



University Social Responsibility and Community Relations

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Authors' contributions

This work was carried out in collaboration among all authors. Author HLR designed the study, wrote the protocol and wrote the first draft of the manuscript. Author VLL managed the literature searchers. Author DGM managed the literature searches and translate the article from Spanish into English. All authors read and approved the final manuscript.

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ABSTRACT

The responsibility of universities does not only consist on training responsible citizens, contributing to the economic, social and cultural development of our societies, or generating new knowledge through research and transmit it appropriately. Even being part of the content of its responsibility, each one of these actions must keep in mind the horizon of reference to which it must respond: a context of inequality, inequity, conflict and exclusion; It is also part of their responsibility to develop a clear transformative orientation towards the areas of social and economic vulnerability that is present in our societies. We develop one of its main models: Learning-service, as it is a methodology that allows students to learn better through integration of educational content with solidarity actions carried out in the community, facing a real need in society.

Keywords: University social responsibility; learning-service; community relations.

1. INTRODUCTION

It is known that phenomena, such as globalization, the formation of wider economic spaces (subregional, regional and global), the speed of communication, the greater availability of information and the characteristics of contemporary knowledge generate very great challenges for Higher education, to which you can only give more pertinent answers through deep and systematic transformation processes. On the other hand, one of the challenges of the 21 st century for Higher Education Institutions (HEIs) is to become aware that the current model of development is unsustainable for the world, on a social and environmental level [1]. The speed of this dynamic requires, not only, to initiate deep changes in the academic and management models of the Higher Education Institutions, it is necessary to rethink various topics, one of them is social responsibility that must be defined as the axis of a type of emerging social structure: that is a knowledge society.

2. UNIVERSITY SOCIAL RESPONSIBILITY

The term Social Responsibility (SR) is defined, as Sánchez et al (2007) well specify, as the relationship between the role played by higher education institutions to train human resources and generate knowledge, and what society demands; Its result has the objective in the design and implementation of sustainable human development projects that are focused on the search for the improvement of the quality of human life at the local level and are built on the real role of people (families, children, producers, organizations and local institutions), for which the community must set its own objectives and goals, have confidence in the strength of the community itself, value and affirm the culture along with its own traditional knowledge and autonomous ways of coexistence 1. It has also been pointed out that university education in general and its quality in particular are linked to ideas and expectations of development from various perspectives: economic, social, cultural, scientific and academic, among others. In this context, contemporary society demands higher education to focus its efforts on eradicating the effects of social inequality since equity and commitment to the community constitute central and inescapable values of its own essence [2].

According to Martí and Martí Vilar (2010), the study of University Social Responsibility (USW) has been interpreted from different perspectives,

one in that it constitutes an Organization with a series of internal and external processes, approached from the economic sciences, and another that it encompasses processes understood from the perspective of their influence on people, a philosophical and psychological perspective. This second theoretical approach has been extensively worked in universities in Latin American countries, presenting an interesting summary of alternatives in the Journal of Higher Education and Society, which under the title "The movement of university social responsibility: a novel understanding of the university mission" (Nº 13, 2008), presents different perspectives to promote the understanding and repercussions of a University management model from social responsibility [3].

Vallaey, De la Cruz, and Sasio (2009), frame in this approach, providing a management model [4]. By the organizational model, a summary of the main challenges and approaches to their study was published by De la Cuesta, de la Cruz and Rodríguez, (2010) who focus on the analysis of the impact of the university as an economic subject [5].

A little discussed aspect is the effect of the University as an institution on the personal development that students go through, the process by which training is linked to the values that guide their behavior. The University, in the development of its research functions, teaching, social projection and institutional wellness, should seek that the university community live and share values with the society, oriented towards sustainable development and based on respect for equality, diversity and human rights [6].

If we want to understand what the RSU is about, a question must be answered: What are the university impacts? Since these are the ones that, according to François Vallaey, we must manage in an ethical and transparent manner. Vallaey groups them into 4 main areas:

Organizational impacts: labor and environmental aspects of daily life habits on campus, which derive in values lived and promoted intentionally or unintentionally, which affect people and their families (What are the values that we live on a daily basis? How Should we live in our university in a responsible way, in attention to nature, to the dignity and wellness of the members of the university community?).

Educational impacts: everything related to the teaching-learning processes and the curricular construction that derive in the profile of the graduate being trained (What kind of professionals and people are we training? How should we structure our training to train responsible citizens of Sustainable Human Development in the country?)

Cognitive impacts: everything related to epistemological and deontological orientations, theoretical approaches and lines of research, processes of production and diffusion of knowledge, which derive from the knowledge management mode. (What kind of knowledge do we produce, for what and for whom? What knowledge should we produce and how should we disseminate it to address the cognitive deficiencies that harm social development in the country?)

Social impacts: everything related to University's links with external actors, its participation in the development of its community and its Social Capital, which derive in the social role that the University is playing as a promoter of sustainable human development. (What role do we assume in the development of society, with whom and what for? How could the University be, from its specific function and expertise, a participant actor in social progress through the promotion of Social Capital?)

In other words, as Vallaes proposes, Social Responsibility is a new way of managing organizations that is based on internationally recognized ethical standards for the promotion of "good practices", both in the internal administration of the organization (labor and environmental management) as in its link with society (social relationship management) [4].

3. RSU INSTITUTIONAL MODELS

According to Tapia (2006), the following institutional SR models have been proposed:

1. In the last century various concepts have been used to refer to the social mission of Higher Education. The concept of "extension" is undoubtedly the oldest: in our country it has roots in the university reform of the early twentieth century, reform that in the case of Mexico influenced the establishment of a "university social service" as a mandatory requirement for graduation, requirements that have also been imposed in Costa Rica, Venezuela and in

numerous universities in other parts of the world.

In this context, the only possible form of teaching is the one that transmits the knowledge generated by the scientific community: one can learn by listening to the teacher and reading the bibliography, and - in the best of cases - experimenting in the laboratory or practicing with the students, who know the course. The learning spaces are the classroom, the laboratory or the library, and the outside world can be at the most, the scene of a pre-professional internship at the end of the degree.

In this institutional model, the missions of the university are compartmentalized. Research is not always articulated with the practice of teaching, and is completely unrelated to the field of extension, the only person in charge of "building bridges" towards a community that is "recipient" or "beneficiary", but whose demands should not "pollute academic purity".

2. It must be said that this traditional model of educational institution continues to impose itself by inertia in many educational fields. It is also necessary to recognize that, especially in the last decades, many educational institutions have gone to the opposite extreme of the pendulum, due to the increasing push of market demands on the processes of production and diffusion of knowledge.

In this model, research and extension are oriented according to demand, and the engine for the production of knowledge is no longer on the diary of each scientific discipline, but on the demand that comes from society ("Demand Pull"), but especially from those who finance the research. In many cases, "extension" goes from being a space for cultural dissemination and social assistance activities to a field of sales of services: extension initiatives arise that generate resources, that advise companies, which no longer have "beneficiaries" but rather "clients" [7].

3. Is it possible that the University can contribute to build a better country without resigning academic excellence?

One of the central themes that must articulate the discussion about the University, and whose deepening and expansion would at the same time represent a fundamental contribution to the collective definition of the direction that the general process of transformations that our

society is going through could take, is that of the possible and desirable connection between educational and research policies, scientific and technological production, and an economic-political project that implies, under current conditions, a perspective of effective democratization of a society, that is, of overcoming the dynamics that reproduce and tends to widen inequality in all areas of social life [8].

The answer is the active-participatory methodology called service learning.; Service-learning programs in Higher Education are expressions of a new paradigm, which may seem distant and utopian, but which is already being practiced in many Universities and IFDs: an institutional model that effectively integrates the three missions of Higher Education, a model in which teaching, research and extension are simultaneously at the service of the community and academic excellence. We must also consider that the study of the community requires us to value the enrichment that the option for cognitive and methodological pluralism implies for our research work [9].

4. SERVICE-LEARNING

Service learning proposals (APS), in higher education contexts and specifically at the university, are proposals that should be placed within the framework of a university training model that seeks to combine academic learning and training for active citizenship in real time. For this reason, they are proposals that must be integrated into the set of changes aimed at a new university model that, in addition to seeking more quality, incorporates among its dimensions the exercise of social responsibility [10].

“Service-learning”, as Tapia proposes, is the pedagogical methodology that promotes solidary student activities, not only to meet the needs of the community, but also to improve the quality of academic learning and personal training in values and for responsible citizen participation [7].

Alice Halsted (2000) conceives it as "... the teaching-learning methodology through which young people develop skills through service to their communities. A good service-learning program enables young people to perform important and responsible tasks in their communities and schools; youth take on

meaningful and challenging roles in a variety of settings, such as daycare centers, museums, after-school activities, green projects, libraries, or senior centers. Activities at these locations may include reading to children, supervising school-age children at recreation sites, providing services by helping with homework, such as guides in museums, cleaning and beautifying neighborhoods, or recording oral histories with the elderly.” [11].

For his part, Jeremy Rifkin (1996), although without properly defining it, opines in this regard: “Service-learning is an essential antidote for the world increasingly isolated from simulated and virtual reality that children experience in the classroom and in their homes , in front of the TV or your computer. Giving young people an opportunity for deeper participation in the community helps them develop a sense of responsibility and personal solvency, encourages self-esteem and leadership, and above all, allows a sense of creativity, initiative and creativity to flourish. empathy” [12].

Service-learning does not seek that educational institutions become care centers, but on the contrary promotes solidarity as a pedagogy that contributes to educate in a better way. A quality service-learning project is explicitly and planned to offer an effective solidarity service and to improve student’s learning. For this, it is necessary, for example, to carry out an adequate diagnosis of community needs, connect the action of the service with the disciplinary contents, plan instances for reflection on the activity, and evaluate not only the impact on personal, affective and values training of the students, but also the acquired disciplinary learning and the quality of the service provided.

Service-learning is a pedagogical methodology that promotes the development of competencies through school activities serving the community; the term “service-learning” is used to refer to specific experiences or programs, developed by a particular group of young people or adults, in the context of educational institutions or social organizations. It also designates a pedagogical proposal and a specific form of social intervention [13]. It is an innovative proposal, but at the same time a proposal that starts from well-known elements: voluntary service to the community and, without a doubt, the work of acquiring knowledge, skills and values that the school and non-formal educational institutions do. The novelty is in closely linking service and

learning in a single well-articulated and coherent educational activity.

Training institutions are configured as a space where the pedagogical team generates, at least, three types of decisions: in the selection of content on a curriculum, in the social organization of the learning space and in the choice of curricular materials. According to the type of material chosen, depending on how the learning space is socially organized and according to how the content is selected in order to be issued, conditions are really being created to appreciate some values and denounce the lack of others.

Tapia defines it as a set of experiences that simultaneously offer a high quality of service and a high degree of integration with formal learning, this type of practice implies the same continuity over time and the same institutional commitment to student community service. , but they add the explicit articulation of the activities with the academic learning objectives that characterize the field work. The formulation of educational service learning projects, by giving special participation to students, involves a strong youth role as they are built considering their interests, values and relationship forms. "It is a solidarity service aimed at meeting the real and felt needs of a community, led by the students, planned in an integrated way with the curricular content of learning and research" [14].

Service-learning experiences allow children, adolescents and young people to apply their knowledge to serve the needs of their community. Simultaneously, this solidarity action in real contexts allows them to learn new knowledge and develop knowledge for life, work and citizen participation. These kinds of experiences allow to make a concrete and measurable contribution to the life of a community, and also to improve the quality and inclusiveness of the formal and non-formal educational offerings, knowledge for life, work and citizen participation. These kinds of experiences allow to make a concrete and measurable contribution to the life of a community, and also to improve the quality and inclusiveness of the formal and non-formal educational offer [13].

In our region, the pedagogical content and the social content of service-learning practices are equally relevant. The experiences show that the relevance and effectiveness of solidarity activity

are directly related to the quality of the learning developed, and with the degree of commitment and participation of educators and young people. In the same way, the quality of solidarity action is often determined by the quality of the knowledge involved in it. No extensive knowledge is required to gather perishable food and deliver it to a community dining room. Instead, it is necessary to put into play solid multidisciplinary knowledge to contribute on generating sustainable productive enterprises that allow a community to produce its own livelihood [13].

The modality, active by nature, of service-learning allows learning by doing, and facilitates the learning of the curricular contents, integrating and applying in a concrete practice, knowledge coming from various disciplinary fields. At the same time, service-learning projects develop competence in conflict resolution, interpersonal communication and the ability to observe and apply knowledge, as well as personal development and commitment to ethical and caring values.

Service-learning is understood as community service activities planned from the educational institution (university, etc.), intended not only to cover a need of the target communities, but explicitly and planned oriented to the learning of students and young graduates. Service-learning combines service objectives with learning objectives, with the intention that the activity that results from this, is positive for all those involved, both for those who receive the aid and for those who provide the service.

Considering its pedagogical basis, service-learning cannot be an extracurricular activity, located in the free time of the students, but it is a way of assuming the curricular development of the different learning sectors, it is a particular way of working the contents of the different study programs, discovering, applying and deepening the disciplinary concepts in their link with real situations and the resolution of concrete problems. Therefore, it is not a neutral type of action, but it will make it very clear that later you can try to achieve certain habits, virtues and values in a more explicit and more communicative way. Service-learning is not an exclusively voluntary and social action pedagogical activity, because it is also intimately linked to the acquisition of knowledge, but neither is it exclusively an intellectual activity of investigation, sensitization and criticism because it wants to go further and

participate in the performing civic services necessary for the community. Service-learning improves learning and encourages citizen participation

Citizenship has to do with a common way of life organized according to democratic principles and practices. The idea of citizenship starts from a primary fact, the social character of human beings, and from an organizing principle, democratic coexistence, but it also requires a way of understanding the relationship between the individual and the community. This relationship can be based on the recognition of a set of individual rights: citizenship is a status that gives freedom and security, two rights among the many that individuals enjoy in a democratic society [15].

The term "service-learning" in the strict sense, refers to activities that simultaneously aim at community intervention and learning objectives, and "solidarity educational experiences" as a comprehensive term for all activities with solidarity intent or the intervention to the community oriented developed from the educational field.

The importance of promoting a solidarity bond between the school and its community is highlighted. On the one hand, we know that educating our students in an ethic of solidarity and citizen participation will be much more convincing if the educational institution itself generates opportunities to concretely put these values into practice.

But if we promote a service to the community integrated to learning, it is not only for an ethical question, but also for a question of pedagogical effectiveness. International experience shows that allowing students to apply what they know in reality and experience for themselves what they are capable of doing at the service of their own community is an educational fact in itself, and seeks to integrate itself into the proposal to enrich the dialectic "generating in it a methodological and ethical advance ... that incorporates human beings who may be subject to discrimination ... that designates what is beyond the closed horizon of a dialectic without Others" (Maritza Montero), a way of doing psychology is sought, working with people, with the population and in their field, to face the great social problems suffered by the majority in Latin America. It is about the analytical methods [16].

Service-learning, far from preparing students for a particular job, prepares them to solve the problems of their community, offering them the possibility of exploring the interconnections between classroom theory and practice focused on community needs. Research and solidarity action are configured around the problems to be solved, contributing not only to break the isolation between disciplinary compartments, but also to generate new instances of dialogue between specialists who produce knowledge and its users in the local reality, giving rise to new knowledge that facilitates its appropriation by the community [17].

It is required, among other things, as Luís Bacigalupo well specifies, to emancipate teachers from the tyrannies of the classroom and from the specialty, allowing them to deploy to new interdisciplinary learning-service spaces, in which it is expected to generate knowledge, skills and abilities. applicable to the social environment where the University operates. The theoretical-methodological elements, the contents, the progression, the didactic materials as well as the proposals for assessment instruments must express this innovative, creative intent in an explicit way [18].

Service Learning while still being a program is also a philosophy. In other words, a way of understanding human growth, a way of explaining the creation of social ties and a way to build fairer human communities with better coexistence, a way of approaching the community and a way of knowing it [19,20].

5. COMMUNITY RELATIONS RSU PLAN AND PROGRAMS

The community intervention process seeks to carry out joint work with the community and at the same time apply a methodology that can be incorporated by the community, the strategies and sequences are clearly established and detailed in order to facilitate the appropriation of the resource by the community, since it is the institution that must implement development programs and assess their relevance [21].

A plan is one of the broad, short-term interventions, in what it is required to address a specific area. A plan is expected to remedy non-optimal circumstances in an area or to expand or obstruct or prevent opposition to expansion.

For a plan to be carried out it is required to be broken down into specific actions deemed

necessary to achieve what the plan intends to do. This is done through the use of a program.

5.1 Objectives

5.1.1 Generals

- ☐ Contribute to improve the quality of life and wellness of local communities
- ☐ Strengthen organization and participation in wellness and sustainable development.

5.1.2 Specific

- ☐ Promote the development of abilities, skills and ways of acting that favor growth, autonomy and control of the living conditions of the individual, his group and his community.
- ☐ Strengthen democratic behaviors in the exercise of leadership and community participation.
- ☐ Train and empower (empower) the different community groups on issues established by themselves.
- ☐ Establish social networks as an alternative to face community, proposing the opening of local services, in coordination with regional or local government agencies, as necessary.

5.2 Programs

Linked to training programs of the University- For example. the Community Education and Development course based on the sociocultural animation methodology [22], that pretends to transform society, integrating people, making folklore known and achieving social self-management in communities

Linked to community services: personal and social growth; family strengthening, communicating with the community, welcoming and inclusive schools, promotion of prosocial behaviors and prevention of violence, happy classrooms.

Linked to comprehensive and sustainable development: leadership for sustainable development, environmental education, promoting human security, strengthening citizen participation, prosperity and occupational insertion, productive and associative development. healthy work environment.

5.3 Implementation

The great objective is to create the conditions for the University to generate its link with society in a sustainable and effective way. And basically it has to do with creating an instance, a direction of social responsibility. Policies, indicators are also needed to guide the topic, accessibility to information to manage it, communication and awareness, an institutional culture. And the development and promotion of referential experiences for management [23].

In the implementation of the ApS projects, it is necessary to consider several application principles [10,13,15,24]:

1. Follow quality criteria in terms of duration and intensity sufficient to produce an impact on the target community and on the students. The longer duration of the programs is usually associated with the commitment of the people who participate directly and the degree of institutionalization of the programs in the university centers. Likewise, the programs must be of sufficient intensity, referring to the frequency with which the solidarial activity is carried out, in relation to the amount of time dedicated to it.
2. Pre-curricular planning: incorporating service activities in the subject taught, with what consistent objectives, with what content and thematic units, with what activities and with what times.
3. Detect a need and motivate students to get involved in giving an answer to it.
4. Explain both the community service objectives and the learning objectives of each student, defining the actions to achieve these objectives and the way to evaluate them. And, all this task is organized in some phases: preparation or planning; action; demonstration of learning and evaluation.

Regarding the work dynamics to favor the effectiveness of the ApS programs, we start from an intervention model based on dialogue and collaboration between the "partner" people participating in all phases: planning and initiation of the work sessions; control over how to present and organize the activities, how to stimulate group work or how to evaluate their performance; support for participants and their contributions; shared information; clarification of objectives, tasks and plan to follow; and, in the evaluation of

the group's performance based on the proposals and actions carried out [24].

According to the Itinerary Document and tools to develop a service-learning project (2012), a project involves an analysis of the reality on which it is going to act and a decision from the ethical point of view; a knowledge of the strengths and capacities of the group that will carry out the task and a planning of the actions to modify some of the aspects of that reality. The preparation of the intervention is a crucial stage in which the foundations of the project or program are laid, starting from a knowledge of reality and establishing the situation that one wants to reach.

Based on the development of the protagonism of the students, in the design of a service-learning project it is essential to foresee mechanisms so that they actively participate in all stages of the project in order to develop activities related to the diagnosis prior to the activity, that they are involved in at least some of the planning instances, in resource management, and in all planned activities, including evaluation.

A relevant aspect of the methodology is given by the cross-cutting processes that go through the project without a fixed chronological order and that are carried out permanently and simultaneously: reflection, registration and systematization and evaluation. They ensure that the protagonists can critically review and readjust their experiences as they go, in order to appropriate the meaning, and in this way, consolidate the protagonism, consolidate and expand knowledge, acquire skills and competences and modify attitudes, achieving formative and desired social impact [25].

Five stages are considered that constitute, in themselves, instances of learning for all actors:

• A: Motivation

Motivation is the first impulse that leads to the beginning of a service-learning project and has something of the order from the singular and unrepeatable.

This impulse may arise from the interest of the educational institution itself to improve school coexistence, academic performance, strengthen education in values and / or offer young people the opportunity to be protagonists of solidarity

actions, through which they actively exercise citizenship and can put their knowledge and skills at the service of the community

• B: Diagnosis

The diagnosis of reality seeks to acquire knowledge about a certain area or problem, analyzing the causes that originated it and seeking decision- in order to design an intervention.

The diagnosis (community mapping, of key actors, local knowledge, etc.) has a descriptive and explanatory sense, so it is important to accumulate information on the characteristics of the situation that is to be modified, considering the causes and effects from a perspective as wide as possible, visualizing correlations and determinations.

The diagnosis of the situation is of strategic importance and this is considered by those who today adhere to strategic planning, as opposed to traditional normative planning, which places fundamental emphasis on objectives and on how to achieve them, above or even without having an attentive look at the reality on which you want to act. In this type of planning that we propose, it is about identifying the situation and the problem as clearly as possible, and then, based on our resources and our internal situation, analyzing how it can be done to achieve the desired objective.

In this phase Mori precise (2008), two stages are distinguished; the first carried out exclusively by the team of researchers or auditors and the second carried out in a participatory manner, together with the community [21].

• C: Planning

The design of a service-learning project is the process of elaborating a work proposal that articulates a pedagogical intention and a solidarity intention. That is why it incorporates the basic tools of pedagogical planning and questions related to the execution of social projects.

It is important to emphasize that, while the planning of the curricular contents to be developed in an articulated way with the solidarity service is the primary responsibility of the teachers, the active participation of the students in the elaboration of all other instances of planning is important.

• D: Execution

Execution is undoubtedly the core of management and is traditionally the most critical point in the development of a project. This statement is also valid for service-learning projects. It is the phase that transforms the available resources into the expected results.

Project execution includes control and monitoring of all resources (human, financial and physical) to ensure that project results are obtained in an intended way.

The execution of the project is fundamentally dynamic, because despite being fundamentally acting on manageable causes, it occurs in the relative uncertainty of context factors, on which, as previously stated, the influence of the project is minimal, timely and cost-effective and that the results produced are those that were identified in the initial planning and diagnosis stage.

The main functions of the implementation stage are: carrying out planned activities and tasks, monitoring progress against plans; make the necessary adjustments and maintain a communication system (project coordination, team, students, teachers, stakeholders, organizations that finance the project) that enables reflection and learning.

• E: Close

At the conclusion of a service-learning project, and in accordance with the provisions of the design, it is necessary to carry out a final evaluation, which is much more than the sum of evaluation instances developed during the process.

According to the objectives set at the beginning of the project, the educational results of the experience will be evaluated on the one hand, and the fulfillment of the objectives set for the target community on the other hand [26].

Depending on the distinctive characteristics of service-learning, it will be especially important to assess the degree of student leadership in the project, and the degree of integration between learning and solidarity service.

Throughout the development of these stages it is necessary to consider various processes that go through them, to give more solidity to the project and fully achieve its objectives:

• The reflection process

In service-learning projects, reflection favors the anchoring of learning, introspection, and knowledge of self and group relationships.

• The systematization process

Ordering and systematizing with the entire work team what is being recorded individually and in groups at each stage, is also an important reflection activity, since it will facilitate recreating what has been experienced, incorporating what has been recorded individually into the collective construction, and assessing the stages completed.

• The evaluation process

According to the Itinerary Document and tools to develop a service-learning project (2012), a first instance of evaluation should be carried out before execution, when the project has already been designed, to ensure its internal coherence. This means considering whether there is adequacy and relevance between concepts and activities, depending on the objectives, activities, evaluation and expected results [26].

The evaluation that is carried out simultaneously with the development of the process implies reflecting on the effects of the actions carried out, both in the students and in the target community, in order to correct errors, assess the successes and eventually, make the modifications deemed necessary. Also, it means analyzing if the planned stages and planning are being fulfilled, the coherence between the initial objectives and the activities that are being developed and the efficient allocation of resources and available times.

The evaluation will allow us to check the usefulness of the proposed procedures, the adequacy of the objectives and their results to improve program proposals, objectives, methodologies, etc. The activities and instruments of evaluation, necessarily diverse, must be coherent with the elements of the educational project and with the objectives that it sets. Information can be collected to evaluate through various techniques and procedures: participant observation, questionnaires, interviews, reflective texts, oral reflections, discussions, portfolios

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A final analysis of the design will make it possible to assess whether the necessary elements were considered and whether the characteristics of service-learning have been taken into account: the participation of all sectors, student leadership, recognition of the real and felt needs of the community, the proposal of an effective solidary service, the full articulation with the curricular learning. It is also convenient to dedicate a space to ensure the relationship between objectives, specific activities, resources and expected results.

The evaluation of university impacts must consider the items indicated by Vallaeys:

Evaluation of organizational change, organizational climate and culture, internal communication, innovation and creativity, pedagogical leadership.

Evaluation of comprehensive competence training in education

Evaluation of the aspects that influence the quality of the learning process, epistemological obstacles, cognitive demands of learning and strategies to overcome them.

Evaluation of community service and integral and sustainable development programs.

This proposal creates conditions that allow the development of research processes. Specifically, action research is a form of research that makes it possible to link the study of problems in a given context with social action programs, so that knowledge and social changes are achieved simultaneously [27].

Methodologically it is a modest and simple process available to everyone ("science does not stop being science because it is modest" Fals Borda), but at the same time that it leads to procedural participation, to critically and structurally assuming reality, to reflection serious and deep of its causes and tendencies, to scientific conclusions, to concrete and achievable strategies, to planning, to a praxis - renewed and transforming action in which the whole community intervenes, to a continuous reflection on the praxis to do it every more liberating and transformative of reality [28].

Various are the documents that define the ethical requirements of the investigations, suitably summarized by Ezequiel Emmanuel (2000): social and scientific value, scientific validity, fair selection of subjects, positive risk / benefit ratio, independent evaluation, informed consent, and respect for the autonomy and well-being of the subjects [29].

6. CONCLUSIONS

- ☐ University Social Responsibility is ordered according to the impact areas that the university generates in its environment that respond to the basic functions of any university institution (teaching, research and extension).
- ☐ Service-learning projects can be developed at all levels of education and in all social sectors. Schools, Institutes and Universities that develop well-planned service-learning projects improve the quality of their educational offer.
- ☐ The proposal considers what is called a transformative evaluation that includes the perspectives of a wide range of key actors in order to inform decisions about the results from multiple perspectives, through the use of systematic data collection methods that are sensitive Culturally, which implies the use of mixed methods and the combination of quantitative and qualitative data, which constitute an important part of the transformative methodology.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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