

## Academic Program Community Engagement Project

### A. General Background

1. <b>Academic Unit</b>	Vice-Rectoría for Innovation and Development							
2. <b>Degree Program</b>	Office of Globalization							
3. <b>Name in English</b>	Community Engagement Project							
4. <b>Code</b>	DRI452							
5. <b>Position in the curriculum</b>	Bachelor / Licentiate / Professional Qualification							
6. <b>Credits</b>	10							
7. <b>Type of course or academic activity</b>	Compulsory		Elective		X	Optional		
8. <b>Duration</b>	Bimonthly		Semester	X	Quarterly		Annual	Other
9. <b>Weekly modules</b>	Theoretical classes	2	Practical classes		X	Tutorials		
10. <b>Academic hours</b>	Classes	68	Practical field activities			Tutorials		
11. <b>Prerequisite</b>	None							

### B. Contribution to the Graduate Profile

Considering the changes in the labor market, especially those related to the global environment, diversity, and interdisciplinary perspectives, Universidad del Desarrollo has committed to educating its students through an Educational Project that, in addition to providing solid disciplinary training aligned with the needs of the world of work, develops new skills, **competencies**, and knowledge that enable students to successfully face the professional setting they will encounter at the end of their undergraduate studies.

In this context, academic activities and extra-disciplinary courses arise, framed in Tracks or thematic pathways whose goal is to contribute, through the student's extra-disciplinary training, to their participation in more enriching learning experiences that prepare them for a changing labor market.

This is an elective course that provides tools to co-design and implement initiatives with social impact together with already allied organizations. Students work directly with foundations on priority issues in Chile (education, inequality, public health).

It is linked to the Public Responsibility track, promoting the development of the following UDD Generic Competencies: Public Responsibility, Teamwork, and Critical Thinking.

### C. General Competencies and Learning Outcomes

Generic Competencies	General Learning Outcomes
Public Responsibility Teamwork Systemic Thinking	<ol style="list-style-type: none"> <li>1. Understands how pre-established partnerships operate, interacting effectively with partner organizations in the development of joint initiatives.</li> <li>2. Co-designs social impact initiatives aligned with the priorities of partner organizations, applying participatory methodologies.</li> <li>3. Collaborates effectively in mixed teams—made up of students and representatives of the organization—assuming roles and responsibilities to achieve common objectives.</li> <li>4. Analyzes social needs from the perspective of participating organizations, using contextual information and relevant evidence.</li> </ol>

### D. Content Units and Learning Outcomes

Content Units	Competency	Learning Outcomes
<b>Unit 0: Pre-managed alliances</b> <ul style="list-style-type: none"> <li>- Presentation of established alliances</li> <li>- Existing initiatives/priority lines</li> <li>- Assignment of groups to organizations</li> </ul>	Public Responsibility	Understands the established alliances and the role of each partner organization in the development of joint initiatives.
<b>Unit I: Collaborative diagnosis</b> <ul style="list-style-type: none"> <li>- Interviews with beneficiaries (with the organization)</li> <li>- Analysis of partner organization data</li> <li>- Stakeholder validation</li> </ul>	Critical Thinking	Carries out a needs assessment aligned with the priorities of the partner organization, using relevant information.

<p><b>Unit II: Co-design of the initiative</b></p> <ul style="list-style-type: none"> <li>- Adaptation of existing initiatives/co-creation</li> <li>- Logical framework and organizational capacities</li> <li>- Joint implementation plan</li> </ul>	Public Responsibility	Co-designs a viable and pertinent initiative, consistent with the framework of action and the capacities of the organization.
<p><b>Unit III: Joint implementation</b></p> <ul style="list-style-type: none"> <li>- Operational coordination with the organization</li> <li>- Pilot implementation/detailed plan</li> <li>- Monitoring with organizational feedback</li> </ul>	Teamwork	Manages the joint implementation of the initiative, respecting the processes and requirements of the partner organization.
<p><b>Unit IV: Evaluation and closure</b></p> <ul style="list-style-type: none"> <li>- Measurement of results with shared indicators</li> <li>- Final report for the organization</li> <li>- Lessons learned/continuity</li> </ul>	Public Responsibility	Delivers a final product that can be implemented by the organization, meeting criteria of relevance, feasibility, and quality.

### E. Teaching Strategies

Course taught in English that incorporates practical methodologies: design thinking, logical framework, project management. There is direct work with partner organizations. The course includes co-design workshops, mentoring sessions with NGO professionals, and analysis of real cases. Students progressively develop an initiative from the diagnosis stage to the final delivery to the organization. There are field visits and meetings with allies.

### F. Assessment Strategies

Assessment of the product delivered to the organization (diagnosis, co-design, implementation plan, final report). Evaluation also considers participation in meetings with the organization, group self-assessment, and feedback from partner organizations. Criteria include: alignment with the organization's priorities, technical feasibility, and professional quality.

## G. Learning Resources

### Required bibliography

World Bank. (2023). *Project management for development professionals*. <https://www.worldbank.org/en/topic/procurement/publication/project-management-for-development-professionals>

United Nations Development Programme. (2022). *Theory of change: A practical guide for community projects*. Active Learning Network for Accountability and Performance in Humanitarian Action. <https://www.alnap.org/help-library/theory-of-change>

Stanford d.school. (2021). *Design thinking for social innovation: An educator's toolkit*. <https://dschool.stanford.edu/resources/design-thinking-for-social-innovation>

### Additional bibliography

Ashoka. (2024). *Changemakers case studies: Social entrepreneurship in Latin America*. <https://www.ashoka.org/en-us/latin-america>

International Finance Corporation. (2023). *Monitoring & evaluation toolkit for development projects*. World Bank Group. <https://www.ifc.org/en/insights-reports/monitoring-evaluation-toolkit>

Freedom House. (2025). *Freedom in the world 2025: Chile country report*. <https://freedomhouse.org/country/chile/freedom-world/2025>

### Digital resources

Devex. (2026). *Funding opportunities for social projects in Latin America*. <https://www.devex.com/funding>

FundsforNGOs. (2026). *Grants for community development in Chile*. <https://www.fundsforngos.org/>

TED Conferences. (2023). *TED talks on social innovation and community impact* [Video]. <https://www.ted.com/topics/social+innovation>

### Other resources

Institutional materials from partner organizations (provided directly by allied foundations).

UDD virtual platform for submission of assignments and communication with organizations.

Mentoring sessions with professionals from Chilean and international NGOs.

Guided visits to social projects in progress carried out by partner organizations.