



Internationalization of Duoc UC: **Strategic Guidelines**



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Presentation

Among the many challenges that arise from the purpose of Duoc UC, "We train people for a better society", we consider internationalization in the Chilean technical-professional subsystem as a very relevant and urgent area of development. Any Higher Education Institution that, in a globalized society, faces the challenge of training people with integrity - who conceive their profession with a vision of solidarity and service - must have a flexible attitude towards the changes and demands that are arising worldwide, in various fields, whether social, technological, industrial, or educational. Therefore, the promotion of innovation in the educational model must be included, so that such training is contextual to the reality of the country but with a global perspective.

Promoting the integral development of students and enhancing their employability skills for a globalized world are an essential part of Duoc UC's identity. Internationalization, in the technical and professional education field, opens up opportunities for learning and collaboration that contribute to improving the quality and relevance of study programs, thus

preparing students for an increasingly interconnected world.

Duoc UC, since 2017, is part of the Global Network of UNEVOC Centers (UNESCO Centers for Technical and Vocational Education and Training), a group of institutions that collaborate with UNESCO in the promotion and strengthening of technical and vocational education and training (TVET) worldwide. Through this Network we seek to contribute to the improvement of quality, relevance, and equity in the technical and professional sector, and to the achievement of the Sustainable Development Goals. Through this area, we have been able to share knowledge and collaborative learning experiences and contributed to the search for mobility and exchange strategies for students and teachers, in different modalities (face-to-face, virtual, hybrid)..

This document establishes the main goals and action frameworks that will help incorporating internationalization in the academic processes of the institution, in accordance with the priorities established by our schools.

This strategy has been developed based on participatory consultation and design processes, including the review of the national and international state of the art, analysis of the institutional experience, challenges of the Development Plan and as defined in our Educational Project and Model.

We thank all those who collaborated in this process of updating and adjusting the strategy, especially Mrs. María José Lemaitre for her guidance and support.

Kiyoshi Fukushi Mandiola

Academic Vice-Rector
Duoc UC



Internationalization of Duoc UC

Internationalization is one of the scopes of action established by the Policy of Linkage with the Environment (Duoc UC, 2023), and is understood as the gradual process of integrating an **international, global, and intercultural** dimension to all institutional activities that permeates the entire educational community, contributing both to the internal institutional quality standards and to sustainable development and common welfare.

This process results in the development of global competence in the different actors of the educational community. This competence is defined as "the capacity to analyze global and intercultural issues, value different perspectives on the basis of a shared respect for human dignity to engage with people from different cultures, take action for the common good and sustainable development" (OCDE, 2018).

At Duoc UC and throughout this document we refer to these skills as *global and intercultural awareness*.

The Institutional Development Plan for the 2021-2025 period establishes 5 strategic goals, from which a series of interrelated initiatives or scopes of action are derived. The value of the international linkage activities developed by the institution will be given or evaluated according to the contribution of these actions.

In the following table we provide a thorough review of those strategies and initiatives related to the Internationalization process that have been developed by the Institutional Liaison and Integration Office (DVII, from its Spanish acronym), where this process is included.



Development Plan Strategy

#3

Seek disciplinary and pedagogical excellence of our teachers

Value

Provide teachers with the best opportunities of technological development and support to achieve the highest level of disciplinary and pedagogical excellence.

Initiative

3.1 Teacher admission process and have the best teachers for the implementation of the Duoc UC Educational Project.

3.3 Continuous teacher development and training model (ensuring access, permanence, learning, inclusion, and participation).

Contribution of Internationalization

Support in the recruitment process of qualified foreign teachers or promote teaching internships.

Identify and disseminate opportunities for updating teachers through connections with international partners or entities.

#4

Improve the quality of the teaching-learning processes

Offer a transformative experience for students, incorporating technology, strengthening methodologies, increasing links with industry, and designing flexible educational paths.

Value

4.2 Flexible training paths that promote the individualization of lifelong learning.

Initiative

3.1 Teacher admission process and have the best teachers for the implementation of the Duoc UC Educational Project.

3.3 Continuous teacher development and training model (ensuring access, permanence, learning, inclusion, and participation).

Contribution of Internationalization

Offer a training alternative in an international context that provides the competencies and skills required for successful development in a highly globalized and diverse society.

5

Increase practical experience to improve the relevance of training

Value

Increase a practical component in training through the use of virtual technology and geographic mobility options, in order to offer the best training for graduates to enter the labor market and be a contribution to the industry and society.

Initiative

5.1 Practical training with the industry.

5.5 Strengthen the practical component in courses.

Contribution of Internationalization

Support the realization of the foreign experts participation, who are leading experts in significant practical activities at the campuses. Connect Duoc UC with multinational companies that receive students for internships in Chile or abroad.

Design and implement active methodologies and collaborative work in a global environment, which place learning in the real work context and direct it to obtaining the necessary competencies for success, such as global awareness.

6

Co-create value with the industry, public services, and other organizations

Value

Contribute to the development of communities and society, and keep in line with the areas in which Duoc UC students will work.

Initiative

6.4 Virtual training spaces.

Contribution of Internationalization

Promote the development of virtual training spaces through the creation of links with international leading experts, creating examples of good practices and collaborating with foreign educational institutions that support these implementations in Duoc UC.

#9

Increase collaborative work linked to the community

Value

Contribute to the comprehensive training of Duoc UC students, allowing them to apply what they have learned by contributing to the community (companies, civil society, etc.) based on existing needs.

Initiative

9.4 Alliances with companies to reach the community.

Contribution of Internationalization

Contribute to the development and management of student and faculty work together with companies, establishing a network with foreign industry or with multinationals present in Chile.



The Academic Vice-Rector, through its head offices and schools, ensures the search for higher levels of integrity in the training process of students. Therefore, Internationalization is implemented around the following two principles:

1. Creation of positive educational paths for young people and adults

- Actions and training strategies to achieve higher levels of coordination, flexibility, and interdisciplinarity.
- Actions and strategies to strengthen the development of skills and competencies of students and teachers for preparing them to contribute to the development of today's society and to develop in intercultural contexts

2. Institutional integration and mainstreaming

- Actions and strategies that favor learning, exchange, and collaboration among the members of Duoc UC community with the external and internal environments.
- Activities that promote and favor diverse learning experiences, strengthening interdisciplinary work. The Institutional Liaison and Integration Office of the Academic Vice-Rector will be responsible for promoting linkages with international entities, identifying, and promoting international

learning spaces and guiding student mobility. It is also responsible for the development of skills in collaborators and teachers, the identification of lessons and good practices, and the transfer of experiences that allow students to be part of training processes in connection with global entities. This will always be carried out based on the belief that internationalization is the key to training people for a better society.



Where are we?

The COVID-19 pandemic period altered one of the characteristic areas of Internationalization in higher education, which is student mobility. During this period, collaborative online learning processes under the COIL (Collaborative Online International Learning) methodology emerged with greater strength, which allowed more than a thousand students to participate in virtual internationalization activities during 2022. On the other hand, the need to update our teachers arises as an opportunity to promote collaborative projects with international entities, for which we have more than seventy teachers trained in collaborative methodologies. Currently, the opening of borders after the pandemic has allowed the reactivation of mobility for students leaving Chile and for foreigners who choose Duoc UC as part of their training path. However, student mobility continues to be a personal financial effort, as opportunities to access scholarships are restricted to external financing options, which are scarce.

The most relevant data on international institutional relations during the 2015-2022 period were:

- **Cooperation and exchange agreements:**

188 agreements with institutions in different countries and

regions, of which 104 are in force and some activities have been carried out with 125 of them in the last 5 years

- **Academic mobility:**

2,865 students and teachers participate in exchange programs and professional internships.

- **COIL (Collaborative Online International Learning) collaborations:**

65 international virtual experiences have been developed, which have had an impact on 1,540 students from the different schools and courses of General Education

- **Foreign students in academic exchange at Duoc UC:**

454 students staying for a period of one to two semesters.

- **Short specialization courses:**

107 courses were held in 9 countries and 1,355 students attended.

- **Foreign students in degree program:**

The number of foreign students has been increasing in recent years, reaching 2.5% of the institution's regular students in 2022.

- **External scholarships:**

Duoc UC participates in the scholarship programs for academic exchange abroad of Banco Santander, the Pacific Alliance Scholarship, and the ELAP Scholarship of the Government of Canada. As of September 2023, 115 students have been awarded one of these scholarships

Although the growth of the institution and its national and international academic recognition have been increasing in recent years, it is still a challenge to establish mechanisms and strategies that allow involving a greater number of students in differentiating learning experiences.

Some educational areas, such as Design and Hotel Management and Tourism, have carried out the largest number of Internationalization initiatives, achieving the diversification of experiences and involving a larger number of students. As an example, between 2015 and 2019, the School of Design and the School of Hotel Management and Tourism achieved a mobility of about 1,500 students through academic exchange programs (face-to-face stay for one or two semesters in a partner institution abroad) and short face-to-face specialization courses offered by a foreign institution (usually held during the summer or winter vacation period).

However, although this number seems promising, it is necessary to place this in context, since the 1,500 students who participated in mobility programs abroad represent approximately 1.5% of the total number of students at the

institution. In-house evidence indicates that this low participation in student mobility abroad is generally due to one of the following factors: (1) lack of information, (2) lack of financial resources necessary to participate, (3) lack of time to travel for a full semester due to family or work responsibilities, and (4) insufficient relation between the programs and courses that students can take abroad and their academic semesters, which represents a risk for a timely completion of their degree. These aspects are related to the lack of scholarships from the Government for this sector and the scarce scholarships or aid for the technical-professional subsystem offered by private entities in Chile. In this regard, scholarships and contributions from Banco Santander and the Pacific Alliance stand out in the post-pandemic period.

For many years, Duoc UC has promoted global and intercultural awareness through the skills and competencies developed transversally to the different curricula through the General Education programs. Language competencies are fostered in various subjects and Duoc UC students are required to complete on a mandatory basis. In this way, along with increasing their communication skills in their own language and in a second language successfully, they develop global and intercultural awareness. This is complemented with the model of global skills and competencies for employability, a cross-sectional content to different subject areas, which promotes

the development of critical thinking, interpersonal skills, teamwork, among other abilities related to and integrated with *global and intercultural awareness*.

Duoc UC is also the first UNESCO-UNEVOC center in Chile and actively participates in the World Federation of Colleges and Polytechnics (WFCP). Likewise, the institution maintains more than 100 active reciprocity agreements and is part of national and international cooperation networks dedicated to internationalization, such as the Organization of Catholic Universities of Latin America and the Caribbean (ODUCAL), Learn Chile, LATAM COIL, among others.

Where do we want to be?

The activities carried out by the Internationalization area can contribute to the development of global and intercultural awareness, as well as the ability to "care for life in society, the value of others, the sense of community and collaborative work" and "learning throughout life and adapting to change", the latter two are described in the current Educational Model. To achieve these goals, Duoc UC expects to significantly increase the impact of Internationalization in the training processes of students and in the updating of teachers.

As an active agent in national and international cooperation networks, Duoc UC also aims to contribute to the social value and prestige of technical-professional education at a global level, positioning itself as a promoter of this initiative in Latin America and sharing experiences and good practices with higher education institutions in different countries.

Duoc UC aims for Internationalization to be part of its teaching-learning strategy and to be integrated into the students' education, whether through activities within the study programs or through extracurricular or co-curricular activities that strengthen, among other aspects, their employability skills, and the ability to communicate in a second language. Therefore, a greater number of students will progressively become part of a global citizenship. To achieve this, the institution intends to become a benchmark in online collaborative learning in technical-vocational training at the national level, and to transfer this knowledge to other educational communities in order to contribute to the internationalization of the students' training process. The projection for the students of Duoc UC is that, at the end of their training, they will have participated in one or more training experiences that promote the development of global and intercultural awareness. In turn, teachers will have established links with peers or institutions that allow the exchange of good practices.

As part of this positioning at the regional level and the development of institutional capacities for internationalization, Duoc UC will work to ensure that its different head areas or schools are part of alliances that allow them to generate opportunities for disciplinary, technological, and pedagogical collaboration. An example of this strategy is the international certification of study programs such as the NASAD (National Association of Schools of Art and Design) certification of the School of Design. These alliances allow active participation, receiving and referring teachers for teaching or research visits, enabling collaborative projects with national and international funds, the presentation of lectures at meetings, conferences, or seminars and access to more opportunities for collaboration in applied research and innovation, which may result in joint publications both in disciplinary and best practices for the ESTP.

In order to have a greater scope of Internationalization activities and students highly prepared to carry out face-to-face mobility activities, Duoc UC will create a disciplinary and interdisciplinary elective program that will allow students to internationalize at home, be better prepared to carry out a mobility experience abroad and have credits for their studies outside of Chile or in virtual modality (*Collaborative Online International Learning*).

How do we get there?

In order to fulfill the purpose of internationalization of members of the educational community and ensure efficient management, Duoc UC has developed a strategy composed of three axes of internationalization: global education, international cooperation, and institutional management of internationalization. Based on these areas as a guide, the goals (general and strategic) and the institutional roadmap in this area are derived from them.



Pillars of Internationalization

1. Global Education:

Promote the implementation of flexible and accessible means, independent of geographic location, to train citizens with the competencies and skills that will enable them to be successful in a highly globalized workplace, contributing to the comprehensive education of students and their employability.

2. International Cooperation:

Contribute to relate, promote, and position Duoc UC at a global level in order to participate in those instances that provide value and benefits to the institution in the global context and, thus, in the local context

3. Institutional Management of Internationalization:

Establish a management model for Internationalization in Duoc UC that promotes and consolidates its integration into the institutional strategy and structures the organization of global training and international cooperation programs and initiatives in a coherent and relevant manner, including the evaluation of impact and results.

The implementation of the strategy and its axes will be the responsibility of the Academic Vice-Rector together with the different head offices and schools. It will be the responsibility of the Institutional Liaison and Integration Office to ensure the compliance and coherence of the activities included in this plan and to establish the mechanisms for measuring its contribution to the comprehensive training of the students.



Internationalization Objectives of Duoc UC

General Objective

Contribute to the comprehensive professional development and employability of the Duoc UC students through the formation of global citizens, with the competencies and skills to enable them to be successful in a highly interconnected workspace and proactive in terms of their impact on global sustainable development and collective welfare.

Strategic Objectives

These objectives are in line with the fulfillment of the general objective and are aligned with the axes of Internationalization. The strategic objectives guide, in a clear and precise manner, the work of the Internationalization activities proposed by the institution.

#1. Internationalization of Students

Offer a portfolio of Internationalization programs and initiatives in different formats for Duoc UC students that enable the formation of global citizens, promote the attainment of global competency, and improve their employability rates.

#2. Teacher Training in Internationalization

Promote, through Internationalization, relevant teaching development and updating processes that are in line with the needs of the industry and that contribute to achieving a teaching staff of disciplinary, technological, and pedagogical excellence at a global level.

#3. Consolidation of International Networks

Strengthen the relationship with global networks of which Duoc UC is a member through concrete actions and regional prioritization, which give value to and benefit the institution in the international technical-professional context.

#4. Implementation of a Management Model for Internationalization

Establish a management model for Internationalization at Duoc UC that encourages its formal incorporation in the Development Plan and in the institutional curriculum.

The roadmap, which specifies the actions to be carried out related to the axes of Internationalization and the strategic objectives outlined, is presented below.

Strategic Objective

1. Internationalization of Students

Portfolio of internationalization initiatives: include global programs and initiatives with highly flexible formats (face-to-face, hybrid, or virtual) that can be incorporated into the educational paths offered by Duoc UC.

Innovative virtual methodologies: incorporate innovative virtual methodologies that promote applied learning and collaboration with foreign partner HEIs into Duoc UC's training.

Inter-campus collaboration: promote inter-campus collaboration through practical collaborative projects or in teams around local or regional challenges, as an introductory phase in the internationalization process.

Incorporate *global and intercultural awareness* in General Education: gradually include the skills and contents of global and intercultural awareness in the curricular guidelines, expected learning outcomes for each level, development and success indicators, and activities/projects with global components to be developed in a determined time frame, including milestone evaluations.

Disciplinary and interdisciplinary elective course: create and implement an elective course that students from all programs and schools can enroll in, with the purpose of

making their participation in Internationalization activities at home official in the curriculum or connecting with the academic experience abroad via transferable credits.

2. Teacher Training in Internationalization

Teacher's path: incorporate a design that includes initial training on the subject, incentives to carry out internationalization activities in different formats, and ongoing training and updating.

Self-instructional course: develop a course to introduce teachers to internationalization, available from the CFD and suitable for carrying out different internationalization activities (accompanying short courses, COIL, etc.).

3. Consolidation of International Networks

UNESCO-UNEVOC: manage and enhance the role of Duoc UC as a UNESCO-UNEVOC center in Chile, and form strong relationships with other centers in Chile and Latin America, in order to promote PT education and strengthen institutional leadership.

International networks: consolidate collaboration in international networks of which Duoc UC is a member, and include new alliances that are relevant to the progress of technical-professional education, promoting concrete actions and prioritizing first the installation of COIL programs and subsequently the generation of instances for teacher training and collaborative applied research with application to financing funds.

Awarding of international financing: improve the options for awarding funding through global projects developed in alliance with foreign HEIs, contacted through these international networks.

4. Implementation of a Management Model for Internationalization

Design and implementation of a management model: develop a management model based on the systematization of existing programs and initiatives, and establish clear standards and procedures for future ones. It will incorporate a system for measuring the fulfillment of goals through qualitative and quantitative indicators.

Generation and dissemination of data on international programs for accreditation processes: disseminate

Duoc UC's international work among its various stakeholders to provide visibility, making information available for strategic processes of continuous improvement or associated with national accreditations and international certifications.

Priority for Latam region: prioritize institutional collaboration in the Latin American region, in order to concentrate efforts to encourage the participation of students and teachers.

International accreditation: encourage the different academic areas to review the opportunities for international accreditation, supporting them in the management of the process.

Feedback to teaching, applied research, and innovation: use the data obtained to approach the design and implementation of the management model in order to meet the institutional need to provide guidelines for teaching, innovation, and applied research.

Networking structure: implementation, monitoring, and evaluation of the Internationalization strategy involves collaborative work between the different units of Duoc UC that interact with the linkage dimensions of this strategy. This involves integrating the actions and initiatives into both the strategy's annual work plan and the work plans of the units involved.

Glossary

Internationalization of Higher Education

Internationalization in Higher Education is "the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of higher education at the institutional or national level, with the aim of improving the quality of teaching, research, and linkage with environment" (Knight, 2004).

Internationalization at Home

It is defined as "the deliberate integration of international and intercultural dimensions into the formal and informal curriculum of all students within domestic learning environments" (Beleen and Jones, 2015). That is, it is a set of activities that intentionally seek to develop global and intercultural skills and competencies in students, but also in teachers. These activities can be face-to-face, virtual, or hybrid and can be manifested in a variety of formats (international challenges, COIL, etc.).

COIL

An acronym that stands for Collaborative Online International Learning. It is a type of activity within the Internationalization at Home category, and is an active methodology that teachers learn to use in the classroom to intentionally help their students develop global and intercultural competencies and skills. These activities are generally carried out within a subject area and last between four and eight weeks. In these activities,

two teachers agree to establish a work plan for their groups of students in which both groups are mixed to meet the objectives proposed by the activity. During this activity, students have the opportunity to develop skills such as collaborative work, effective communication, and international perspective, as well as to establish or increase their contact network.

Global and intercultural awareness (global competence)

Global competence "is a multidimensional and lifelong learning objective" (Sanz, Orozco and Toma, 2022). The OECD defines global competence as "the capacity to analyze global and intercultural issues, value different perspectives on the basis of a shared respect for human dignity to engage with people from different cultures, take action for the common good and sustainable development" (OECD, 2018). Therefore, the objective should be to train globally competent professionals who embody a local, global, and multicultural understanding of their environment and the world in their professional performance, considering different perspectives, effective interaction with people from various cultures, and the impact of their actions on global sustainable development and collective welfare.

At Duoc UC, in order to differentiate this competency from the aforementioned Global Employability Competencies, we refer to this competency as "global and intercultural awareness". These are not mutually exclusive, but rather complement each other to provide students with a broad and useful set of skills and competencies for their personal and professional lives.



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