

# INCLUSIVE PRACTICES IN PROJECTS LINKING WITH SOCIETY

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**Abstract.** Among the substantive functions of the University is the linking with society. Understood as the opportunity to contribute from the academy in the solution of the social, educational, economic, and political problems of the locality. Also, to provide in the process of training students the ability to become sensitized and act on the problems of a neighborhood, city, country, and region. In this context, it is urgent to review whether projects have inclusive practices that allow the community to actively participate in local development issues. The purpose of this research work is to identify inclusive practices in the phases of the educational intervention project in the community. The method is descriptive with a qualitative approach through the systematization of experience. Two inclusive practices are identified: the participation of the actors in the different phases of the project and the second in the reflection of the didactic proposals from the inclusion. It is concluded that inclusive practices are derived from concrete and observable actions that favor the participation of people in their own development.

**Keywords:** inclusion, practices, projects, community.

## 1 Introduction

The relevance of the projects of linkage with society lies in the integrating vision, from the academic point of view, in the contribution of solutions to the problems of a community and how these intervene in the processes of professional training. When dealing with human development, it is relevant to promote inclusive practices so that people in the community can be part of their own local development, and for students and teachers to be able to contextualize and contribute based on existing potentialities in the community. Hence the importance of this research to identify inclusive practices in the projects.

The Nueva Vida community is located at km 19 ½ via the coast in the parish of Chongón in the city of Guayaquil, Guayas province. It is home to approximately 184 people. Among the needs expressed was access to non-formal early childhood education, from which the project "Educational intervention in the Nueva Vida community" arose. This proposed five two-hour didactic sessions to contribute to the integral development of children between the ages of months and six years old.

## 2 Theoretical Framework

A project is a process of innovative proposals to achieve an end in a period, producing a change from the initial situation to an improvement of the problem or need detected (Almaguer et al., 2021). When it comes to the linkage project is no different, it is complemented by the academic contribution.

Good practices in linkage projects follow a route of phases: diagnosis, planning and management, execution, and implementation and finally the transfer, celebration and dissemination of the transformed initial reality that achieves sustainability and empowerment (González et al., 2019).

For some authors, inclusion is a polysemic word. In the context of this research the conceptual approach is, the process of equal participation of all people in society in its different spheres: social, economic, educational, political, and cultural (Escribano and Martínez, 2013).

Inclusive practices are concrete and observable actions that an institution carries out according to the organizational culture and policy (Gutiérrez, et al. 2021). They are activities that ensure participation and consider the knowledge of people and their experiences acquired outside the institutional space (Booth and Ainscow, 2000).

## 3 Methods

The method is descriptive with a qualitative approach through the systematization of experience. The systematization component was the linkage project phase. The analysis and synthesis were carried out using the conceptual framework of good linkage project practices, and the indicators of the Center for Applied Special Technology (CAST) were used to evaluate didactic proposals.

## 4 Results

In the diagnostic phase, the focus group workshop, the coordination meetings, and the community census allowed the families to express their needs and determine which of these were their priority.

The planning and management phase was the elaboration of five plans, based on the individual needs and abilities of the children, by the students with the technical assistance of the teachers.

In the sessions of the 1 month to 3 years age group, the participation of the family in the execution of the activities was observed, favoring interactions in the learning process (Puertas, 2020). The sessions were led by the students.

The learning environment was executed in different spaces such as the pedagogical laboratory of the education career, the courts, and the green area of the university. These allowed the children to explore, manipulate, and move for the improvement of their abilities (Nielsen, et al., 2020).

The phase of transfer and celebration, the dissemination of the experience of the project was carried out in the scientific day organized by the education career at the end

of the academic cycle. In reference to the participation of families, no record was evidenced.

The self-evaluation of the five didactic proposals was verified. They used some indicators proposed by CAST, it is interpreted that the motive was the adaptation to non-formal education. The assessment scale was the same as that stipulated in this tool, with 1 being the lowest value and 5 the optimal value.

In general, the ratings are no lower than three. It is intuited that the didactic planning proposals and resources partially comply with the guidelines proposed by the CAST.

## **5 Discussion**

In each phase of the linkage project, actions are described that involve people from the community, teachers, and students. Inclusion, understood as a participatory process of the individual in his or her own development in the context of the linkage projects, makes it easier for the academy and the community to identify actions to achieve common goals and these actions are inclusive practices.

The CAST indicators for the reflection and evaluation of didactic proposals are used in formal educational contexts, therefore, it is necessary to continue refining their relevance in non-formal educational realities.

## **6 Conclusions**

Identifying inclusive practices in projects of linkage with society requires self-reflective processes of the higher institution. The reflection is on what concrete and observable actions the community, the teaching staff and the student population participate in the different phases of the project. Also, if the actions allow the community from their own knowledge and with the contribution of the academy, the improvement of the situation detected.

## **7 Limitations and Future Research**

The link that connects the university with the community is the family (Puertas, 2020), therefore, their participation in non-formal educational processes must be included in the didactic proposal to identify the levels of family participation. This was a limitation and a necessary field to investigate.

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