge.

³ Cf. *Ex Corde Ecclesiae* n°23.

⁴ Cf. *Ex Corde Ecclesiae* n°43.

1.2. OUR CAREER PATH

Duoc UC arose as an educational centre in 1968 from the “Heart of the Church”, the students and professors’ initiative from the Pontificia Universidad Católica de Chile, and from the boost by the Catholic Church. It appeared as an answer to the needs of the country regarding literacy and the expansion of the coverage of formation, assuming the role to give better possibilities of development to people through training and courses for different types of work, which are non-selective and distributed throughout Chile.

The evolution of the country has taken the Institution to constantly adjust its proposal, in order to address the new challenges of competitiveness and productivity, and to reduce the gaps among the requirements of the world of work and formative offer. That way, it has ensured the strengthening of the qualifications of workers of diverse industries, consolidating its specific purpose of their professional and technical qualification. The aforementioned was carried out through a plan of institutional development, which took into account the growth, the coverage expansion and the implementation of the model of formation by skills, which placed it as one of the most important institutions of higher education of the country, with a quality stamp and a relevant national presence.

Understanding that Chile has improved its indexes of coverage of tertiary education, the Institution takes a step forward in its development process to address the new scenarios posed by the world context in the social, economic, technological and working fields, among others. This way, it is found, at present, before the challenge of not only educating professionals and technicians with a solid disciplinary base, but with strongly developed capacities and ethic formation for them to be able to develop with freedom and autonomy in the different fields that form a globalized context of work, in an open and competitive economy.

1.3. MISSION

“To form people, in technical and professional fields, with a solid ethical base inspired by the Christian values, capable of acting with success in the world of work and engaged to the development of society”.

1.4. CONSTITUTIVE DIMENSIONS OF THE MISSION

To support the mission, Duoc UC has set four dimensions to enlighten and bring sense to every day:

EVANGELIZATION OF CULTURE: loyal to its educational vocation and as Catholic educational institution, Duoc UC has, among its objectives, the collaboration with the evangelizing mission of the Church, ensuring to bring an education enlightened by faith, that would prepare people with a rational and critical awareness, conscious of their important dignity. This implies a professional formation that would comprise the ethical values, the dimension of the service to people and society, the dialogue with culture and the favoring of a better understanding and transmission of the faith. Consistently with the afore said, the academic community also welcomes those who do not take part in the faith of the Catholic church, which demands the most delicate respect for their minds. Likewise, it is requested to those who are part of the educational community and do not share the faith in the Catholic Church, a necessary attitude of respect and opening to the mission that has been received from the Pontificia Universidad Católica de Chile and the Church, to which they are invited to participate and enrich it. ⁵

As an institution of Catholic education, we are called to reconcile the richness of the humanistic and cultural development with the specialized technical and professional formation, that would let us communicate today’s society those ethical and religious principles that

give complete meaning to life.⁶ This way, we will be able to start the search for the Truth on a permanent basis, developing a necessary: “capacity of admiration, intuition and contemplation” that would let us get to “being able to form a personal opinion and to foster a religious, moral and social sense”.⁷

The fact that we are an academic community called to bring an important help to the Church in its evangelizing mission means we are called to give a vital testimony of an institutional order of Christ and His message.⁸

Our fundamental activities should be connected and reconciled with the evangelizing mission of the Church, ensuring to deliver formation in a context of faith, that would prepare people with rational and critical awareness, conscious of the important dignity of human beings. Likewise, this implies a professional formation that would comprise the ethical values, the dimension of the service to people and society, the dialogue with culture and the favoring of a better understanding and transmission of the faith.⁹

Announcing the Gospel must guarantee the relationship between faith and life, in the individual as well as in the socio-cultural context in which people live, in order to “transform, through the power of the Gospel, the judgment criteria, the determining values, the points of interest, the lines of thought, the inspiring sources and the life models of humanity that are in contrast with the Word of God and the plan of salvation”.¹⁰

To do this natural expression of our Catholic identity, it is essential to have a Pastoral group, capable of collaborating with us to meet Jesus Christ, putting our faith in the daily activities of our institution, bringing us moments to know and delve into the Gospel and the Teaching, encouraging us to participate in the celebration of the Sacraments and inviting us, as a Community, to be aware and responsible of those who suffer in body and soul.¹¹

FORMATION OF QUALITY PROFESSIONALS AND

TECHNICIANS: The purpose employed as typical of the professional and technical formation, that is, “the formation for work”, becomes diluted, as in itself it is not capable of supporting the distinctive functionality of the professional-technical formation, because it is a purpose that is also part of universities. As a consequence, it must be turned into a qualitative distinction, with a strongly practical nature of teaching, and with learning fields with an active connection with the labor sectors, in operation as well as in design, and where applied investigation is an essential part. This perspective opens the reflection regarding the nature of “applied thought” or “applied or practical intelligence”, surpassing the notion of automatism and its artificial separation of the cognitive processes of reflection and reasoning.

The quality of the formative process is expressed in that each one of the graduates has the capacity to carry out their profession, which is evidenced in the intervention and transformation of reality, based on the knowledge of the typical methods of a certain technique. Graduates are expected to have, with excellence, the specific knowledge of their discipline and to be able to develop with efficiency and efficacy in the globalized world of work.

FOCUS ON EMPLOYABILITY: Employability comprises qualifications, knowledge and skills that increase the capacity of workers to get and keep a job, to improve their jobs and to adapt to changes, to choose another job whenever they wish so or when they lose the one they had, and to get more easily integrated to the work market in different periods of their life. The aforementioned without neglecting the vocational formation, which lets people develop their specific interests because they “were called to do them”.

⁶ Cf. *Ex Corde Ecclesiae* N° 33.

⁷ Cf. *Ex Corde Ecclesiae* N° 23, *Gaudium et Spes* N° 59.

⁸ Cf. *Ex Corde Ecclesiae* N° 48, *Carta Encíclica Evangelii nuntiandi*, n° 18 and ss.

Employability constitutes a core condition of the institutional job and, as such, its perspective is present and noticeable in every process that organizes its management. Duoc UC offers learning environments that let students develop skills that would increase their employability, adding social and cultural value, preparing them to develop with success in a work or disciplinary field, and to adapt to new requirements and technological changes; to rapidly leave and retake similar work fields, or to take new activities or business, showing an attribute of movement.

ENGAGEMENT TO SOCIETY: As an educational community, the Institution is engaged to the development of our society, adapting and assuming new challenges, and always having as purpose the common good. It is expected that students, and especially graduates, would make the effort to achieve that Chile and the world would positively benefit from their behaviour and work practice. It is about giving testimony, in the practice of their work, of the search of a more integrated, fair and developed society, being capable of inserting themselves in a globalized context, balancing the economic and social development and, in conclusion, the human development.

This engagement is not terminated or limited to the contribution from our students and graduates, as Duoc UC, in the fulfillment and daily practice of its mission, also contributes to the development of our society. And it does it through the effective, active and dynamic connection to society. There are many expressions in which the institutional stamp is deployed for such purpose: academic outreach, cultural outreach, contribution to country matters in public policies, studies or applied investigation, solution to productive problems, etc. In all these expressions, and others, the constitutional intention to be an active part of the development of our society, of contributing with power, urgency and certainty to the Common Good is present.

9 Cf. Ex Corde Ecclesiae N°43-47.

10 Cf. Carta Encíclica Evangelii nuntiandi, N° 19.

11 Cf. Ex Corde Ecclesiae N° 38-49.



EDUC



EDUC

2- CRITERIA AND PRINCIPLES OF THE EDUCATIONAL PROJECT

2.1. OUR EDUCATIONAL WORK IS FOCUSED ON THE STUDENTS

Duoc UC recognizes that the student is a person, that is to say, a rational and free human being. There are three elements that support this notion. Firstly, they are human beings; secondly, they are beings with the capacity of understanding; and finally, they are beings who have self-control, that is, who are free.

First, the person is someone and not an object. It rightfully follows that persons cannot be used or manipulated as if they were things. Similarly, in being someone, a person always has a purpose and an intrinsic value (not an added value). For this reason, a person must be respected and loved, for the greatness of being a person: a unique being with a story and a project of self-fulfillment. If a person has¹² a purpose, meaning they are someone, they always need to be considered as a whole or a small universe, and not as part of a species, and that they can be eventually sacrificed for the sake of the species. A material and a spiritual aspect are perfectly integrated in human beings.

Secondly, the person is a rational subject. What is distinctive of a person or human being, and what confers its inviolable dignity, is the objective information that the person is the only physical living being who is endowed with reason or spirit, and thus is capable of creating abstract language (concepts or ideas, judgments, arguments). Regarding being rational, the person has unique characteristics not found in other living beings:

innermost being, friendship and freedom. It's because of the spirit (reason) that we consider the human being to be a person and a transcendent being. Thanks to its spiritual dimension, the human being has two major capabilities exclusively reserved for it; a rational intelligence capable of recognizing the truth and a will that moves it to seek and pursue good. These two capabilities are the foundations of freedom and allow exercising it.

Thirdly, when it is pointed out that the person is a free individual, it means that the person is a rational being, not subject to the governance of senses and passions. They are self-controlled and have passions and instincts at the service of their personal development. In particular, this means that the acts which derive from them belong to them, therefore they are responsible for their acts. For the sake of freedom, a man not only has the ability to choose among different options (although he may not actually be able to exercise this capability), but also to decide whether to choose or not to choose. It is thanks to freedom that man can achieve his own development and self-fulfillment. Duoc UC is committed to creating the conditions for the students to develop and exercise their freedom in a responsible way, with regards to themselves and others.

Another distinctive aspect of a person is that, since they have reason and will, they are beings for others; in other words, a person is social by nature and can only accomplish self-fulfillment by communicating to their fellow human beings. These are requirements for their natural purpose of the search of truth and the pursuit of good. In other words, as the person has a spirit, they are a being for another being. For this reason, human beings cannot live without love. In addition, without love, the human being remains as an incomprehensible and alienated being, whose life has no meaning.

¹² In contrast, if the person was a thing, they would be a simple medium or instrument that we would be in search of because it can be useful, and in this case, its usage or even manipulation would be justified for any purpose other than their own good.

The human being is born and lives in society, and interdependency is one of their characteristics. Not only do they need others, but others also need them. This dependency is given in different levels according to the stage of development in which everyone is. But even a mature person depends on others to have a fulfilling life. In fact, being able to establish different kinds of relationships (friendship, cordiality, work, family, etc.) with others, is a sign of maturity.¹³

Due to the fact of being sociable, the person shall not live for themselves but for others, and this is how they will find a source of happiness. In some cases, others will be the immediate family, while in other cases, there will be a greater scope of influence. In this living “for other or others”, the person finds meaning to their life and finds the meaning of their existence. This is important because the education has to be oriented to help everyone to find and give sense to their lives.

Thanks to this sociability, the person is capable of loving and being loved, understanding this as the capability to go in search for others, to recognize them as “other selves”, and to selflessly seek for the common good. In this exclusive capability that the human being has to love and feel loved is where the happiness and fullness of humans lies to a great extent.

2.2. THE EDUCATOR: MODEL AT THE SERVICE OF TRUTH AND THE STUDENT

In a philosophy of education whose focus is on the learner or student¹⁴; how should we understand the task of the educator or teacher? From its origins in the classical tradition (paideia) and later in the Western tradition (humanitas), the figure of the educator is associated (humanitas), the figure of the educator is

associated with the idea of teacher, which is inseparable from the principle of authority, the latter being seen as a moral faculty.

Young people need authentic teachers: persons open to the fullness of truth in the various branches of knowledge, persons who listen to and experience in their own hearts that interdisciplinary dialogue; persons who, above all, are convinced of our human capacity to advance along the path of truth. Youth is a privileged time for seeking and encountering truth.” (Y. H. Benedict XVI)¹⁵

From an educational point of view, the authority is understood as the ability of educators to guide their students toward wholeness as individuals, that is to say, to guide them in their personal process of integral human development. Therefore, there can be no true education without authority.

The authority is not a purpose itself, but a means to the service of a student’s education. The authority of the educator serves as a coordinating and unifying element of their own improvement process of the different potentials of the person while the learner does not have the sufficient maturity, the experience, knowledge, science to do it by themselves.

What is understood by teacher? A teacher is, indeed, a person who teaches, that is, the one that shows the knowledge and the ways it applies to life. In a broader sense, a teacher is a person who shows the path of science, of art, of righteousness; of the virtues that enrich human life. And when this happens, when they not only “show” the knowledge to the students but also guide them to implement it and motivate them to love, to take ownership of and enrich the knowledge, it goes beyond the line of knowledge to open the line of being. It is then when the teacher becomes an educator, that is to say, the

¹³ It should not be forgotten that the human fulfillment depends largely on the manner in which this sociability develops. Someone who is inward-looking cannot achieve the fullness of life. They may have a comfortable economic position, be successful, achieve a great professional development, but they will be missing the social dimension which is a constituent part of their beings as human beings. For this reason, individualism can provide many material or professional “advantages” or comforts to the person, but it does not make them capable of achieving authentic happiness.

one who guides the personal growth of students, and promotes the integral development of their beings.

It is advisable to emphasize here the importance of the symbolic ideal of the educator as the teacher, i.e. as the one who transmits their knowledge and wisdom to the learner, and not only acts as guidance. This transmission is the basis of all cultural progress. The culture is built on the knowledge achieved so far. But not only this; on a personal level this transmission plays a very important role, not only to gain knowledge, but as a prerequisite for the learner to make choices and take important decisions in his life in due time. For this reason, the teacher does not transmit the knowledge as if it were an object of use and consumption, but they firstly establish a Knowledge based relationship that becomes a living word rather than the transmission of notions.

In synthesis, the teacher (educator) educates, according to the ancient Socratic image, helping to find and activate the capabilities and the gifts of each one; a form that, according to the humanistic understanding, does not reduce this term to the achievement, otherwise necessary, of a professional competence, but frames it in a solid construction and in a transparent mapping of meanings of life.

What is meant by Model? The educator is always a model to follow, whether they want it or not. His works and his way of being make a greater influence on the learner than any word, advice or lesson that they may give. For this reason, the testimony of life is essential in any type of education. The educator's consistency of life is key for the learner. Parents, without teaching classes or lessons, teach much more with the simple testimony of life. The educator is not only required in our academic community to be a teacher, but also to educate through the example of a life committed to the pursuit of truth and to the service of people.

In this regard, education could be described as a process of communication between two people (learner and educator dialog) on which both are enriched by the contribution of the personality of the other. The learner not only is aware of what the teacher says to them, but also sees how they act and react to different situations of life and draws their own conclusions, learning much more from the example than from words. In other words, by being educated, rather than learning things, theories or knowledge, or habits, human beings are learning to "be the ones who they are called to be". They learn this from the way of being of the educators. It is for this reason that the greatest contribution that an educator can offer the learner is to be "the one who is called to be" themselves, so that this serves as an example in the own path the learner has to traverse and in which nobody can replace them.

The teacher must never forget that education is not a brief communication of content, but a training of persons who need to be accepted, understood and loved, and in those caused to thirst for truth that they possess in depth, the desire to improve, and the vocation of service to their fellow human beings need to be evoked.

¹⁴ Student refers to the person who studies or pursues studies at an educational establishment; Learner is who receives education or is educated in a school. In turn, student (Lat., *alumnus, alère, "alimentar"* [feed]) refers to the disciple with regards to their master, to the subject matter he is learning or to the school, college or university where he is studying. See: RAE and Cfr, Joan Corominas, *Breve Diccionario Etimológico de la Lengua Castellana*, 3^o ed, Madrid, Gredos, 1976.

¹⁵ Meeting with young university professors, speech by Pope Benedict XVI. Basilica of San Lorenzo de El Escorial, Friday August 19 2011.

2.3. THE DIFFERENCE BETWEEN EDUCATION AND FORMATION

For Duoc UC the student is the principle, subject and purpose of every work or educational task. Education, in any of the levels considered, must be understood first and foremost as the integral formation of the person. In other words, education is an intentional and personalized process that aims to assist human beings to achieve personal fulfillment through the improvement of their potentials.

By being considered as the formation of the person, the education cannot be reduced to the mere transmission of content or skills, despite how important these are. All educational tasks require, on behalf of the educator or teacher, to develop in the student their inner freedom, a deep sense of responsibility for themselves and for their peers.¹⁶ All this implies, of course, the delivery of tools for the development of their ability to learn and thrive in productive activities, and a solid and continuous training in moral and civic or citizen values.

Today it has become customary in both the theoretical order as in the practical order to oppose the notion of education to the notion of formation. When this happens, the education is reduced to an education that is directed specifically to achieve student learning. However, this learning could or could not help them with their improvement. On this will depend whether the teaching is formative or not; we can in fact have types of lessons that are far from education as a formation. We have, for example, the case of teaching to do business or to achieve a goal using any means. This type of teaching is not educational in any sense. Learning to use a machine does not make a person better or worse, therefore, that type of learning will not be educational either. The challenge is how teaching to use a machine formed the student to be a better being.

Formation is much more intimate to the person than teaching. Education is focused on learning. The object of formation, on the other hand, is some specific dimension, faculty or potential of the person. In this way, we are talking about the formation of character, the formation of the imagination, of the mind, feelings, etc.

At the same time that education achieves a learning in the student, it can aim to their human perfection. To teach a student of mechanics only to check the condition of a car's engine is not necessarily formative in nature. However, a student can be taught to swim, for example, to achieve part of his physical training as an essential aspect of holistic formation. Education, being more external to the person, can be achieved through books or self-instructional material, even without the aid of a teacher. Formation, in turn, requires the presence of the teacher who guides and motivates the learner. For this reason, education is always education before someone not before something.

The integral human development is at the heart of our institutional work, what empowers and gives meaning to our Educational Project: we are people forming people. The formative environment in Duoc UC is not limited to the transmission of knowledge and technical skills. The educational experience in Duoc UC delivers the opportunity to live and to nurture the virtues among the members of the community, to be, at the same time, voluntary peacebuilders and to help in the improvement of society.

As a result, the presence of the teacher or educator is always essential, despite the importance that instances of virtual education currently have. By way of summary, their task is essentially to guide through the principle of authority the person who is going to be educated so that they develop, to the extent possible, all their abilities or potentials through self-cultivation with regards to

truth and good. For this reason, it is said that education (formation of the person) and culture (cultivation of the person) are inseparable.¹⁷

The formative relationship, in terms of a genuine educational work, is a presence that aims to the three very precise dimensions of the person: the dimension of being, of knowledge, and of the know-how. The confluence of these dimensions is fundamentally related with the ethical development of the student, both on a personal and a social level.

¹⁷ In this aspect, the contribution of classics has been essential. In effect, education (*paideia*) exists for the integral perfection of the human subject, and this perfection is the fruit of the culture, i.e. of the cultivation of the human subject through the virtues (*areté*), involving both the intellectual virtues and the moral and artistic virtues.



UNIVERSIDAD



3- IMPLEMENTATION DIMENSIONS

3.1. EDUCATIONAL DIMENSION

The implementation of the teaching-learning process is based on the following pillars:

COMPREHENSIVE FORMATION: In Duoc UC it is assumed that their students, as people, are called to deploy a personal life project, for which they require the development of capabilities in various dimensions including technical, professional, and personal dimensions, that will enable them to live together in a community and be a factor of change in their environment.

In short, Duoc UC seeks to print in the students a mark that will characterize them for their outstanding abilities in technical -professional terms and for being people of integrity, who are focused on enjoying a true human and spiritual maturity, and who are capable of recognizing their transcendent role in the development of society and the common good.

RELEVANT AND STANDARDIZED CURRICULA: Duoc UC offers relevant curricula, which are expressed in Graduation Profiles developed in accordance with the specific requirements of the industry sector which constitutes each specific labor field. Teaching-learning and assessment processes that are implemented, allow the attainment of the graduate profile with the same standards, regardless of the campus where the career is taught. The quest for relevance is reflected in the design of a flexible and articulated offer, that will allow going

through the various levels of formation, and responds to the alignment of the various disciplinary areas with regards to a specific task.

KNOW-HOW: It is recognized that learning is an active and significant process, which is given in formal and informal areas, where both the student's history and experience, as well as the active experimentation and critical reflection are involved in the construction of meaningful knowledge. Learning is the result of a demanding process, in which a link between an active student and a teacher-facilitator is established in an atmosphere of contextualized learning, not only through or on the basis of a simulation of the real environment, but also in the same environment where the student shall perform in contact with a multidisciplinary reality to which they should contribute.

Duoc UC emphasizes practical aspects over speculative aspects, so that its scope of action is defined by what in Higher Education has been called professional or technical qualification. This implies the development of the capacity to intervene and to transform the reality based on the domain of methods specific to a particular technique and to an applied knowledge.

LIFE-LONG LEARNING: To give dynamic responses to the changing requirements of its environment, Duoc UC delivers continuing education and specialization opportunities through educational activities that increase the capabilities of individuals in different moments of their vital professional development.

That is why Duoc UC offers to their students, since the beginning of their formative process, the material conditions for the development of skills, and for updating and expanding them, in all dimensions, both at the professional and personal level, that will allow them to deploy autonomous and responsible life-time ambitions, and adapt to the changing realities of society and the

labor market. This is a continuous improvement process that is manifested in an educational path that considers different admission profiles and that extends throughout their lives. It is for this reason that Duoc UC provides opportunities for continuing education for technicians, professionals or the community in general.

QUALITY AND INNOVATION: Duoc UC is known for their commitment to educational excellence and quality, understood as a relevant and effective formative proposal in the achievement of the goals presented in the training process and in the scope of the graduation profile of their graduates.

Supporting both the relevance and effectiveness of quality involves the development of new perspectives, models and strategies for continuous improvement of learning processes, which will enable to respond to increasingly complex scenarios. To this end, they put the talents and creativity of the community at the service of innovation, through the promotion of initiatives whose focus is the improvement of the formation processes of technicians and comprehensive professionals working in the work cycle. Similarly, the Institution accepts the challenge of sharing their experience in each of the disciplinary areas in which they intervene, since in each one of them the possibility of improving the quality of life of their environment arises.

FORMATION FOR A GLOBALIZED WORLD:

Duoc UC promotes the coexistence in diversity and the experiences in different cultural environments, assuming that the current global society is characterized by the convergence of different visions. These strengthen the educational environment, increasing the wealth of ideas and values. The integration of the differences is crucial for learning in the dialogue and respect for the people in an interconnected world, it's the basis for the formation of free and responsible citizens, able to develop and contribute in various cultural contexts.

Educating for a global society¹⁸ calls us to question our study plans and programs. Today's students must have an open view of the world, a willingness to be citizens of a world without borders. This implies to take charge of the working role that our graduates could have in relation to the projection of their personal development in a world like today. A world where collaborators and competitors are in Asia, Australia, Europe, or India.

3.2. EDUCATIONAL COMMUNITY

Duoc UC's Educational Community is constituted by people that give life and meaning to the Educational Project: people who educate people. Duoc UC's formative environment allows living an educational experience in which the act of dialogue and relationship favors the development of skills and knowledge, and the growth of the values of all the members of the community.

Therefore, every one of its member is enriched in a development process to be peacebuilders and to help in the future of society.

As an educational community, Duoc UC seeks to strengthen the formation and improvement systematic effort of all of its partners, through different instances of formation, so as to ensure the efficient implementation of the educational project.

STUDENTS: Duoc UC assumes a commitment with each student accepting them as they are, with their dignity and personal beings, their specific characteristics, abilities, concerns and needs, recognizing the richness of diversity. Students are located at the heart of the work and they are the protagonists of the educational process. They are the ones that in a free and autonomous way, get the maximum benefit from the learning opportunities that the institution provides them for their transformation

¹⁸ *The theory of the world system arises, at the beginning, from the work of Immanuel Wallerstein, who explains it from the appearance of capitalism, that is, from the perspective of the economic system, it has been widen to other systems that show that we are part of a world society, a unit, Human Rights acknowledge that unit, as FIFA also does. S: Wallerstein, I. (1979). El moderno sistema mundial. La agricultura capitalista y los orígenes de la economía-mundo europea en el siglo XVI. Madrid : Siglo XXI Editores.*

and personal development, being responsible for their formative process.

ALUMNI: In Duoc UC's Community, alumni play a fundamental role as ambassadors of the formative process, they are the ones who account for the impression that the institution seeks to promote. As such, they contribute from their experience as students and workers to the continuous improvement of the learning process; and the institution is available to continue supporting them in their formation process throughout their lives.

COLLABORATORS: Everyone who participates in this community is working in a collaborative and articulated way, persevering in the everyday life to strengthen the professionalism, commitment and the capacity for innovation for the implementation and compliance of the objectives that arise from its purpose.

Every member of this community is responsible for the ongoing development of the Institution and its Community through a careful management of service based on meritocracy and continuous improvement. Therefore, personal testimony and dedication are essential in the formation task as well as taking care of the identity and the life of the Institution.

a) Teachers: Teachers, experts in their areas, assume a crucial role as a master, model, guide, motivator and facilitator of learning.

The teacher knows and respects the Identity and Mission of Duoc UC. They also seek to establish a close contact with students and contribute significantly to their personal and professional development, through a fundamental link in the formation process.

Teachers are known for their commitment to the Educational Project and their experience and labor

relation, aspects that they transfer to the educational environment, fostering the validity and the update of the learning processes.

From this role they are called, in the first instance, to deliver a coherent vision of the world to show the integration between the formation of professional skills and employability.

b) Directors: Directors pursue and maintain cooperation and trust among the members of the community, leading and guiding teams, providing inspiration, meaning, identity and commitment, to allow the achievement of the goals from the mission. As a result, directors are forced to deeply respect, care and strengthen the Identity and Mission of Duoc UC. From this responsibility arises the leadership necessary to create a culture where the human dimension and the formation of people constitute the focal point of the activity.

c) Administrative staff: The administrative staff cooperates in the delivery of academic service, managing processes and developing activities that promote the management of teachers, directors and students. Similarly, they know and respect the Identity and Mission of Duoc UC.

3.3. OPERATIONAL DIMENSION

In order to implement the teaching-learning actions according to the described guidelines, Duoc UC has the following strategies:

- It has opted for the guidelines delivered by the model of skill-based formation. Therefore, the Curricula of every career is designed and implemented in various learning environments, according to professional and employability competencies that build the Graduate Profile associated with the respective specialization and that determine the relevant pedagogical and evaluative strategies. In addition, subjects with contents intended to develop the hallmark of Duoc UC in students are included.

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- The work is focused on the learning process that involves the student, the teacher and the contents, with regards to which the academic activities are organized contextualized in a learning environment. For this purpose, a Matrix Organization that considers campuses, schools and central units for support is deployed, providing value to the student by interacting in a synergistic and collaborative manner, from the role that each one is called upon to play, appropriate to a process-based management.

- Schools identify training needs for technicians and professionals in order to meet the requirements from the labor sectors they serve. They determine the academic standards of the graduate profile of each curriculum, and working together with campuses, they design appropriate teaching methodologies to facilitate the achievement of the competencies on behalf of the student. They contribute to strengthening the implementation of the educational model in the classroom. School work is not limited to collecting how things are done today, but they cultivate an active openness to innovation, to look at the horizon of what is to come in their discipline, in such a way that the student

is formed for whatever comes during their professional practice. They are also an active part of the contribution that the institution makes to its relevant environment, generating projects and participating in initiatives of mutual benefit.

- The campuses deploy academic processes leading to creating proper learning environments so that this experience allows the student to achieve the competencies defined in the graduate profile, managing teachers, academic-administrative services and technological infrastructure and equipment. In this regard, they are responsible for the implementation of the academic standards defined by schools, giving the students a great service.

- Central units define and deliver guidelines, control, provide guidance and support services and support for the management of academic activity.

The Institution seeks to ensure that each one of these units reflect a management characterized by its flexibility, articulation and mechanisms to allow the mobility of students. To this effect, management and feedback processes are transparent and efficient and allow the continuous improvement and optimization in the administration of the resources for the achievement of the academic excellence and good service attributes.

3.4. DIMENSION OF CONNECTION WITH SOCIETY

Consistent with the pursuit of excellence and motivated by a desire to contribute to common good and participating in a globalized society, Duoc UC, as a higher education Institution, assumes the challenge to be at the forefront of the formative processes by providing support to the various players who make up our environment, at the national and the international levels.

For this reason, the Institution is linked with the community by contributing their experience and development in the field of applied knowledge, to training institutions, companies and organizations, both nationally and internationally.

Duoc UC seeks to develop working programs with related institutions, assuming an articulator role between training institutions and organizations that are part of the public and private work cycle, strengthening their relationship with the key players at the national level related to the technical and professional education and training for the job. Specifically, the role to participate and collaborate in the formative environment initiatives for the work undertaken by the public sector, such as the Ministry of Education and the Ministry of Labor, among others, has been considered, in order to set and develop a value proposition of the vocational/technical education contribution with regards to the public opinion and the development of policies for the promotion and development of the country.

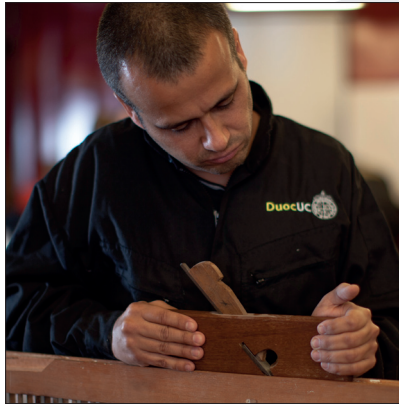
Also, Duoc UC constantly seeks, and consistent with its history, to strengthen ties of relationship and collaboration with the various faculties, centers and other units of the Pontificia Universidad Católica de Chile, as both, although independent communities, have a common root of service to the country, and they constitute an excellent higher education proposal for the nation.

In this context, Duoc UC seeks to promote complementarity and synergy between the two institutions and their respective educational communities, seizing opportunities that give meaning to the fulfillment of their respective missions in a cooperative manner.

Finally, in the international framework, with a scenario of growing changes and the emergence of new trends in higher education, the Institution seeks to establish partnerships with relevant educational institutions, international agencies and associations of international, regional

and sectoral higher education institutions, in order to share and gather experiences and practices that allow them to contribute and give greater value to the development of its educational and management model.

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4- FINAL REMARKS

faithful to the Lord's mandate: "Go and make disciples of all nations".¹⁹

In the course of its history, Duoc UC has been a key player in improving our country and society. This has been done with the strong willingness to contribute to the creative work of God. These have been years of effort, hard work and honest and selfless dedication, with the unique purpose of contributing to the search of truth, the formation and the support for any person willing to improve. The results of these efforts are in the faces of the thousands of professionals and technicians that currently contribute to the development of Chile. Not only with their work, but also with the lives they build with their families, in the cultivation of virtue, as unequivocal expression of the transcendent value of life. They are good people, who projected their future in our classrooms, who discovered the teacher's example and have combined their dreams in the profound meaning of the human person. We aimed to be an inspiration for them, and we hope to continue to do so.

Our efforts have been contextualized in startlingly clear and deep convictions, which have been respected throughout the years. This document, our "Educational Project", is a true reflection of these principles and aims to transcend in time, so that future generations will connect with their previous generations in a single unit. This document is valued as the synthesis, not only of concepts and principles, but also of the lives of many generations that have been in our classrooms and the many to come.

Duoc UC's work does not end with the years; on the contrary, with the passage of time, it is rooted and enriched more deeply in the social fabric. We continue in this way, by contributing to our society with the unwavering will to search for good and happiness, being

EDUCATIONAL PROJECT

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