

The Ideal, The Mission, The Vision, The Goals and The Competences

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ABSTRACT

The competences, that individuals who graduate from an educational institution must possess, are intimately related to the ideal, the vision and the educational project that has been given by an institution. In this article the authors show the interrelationships that exist between those terms.

Keywords: *Competences, ideal, vision and educational project.*

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I. INTRODUCTION

As the processes of globalization of the economies are spreading and imposing, the changing world of the economy and the work emphasis is placed on the control and raising the quality of the production and goods, which requires at the same time to improve the productivity of the human resources involved. One consequence of this has been the debate over the mechanisms with which the educational institutions prepare the human resources and the need to review the contents and the teaching methods.

One of the concepts that are used today in relation to education are the competences. Lasnier (2000) [1] indicates that "competence is a know-how, result of integration, mobilization and adaptation of skills and abilities (cognitive, affective, psychomotor, or social) and knowledge effectively used in situations having a common character. (Situations, not generalizable to any situation".

The Tuning (2001) project [2] states that "competences tend to transmit the meaning of what the person is capable of or is competent to run, the degree of preparation, adequacy or responsibility for certain tasks".

The main axis of a competence-based education is the performance of the individual, understood this as a "concrete expression of what the person brings into play when he carries out an activity, and the emphasis the subject makes on the resources, and the knowledge that he places to solve problems, in conditions in which the performance of the person is relevant".

An essential feature of competences is the relationship between theory and practice. In the competences the practice defines the necessary theory and the relationship between the conditions and demands of the situations at work (practice) with the needs of systematization of the teaching of knowledge (theory). We think that is more significant for the individual if the theory makes sense from practice; i.e., if the theoretical knowledge are dealt with according to the specific conditions of work and if they can be identified with specific situations.

From that perspective, the important thing is not the possession of a certain knowledge, but the use that is made of them. This criteria requires of the educational institutions to rethink what have commonly regarded as training.

Currently in some institutions arises that training should not only be designed based on the incorporation of the subject to productive life through employment, but rather, from vocational training in addition to promoting the development of skills, knowledge, attitudes, skills and values, also consider the criteria of professional performance that is regulated by the colleges of professional or related associations as well as the culture of the workplace and linkages between enterprise -university.

Competency-based education should give meaning to the learning based on the resolution of problems or projects and they approach the student to the reality in which he must act. We must make the students more effective by allowing them to differentiate between what is essential and to establish links between concepts. It must lead to the acquisition of further learning since students must have strategies that allow them to manage new learning and supplement the obsolescence of the knowledge acquired in their training.

In this way, a curriculum for integrated professional competences that articulates global knowledge, professional skills and work experiences, intends to recognize the needs and problems of the reality. These needs and problems are defined through the diagnosis of the experiences of the social reality of the practice of the professions, of the development of the discipline and the labor market. (Galdeano) [3]

The competences that individuals, who graduate from an educational institution, must possess are intimately related to the ideal, the vision and the educational project that an institution has.

In this article the authors show the interrelationships that exist between those terms, so first of all will give a definition of them.

II. THE IDEAL

An ideal, is a state or process unattainable (in a time and space given) but infinitely approximate. Only human beings can have ideals or develop a behavior in search of ideals. The continuous approximation in search of ideals is precisely what has allowed the progress of humanity. The ideal way of the material object is highlights in the ability of man to recreate it actively, relying on the word, the drawing, the model, the ability to make the word at work and, through her thing. The material becomes ideal and the ideal real in permanent reproductive activity only. The ideal or ideals are also the set of moral values that we have about one thing or the world in general, for example the ideals of democratic equality. The ideology or character of a school must express the ideological, religious, educational and philosophical principles of the institution.

It is set officially the right of schools, whether public or private, to give a peculiar education where the moral and religious aspect has a place. Of course not in all countries it is accepted an ideal contrary to the local Constitution. Not everyone is in agreement on these issues. Some social sectors considered that in a secular state, all the schools must be secular, but on the other hand other sectors consider that every school has a right to have an ideology. In general, it is considered that every institution should have an ideology, as an ideology is a social manifesto where it is written the expression of identity of a group.

The elaboration of the ideal rests with the owner or the functional powers. It must be fixed and stable, so that an educational institution with several schools in Mexico, for example, should have the same ideology for all of them.

For example the ideal of the Faculty of Chemistry at the Autonomous National University of Mexico UNAM) is:

The Faculty of Chemistry subsidiary of the National Autonomous University of Mexico is a leading institution of higher education public and lay in the area of the chemistry. The Faculty of Chemistry is convinced that Chemistry, is the Central Science and their correct use is able to solve many of the multiple problems facing the modern world, why we believe that our duty and ideology is to contribute to the well-being of humanity and especially of our nation by improving the levels of health, feeding, energy, and the ecological conditions through sustainable development and through the use of science and chemical technology.

Mission:

The **mission** is the reason or purpose, for the existence of a company or an organization because it defines: 1) what it seeks to accomplish in the environment or social system in which he acts, 2) what it purports to do, and 3) for whom will do. It is influenced at specific times for some elements such as: the history of the organization, the management and/or the owners' preferences, the factors or external environment, the available resources, and their distinctive capabilities. [Thompson, 2006 [4]].

Complementing this definition, the authors Thompson and Strickland says: "*What a company tries to do today for their customers is often described as the company's mission.*" *An exhibition of the same is often useful to ponder the business in which is located the company and the needs of customers who tries to serve*" [Thompson, 2001 [5]]."

In summary; the mission is the statement that summarizes the main strategic purposes, as well as the essential values that should be known, understood and shared by all individuals that make up an organization.

For example, the Mission of the Faculty of Chemistry at the UNAM (Universidad Nacional Autónoma de Mexico) is: (FAC. of chemistry, 2010 [6])

MISSION

To contribute to the well-being of humanity through the formation of highly qualified professionals in science and chemical technologies that are capable of improving the levels of health, food, energy and Ecology through sustainable development. The work of the Faculty of Chemistry is not only confined to the transmission of knowledge, but also includes the training of skills, attitudes and competencies that make professional graduates and citizens committed to society.

Vision:

The vision refers to what the company wants to create, the future image of the organization. For Jack Fleitman, in the business world, the **vision** is defined as the goal to which the company goes in the long term and serves as a heading and incentive to guide the strategic decisions of growth along with the competitors (Fleitman, 2000 [7]).

According to Arthur Thompson and A. J. Strickland, (Thompson, 2001[5]) the simple fact of establishing clearly what you are doing today says nothing about the future of the company, nor incorporates the sense of a necessary change and an address in the long term. There is one imperative administrative even greater, to consider what the company must do to satisfy the needs of its customers tomorrow and how should evolve the configuration of business so that it can grow and prosper. Therefore, administrators are required to look beyond the current business and think strategically about the impact of new technologies, the needs and expectations of customers, the emergence of new market conditions changing and competitive, etc. They should make some fundamental considerations about where they want to take the company and develop a **vision** for the kind of company in which believe that it must be converted [Thompson 2001 [5]].

In summary, the **vision** is a clear statement indicating where the company is heading in the long term and in what must be converted, taking into account the impact of new technologies, the needs and changing expectations of customers, the emergence of new conditions of the market, etc.

For example, the Vision of the Faculty of chemistry of the UNAM (FAC. of chemistry, 2010 [6]) is:

VISION

The Faculty of chemistry will be in 2020 the main producer of science and technology in chemistry and related areas in México, and a leading provider of human resources, both undergraduate and graduate, trained with academic rigor, with broad powers and intellectual capacities, committed with the society that provided the resource for their education, and aware that they must look with great zeal for a healthier society better fed, more uses of energy renewable and not polluting, careful with the environment, more equitable and aware of sustainable development.

Differences between mission and Vision:

According to Jack Fleitman, there are many differences between **mission and vision**. For example:

1. Some say that the **vision** is more generic than the **mission** and, therefore, that it is less accurate [Fleitman, 2000 [7]].
2. Others believe that **vision** is something that lies in the mind of a person and, accordingly, that it is less objective than subjective.
3. Counterpart, tend to think that the **mission** is much more accurate, and specific, and that it is something which already has some certainty.

In any case, to know the site where we want to go will considerably paves the way, and from this point of view, the concept of **mission** is more usual and tends to be defined as the way in which entrepreneurs, leaders, and executives decided to realize its **vision** .

However, it should be noted that there are other points of view about the differences between the **mission and vision**, and that they can be summarized in the following concepts:

- What is now business (or the reason, purpose, end or reason for the existence of a company or organization today), is the **mission**.
- What will be the business more later (or where the company is heading in the long term and into what must be converted), is the **vision**.

In other words, the **mission** emphasizes "today" of business, the **vision**, is the future of the company. Among the multiple possibilities that may occur at the time of drawing up a statement of **mission and vision**, there is one that consider both merged, for example, in a single **mission** statement.

About this claim, the authors Thompson and Strickland mentioned that where the exposure of the mission of a company not only establish a clear current business differentiation, but also indicate where the company is headed and what it will become in the next years, leads to the concepts of the strategic vision and mission of the company that are merged, in other words, forward-looking strategic vision and mission of the business are essentially the same.

III. EDUCATIONAL PROJECT OF THE CENTER (EPC)

In order to try to achieve a coordinated and coherent educational action it is necessary to start involving the members in the mission and the vision of the center.

The EPC is a commitment of the educational community to achieve an education suitable for pupils of a particular Centre.

What does EPC really mean? Education, its intention it is to educate; Project, since that involves thinking before acting, to anticipate the action; and Center, is the institution that regulates the education.

Each school, each educational center must develop its EPC, i.e. the educational community must reflect on the type of teaching that is intended to, the objectives, principles, activities, etc. Adapted to the peculiarities of their environment, neighbors, families, their needs, problems, etc.

Manuel AlvarezFernandez (1992) [8] points out that the school should be prepared to educate in the diversity (of life, religion, abilities, interests, cultures, languages,...) and this is only possible through an education project.) In his article states the following functions which, despite the time elapsed, remain up-to-date:

- To harmonize the diversity: he compares it with a small Constitution since is the community itself which obliges its members to agree on the most important face to education offered at this Center.
- It works as a reference document, which take shape and develop all other documents.
- It guarantee the participation, the development of the document obliges all the member to discuss, and through discussions, to find out the functions, rights and duties... propose new and innovative aspects.
- It creates areas of negotiation, this document serves as element of consensus since in order to make it we must have to reach agreements.
- It promotes a model of formative self-evaluation, the project is a living document that must be constantly review, try to improve, change...

The EPC is based on legal foundations which make it prescriptive and legitimate: the Constitution, the education legislation, orders and regional regulations, etc. And it has a specific function, to be the overall framework of the Center where it is defined and the peculiarity of the Center, its educational principles and general objectives. According to the LOE (2006 [9]) the educational project of the Center must collect the values, objectives and priorities for action. It will also incorporate the implementation of the curricula established by the Administration and the transverse treatment areas, subjects or modules of the education its values and other teachings.

The educational project should take into account the characteristics of the social and cultural environment of the Center and collect the form of attention to the diversity and the action tutorial and the coexistence plans.

For example, the educational project of the Faculty of chemistry is implicit in its priority programs:

Priority programs

- Strengthening of the undergraduate
- Pre-university education and outreach program
- Academic staff development program
- Strengthening of the research and the graduate
- Financing and bonding program
- Strengthening of the administrative function and administrative academic program.

What is the difference between the Ideology and the Education Center Project?

The Ideal or character of a school must express the ideological principles of religious, educational and philosophical nature of the institution. The Ideal is a social manifesto where the identity of a group expression is written. Processing rests with the owner or the functional powers. It must be fixed and stable. Not forcing neither moral nor legally the teachers, to make apology or indoctrination, but yes to prevent the attack at the center or a contrary attitude in their educational activities. And it does not oblige the teacher to impart knowledge in a particular direction that contradict scientific rigor. The Educational Project of the Center (EPC) is a commitment to the educational community to achieve a proper education for the students of a particular study center. Each school must develop its EPC, i.e. the educational community must reflect on the type of teaching that is intended to, the objectives, principles, activities, etc. Adapted to the peculiarities of their environment neighbors, their families, their needs and problems. The EPC functions as a reference document, which take shape and develop all other documents from the Center. The EPC is based on legal foundations which make it prescriptive and legitimate: the Constitution, the education legislation, orders and regional regulations, etc. And it has a specific function, be the overall framework of the Center where it is defined and the peculiarity of the Center, its educational principles and general objectives. The educational project of the Center must collect the values, objectives and priorities for action. It will also incorporate the implementation of curricula established by the Administration and the transverse treatment areas, subjects or modules of the education in values and other teachings.

Educational principles:

Once we know who we are, we can put our ideas to maintain or improve education in our Center. They are our convictions of educational nature in the face to our particular situation of Center and the society in general at present.

The educational principles are great ideas on education, the ideas that we're going to govern in our performance. In the LOGSE (1990) [10] they are designated the major principles that must follow the currently education but we should point out our own ideas.

They are usually expressed in the first person plural (consider that...) or the third singular (the Centre believes that...). Editorially, we can integrate the factor from which we start, and then point out our idea as a principle. It must be general and not raised in operational terms that identify concrete actions.

We can highlight both pedagogical principles such as institutional. I.e., principles which relate to the curriculum to educational concepts or to internal and external aspects of the Centre: religion, social climate, evaluation and research.

We believe that a good way of ensuring the goals indicated by values, mission and vision of the educational enterprise is through the adoption of educational principles based on teachings by competencies.

IV. CONCLUSIONS

The clear targeting of the ideal, the mission and vision is essential to the success of an institution, whether educational or not. The educational project should lay the basis for the operation of an educational institution of any kind. The educational principles are used to establish the curriculum and teaching of an institution and operational form. Currently the most used educational principle is teaching by competence.

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