

Don Bosco's Pedagogy, Preventive System, in the Projects of Linking with Society

Mónica Carolina Mármol Castillo¹, Eddy Conde Lorenzo², Tania Guadalupe Yaguana Herrera³

Abstract

Don Bosco's pedagogy, the preventive system, is part of the work of the Salesian institutions that is evident in the various activities that the student carries out: research, teaching and outreach. The link with society is a strategic, transversal space that leaves its mark on those who participate in this activity. The objective of this research is to determine the relationship between Don Bosco's pedagogy and the application of the preventive system in outreach projects. The methodology applied was historical- logical, analytical-synthetic. Non-probabilistic intentional sampling was used at the discretion of the authors according to the characteristics. The type of research was explanatory, the paradigm was interpretative-phenomenological, while its approach was of a mixed type. The analysis of the information was supported by Nvivo software, where a descriptive analysis was carried out through the use of frequencies. As a result of this research, it was determined that there is a greater leverage with the communities where the students carried out the linkage projects, and the positioning of Don Bosco's Pedagogy, which is based on the pillars of reason, faith and love.

Keywords: Link with Society, Project, Don Bosco's Pedagogy, Preventive System, Salesian Institutions

INTRODUCTION

One of the substantive functions of Higher Education Institutions (HEI), the link with society, which with its different aspects allows a harmonious development of the university student, deepens the values and principles acquired at home and academic spaces, as in this case the Salesian Polytechnic University (UPS). The execution of community internships urges students and teachers to relate directly with the environment with needs and vulnerable populations:

The function of Outreach involves thinking in different contexts, in relationships with different sectors and public, private, community, urban and rural actors, with young people, with families, etc., from which the University draws to promote academic initiatives that respond to improve their living conditions. (Outreach Plan, 2023, pp.2).

The linkage with society is therefore in itself, an academic and research space, but above all a holistic formative one, both for university students and for the benefited community. The actions carried out through the linkage represent an opportunity to contribute to the development of communities, private and public companies of the environment with the solution of problems that affect them, generating benefits for the community and strengthening the professional profile of the student, in accordance with a more humanitarian and supportive development (Maldonado et al., 2020; Moscoso et al., 2023; Naranjo and Correa, 2020; Villalobos et al., 2023; Méndez, 2021).

The University, in its role of transforming the environment, contributes strategically to the modification and enrichment of society, with the promotion of artistic culture, sports, health, as well as science, technology and production, and this refers to one of the substantive processes of the university: University Extension (EU) or linkage (Ramírez, et al., 2023).

¹ Directora Técnica de Vinculación con la Sociedad sede Guayaquil Universidad Politécnica Salesiana E-mail: mmarmol@ups.edu.ec <https://orcid.org/0000-0002-3487-7439>

² Coordinador Grupo GIE-MPA Universidad Politécnica Salesiana sede Guayaquil E-mail: econde@ups.edu.ec <https://orcid.org/0000-0002-2105-7001>

³ Miembro Grupo GIE-MPA Universidad Politécnica Salesiana sede Guayaquil E-mail: tyaguana@ups.edu.ec <https://orcid.org/0000-0003-1892-4394>

The formation of Salesian students is aligned to critical pedagogy, constructivism and cooperative learning, and this is joined to the pedagogical experience of Don Bosco called the Preventive System. Torres (2013), affirms the importance of the Salesian pedagogy is not only in the historical moment in which it was developed, but, that it has not lost validity and validity; this pedagogy affects a change in the reality of the so-called excluded in its time and nowadays by a welcoming that includes the human being.

In fact, the community activities that are executed from the link with society have the imprint of Don Bosco, as they are carried out with accompaniment, prevention of problems, dialogue, empathy, organization, participation and youth protagonist (Andrade, 2020). These aspects should be considered fundamental because they are part of the Salesian identity, and are given by addition of those who make up the Salesian Polytechnic University.

In addition to responding to a specific need of the population, the community outreach projects that the careers carry out with the communities propose a new paradigm, leaving aside a repressive education, but rather inclusive, of trust, of values to recognize the interests of young people and society, in harmony and with the spirit of familiarity (Jorquera, 2009).

The Don Bosco Preventive System contributes significantly at the academic, social and human level, with the intention of transforming society through education, justice and dignity. The team of Salesian teachers, as part of this process, become guides for the students, and these in turn, spread this preventive system in the communities when they are part of the linkage projects. This extrapolation not only of knowledge emphasizes the improvement of society with aspects considered by Don Bosco's pedagogy: reason, love and religion.

The actions carried out from the linkage, consolidate the relationship between the university and society, connecting experience and knowledge, and the necessary feedback for the continuous improvement of the community and the environment, promoting spaces for problem solving that students in the company of teachers propose solutions from the graduate profile of each of the participating careers (Pérez, 2022; Castro, 2022; Cedeño-Rodríguez and Rodríguez-Borges, 2020; Vera-Párraga and Vegas- Meléndez, 2020; Marín 2020).

The requirements and demands of the global context affect the need for professionals who respond to substantive changes in the educational system. Today's professional is directed to a competency-based management framework, linked to the comprehensive training of the individual that allows an optimal performance in his or her professional and personal life (Mármol et al., 2024).

In today's society, where social problems escalate alarmingly and seriously involve the most vulnerable such as children, adolescents and young people, Don Bosco's pedagogical model, which focuses on the preventive system, is a necessary tool to reduce them; education and formation with love, implies persuasion, the permanent use of criticism, analysis of the surrounding reality with the development of discipline for personal improvement.

Linkage with Society

The process of linkage with society in HEIs has had different definitions throughout these decades, often visualized as a bridge to articulate with companies and the sense of employability that this creates; and the other line that is the assistance to needy spaces. However, reducing the work of the linkage to these two aspects, does not position the demanding reality that occurs in terms of a true linkage.

A definition very close to their work is provided by Barreno et al., (2018):

The linkage is the means that allows the university to interact with its environment, coordinating effectively and efficiently its functions of teaching, research and extension of culture and services, while favoring its ability to relate to the productive and social sectors in mutually beneficial actions, which allows its strategic positioning, acquire content, relevance and presence in the productive, public and social sectors. (pp. 2).

Based on the Academic Regulations Art. 4 on the substantive functions, it indicates the importance of linkage by "generating capacities and knowledge exchange, contributing to the relevance of educational activities,

improving the quality of life, the environment, productive development and the preservation, dissemination and enrichment of cultures and knowledge" (pp. 3). (pp. 3)

The work that the Linkage with Society performs, respond to models of university extensions, (as it is also called to the linkage), which according to the classification of Serna (2007) defines them as, "a distinctive feature, in which an institution of higher education assumes its social function, shares its culture and knowledge with people, groups or marginalized or vulnerable communities" (pp. 2).

The Salesian Polytechnic University, favors a model of integral development in the linkage that, as indicated by Conde et al. (2020):

The university upholds the concept of democratization of knowledge and assumes the social function of contributing to improve the quality of life of society. It brings together the rest of the existing models, erasing all kinds of conceptual, pedagogical and interpretative frontiers. Integral development guarantees a student model with a broad profile, with a comprehensive general culture, fostered by the unity between education and instruction, the link with the profile of the professional, work and research activity, thus forming a professional with an integral preparation and perspective of development, concretized in a scientific, technical, humanistic training, and with high axiological, ethical and aesthetic values, cultured, competent, independent, creative and innovative.(pp. 95).

Assuming that from the function of the linkage it is possible to form the university student in an academic, investigative context and being part of a society that needs proactive, innovative, but deeply human professionals, with the conviction of the need to prevent in the vulnerable communities to avoid the immersed social problems that are lived in Ecuador.

The quote from Gutiérrez et al. (2024), corroborates this statement: "From the university environment, the linkage also promotes teaching values, respect for diversity and equality, which makes it possible to employ strategies that facilitate the implementation of methods for the acquisition of skills and competencies" (pp. 19).

The link with society is a process that allows from its multidisciplinary dimension the activities with communities, private and public companies, the approach of students not only for academic and research purposes, but also as a training process where it gives back to the community in many ways, knowledge, improving their job skills, but above all their role as human beings, characterized by Salesian values, the pedagogical model and even more with the Preventive System as part of the philosophy of those who make up the university community.

Preventive System

The current problems facing Ecuador, trigger a social crisis that leads the most vulnerable, adolescents and young people, to seek solutions to alleviate unemployment and poverty in search of satisfying their needs. It is in this space, where prevention weaves a series of possibilities for them, which includes the development of their skills, potential that leads the child, adolescent, young person to a true empowerment of personal development, based on study, work, responsibility, commitment to themselves and others.

The formation of young people is conditioned by the family spaces where they developed, which should have been with affection, respect, love and joy; if it was not this way, the educational spaces are conducive to find assistance-presence in the adults present. This is an essential part of the pedagogy of Don Bosco received by the students of the Salesian Polytechnic University, which is manifested in their various actions within and outside the university context.

The formation of students at the Salesian Polytechnic University (UPS) has a high commitment to the quality of education offered, but also the development of skills focused on service to others and on knowing how to be, as determined by the Salesian pedagogical model, and the commitment of the University to a culture of peace and equity as a comprehensive professional with critical thinking. (Monge, 2020; Monge, González and Méndez, 2020; Monge and Boni, 2023).

The UPS in Ecuador is an institution promoted by the Salesian Society, whose scientific and academic component is its condition sine qua non (IUS, 2022); of "Christian inspiration, with a Catholic character and Salesian nature" it places the student at the center of its educational work, takes the Gospel of Christ situated in love as a reference of plenitude, combines faith and reason and considers that educational action is also evangelizing action nourished by preventive action (Institutional Strategic Plan, 2023, p. 23).

The professional performance of the Salesian teacher has the inescapable imprint of the Salesian educational system, which is based on the preventive system; it places its educational practices based on love, religion, joy, progress, innovation, renewal, associationism. Adding, the analysis of the reality of the world, of the country and of the particular environment, so that the contents of the subjects are understood, as something practical for life (Carrazzone, 2013; Braido & Laws, 2018). It does not tend to traditional education, attached to a passive banking education, but rather to rethink the educational process from the student towards society and the search for the solution to existing problems.

This perspective granted by the Preventive System to the Salesian university students, becomes in their actions in the community practices of linking with society, with mysticism, ethics and professionalism in each of the actions carried out with the beneficiary population of the projects, with a work that motivates in various dimensions, not only in the cognitive area but goes beyond, bringing with it the joy of life, the faith that it is possible, the reason to live and the meaning of life.

The Preventive System (PS) is based on three pillars: a solid religious formation, reasoning skills (development of thinking skills, dialogue), and joy (based on emotional intelligence) that represent a measure of success or failure. The results obtained allow students to have parameters related to the level of development they have achieved so far, and thus make some recommendations for process improvement. (Fernandez, 2014).

These pillars of SP lead to the development of critical, analytical, reflective, systemic, analogical and creative thinking for the students who carry community practices; the development of emotional intelligence and empathy is essential for coexistence with others. The contribution of Don Bosco's Pedagogy, through the SP, is fundamental for the communities to be an essential part of the solution, of alternatives that, based on criticism, foundation, empathy towards its members, lead to greater participation on their part, and commitment in their actions. Promote a culture of love based on respect, commitment to the future, where technology and knowledge are necessary, being a kind of permanent structures for local community development.

The global crisis in which the new generation is developing, families where there is a lack of principles and values, the church, the community have little contribution for youth, associated with individualism, which leads to worsen the global situation of society. (Guzón & González, 2021).

The various careers offered by the Salesian Guayaquil branch carry out the process of linking the communities that require it according to their needs and population diversity. The circumstances merit that these are attended in a dynamic way, under the accompaniment of the pedagogical model of Don Bosco for the development of their life project, where the house, playground, school, parish are the appropriate spaces for this, in addition to guaranteeing an education for and in freedom that helps them to achieve their self-recognition and identity. (Garnica, 2017).

One of the pillars of the Preventive System of Don Bosco, love, is constituted in today's society convulsed by social aspects, security, decrease of labor spaces, increase of school dropouts, family dysfunction and others, in the scaffolding for the formation of the human being, is interwoven, therefore, the term of preventively for youth (Andres & Ponce de Leon, 2016). The importance of the formation of young people is considered, a task developed by Don Bosco, because in his oratorian, street, orphaned or abandoned young people did not have any academic experience; self-care, self-development is essential within education, allowing young people to develop their skills and potential (Méndez Reyes 2020, Méndez Reyes et al., 2024).

Training together with education is an engine that leads to transformation, to the development of research "and continuous learning make man a projective being and that the brain in a state of creativity only makes sense when it dominates the forces of nature for the benefit of all mankind" (Pesántez-Avilés & Robles-Bykbaev, 2024, p. 44).

The Practice of Salesian Pedagogy in Vulnerable Areas

The community practices that are developed from the projects of linkage result in a bidirectional relationship between the vulnerable communities served and the Salesian students; the process of transformation, the internalization of Don Bosco's pedagogy, principles and values, all this together with the formation of cognitive competencies that correspond to the profile of graduation of the various careers are energized.

According to Zambrano (2023), there is a contribution by the students to the beneficiaries that is reflected in their work, including their mood, better collaborative work and increased sense of self-sufficiency. "This formative process contributes to the critical capabilities of young people where science, spirituality and ethical values are articulated". The diversity of the benefited population led to the work with associations such as entrepreneurial women, young people in street conditions rescued through the Salesian project Casa Don Bosco, older adults, populations with disabilities, among others that, according to Sierra et al., (2024) about these processes is the transfer of knowledge that is also performed by the academy, for the organization of a common purpose.

The preventive system, as P. San Martín (2013) refers, corresponds to a preventive pedagogy, therefore, predictive, intelligent, responsible that "assumes the educational role of conciliation of reason and faith at the same time". (p. 235)

In the words of Gordillo et al. (2022):

For the UPS, the processes of linkage with populations in vulnerable situations, in addition to an institutional policy, represent the Salesian Congregation's option for the most impoverished and abandoned sectors; they represent an indisputable option that marks its Salesian identity and its Christian presence in the university world, giving meaning to the integral formation of its professors and students. (p. 61).

Don Bosco's pedagogy has a significant influence on the formation of students. Its educational approach is based on the principles of respect, reason and religion, promoting an environment of support and guidance that seeks the integral development of students. However, it is important to recognize that the application of Don Bosco's pedagogy may not be complete in all aspects. Although Salesian principles guide education at UPS, practical implementation may face challenges and limitations.

METHODOLOGY

Type

For the execution of the project, the type of explanatory research was used, which, according to Hernández Sampieri et al. (2006), is aimed at responding to the causes of physical or social events, it focuses on explaining why a phenomenon occurs and under what conditions it occurs. As in this case, the implementation of linkage projects and their addendum according to the preventive system as part of the Don Bosco Methodology, this is because the purpose of the research is to determine the relationship of Don Bosco's pedagogy and the application of the preventive system in linkage projects. The appropriate paradigm for this research is the interpretative phenomenological one, while its approach is of a mixed type.

Procedure

The theoretical methods used were: the historical-logical, based on the historical study of Don Bosco's pedagogy and its logical applicability in the current conditions of the development of linkage projects (PV). Another method was the synthetic analytical method, by means of which the object of research, Don Bosco's pedagogy, was broken down into its essential elements to corroborate its links and contradictions present in the applicability in the VPs. On the other hand, the synthesis showed that there is an internal logic between Don Bosco's pedagogy and its applicability in the VPs with society, allowing students to leave a positive mark on the community.

The method used for the selection of experts and liaison coordinators was non-probabilistic purposive sampling at the discretion of the authors based on the characteristics. In this case, the liaison coordinators who have

relevant information due to their expertise in project execution and the selection of experts in the areas of reason and faith of the Salesian Polytechnic University.

Once the consultation process with both groups was concluded, the data analysis continued with, using the Nvivo software:

1. A descriptive analysis was carried out through the use of frequencies, in order to recognize in the answers of those consulted, as well as the terms that interact or are related to the pedagogy of Don Bosco in the projects of linkage with society, on these results that are supported by the generation of word clouds, branching maps and cluster analysis, the relationship between the terms was represented.

It should be noted that two rules were applied in this analysis: a) to consider only words whose length is at least 3 characters, in order to discriminate to a greater extent grammatical items, knowing that these do not contribute semantically to the purpose of the research, and b) grouping with derived words, in such a way as to favor finding similar terms, since a process of grammatical lemmatization was omitted to help in the determination of root words.

2. To determine whether the result obtained and the opinion between the two groups consulted coincided, Sorensen's Coefficient (equation 1) and Jaccard's Coefficient (equation 2) were applied. These, by means of a valuation between 0 and 1, explain the level of similarity in the phenomenon studied (Brower and Zar, 1977). This consequently helps to determine whether the codes are consistent and free of bias and, in this case, given the characteristics of each group, responds to their vision.

$$\text{Indice de Sorensen} = \frac{2c}{a+b} * 100 \quad (1)$$

Where:

a = codes present in group From Liaison Coordinators

b = codes present in group Experts in the Area of Reason and Faith

c = codes present in groups Of Liaison Coordinators and Experts in the Area of Reason and Faith

$$\text{Indice de Jaccard} = \frac{c}{a+b+c} * 100 \quad (2)$$

Where:

a = codes present in group From Liaison Coordinators

b = codes present in group Experts in the Area of Reason and Faith

c = codes present in groups of Liaison Coordinators and Experts in the Area of Reason and Faith.

Instruments

Since it is considered a mixed type, a questionnaire of questions for the survey was elaborated in Google forms and provided to the 10 liaison coordinators by e-mail. This is due to their expertise since they have more than 5 years in this area. To strengthen the research, 10 experts in the area of Reason and faith were used, who also do the process of linkage projects, but have expertise in the Preventive System.

RESULTS

By means of the answers given by the participants, Tables 1 and 2 respectively exemplify the most frequent terms in Liaison Coordinators and Experts in the Area of Reason and Faith, as well as the percentage value in

relation to the total number of words according to the answers of each stakeholder. The responses that coincide are Don Bosco, Pedagogy and students.

Based on this, we proceeded with the validation of similarity between the coding of the groups. The interest was pursued in recognizing whether the opinion or perception of the Linkage Coordinators is statistically coincident with the teachers of the Reason and Faith area. For this purpose, Jaccard's Coefficient was initially applied, which gave a similarity of 69.76%, and to reinforce this level, Sorensen's Coefficient gave a similarity level of 86.66% to the codifications.

Therefore, the research adopts this last result in favor of knowing that between the two groups there is a high degree of coincidence in the coding, thus granting reliability to the result.

Table 1. Recurring words in Liaison Coordinators

Pedagogy	9	83	3,00%	pedagogy, pedagogical
Students	11	74	3,00%	student, students
Link	11	54	2,00%	linking, linking, linking, linking, linking it, linking
Society	8	45	2,00%	Society
Projects	9	42	1,00%	projects, project, projects
Activities	11	38	1,00%	active, activity, activities, assets
Development	10	32	1,00%	developed, developed, develop, develop, develop, develop, develop, develop, develop, develop,
Universities	13	29	1,00%	development university, universities
Consider	9	29	1,00%	considered, considered, considered, considered, considered, considered it, considered it, considered it, considered it,
Impact	7	29	1,00%	considered it Impact
Educational	9	24	1,00%	education, educate, educating, educating, educating, educational, educational, educational, educating
How to	4	23	1,00%	How to
Social	6	23	1,00%	socially, socially, socially

Note: The percentages of each word are calculated over the total number of participants Liaison Coordinators

The linkage coordinators play a strategic role in educational institutions, they are the connection between academia and the community, through the results of Table 1 allows identifying their priorities, objectives and challenges as main words presented Don Bosco and pedagogy. As an analysis of the recurring words in the linkage coordinators a multidimensional approach is identified, these words emphasize the importance of generating synergies between academia and the community, promoting practical and transformative learning for students.

Table 2. Recurring Words in Experts in the Area of Reason and Faith

Word	Length	Counting	Percentage weighted (%)	Similar words
Pedagogy	9	106	4,00%	pedagogy, pedagogical, pedagogical, pedagogical
Bosco Don	5	102	3,00%	Bosco
Students Link	3	102	3,00%	Don
Society Activities	11	90	3,00%	student, students bonding,
Projects	11	68	2,00%	bonding Society
Development	8	48	2,00%	active, actively, activity, activities, active proyecta, proyectaran, project,
	11	46	2,00%	project, projects developed, developed, developed, developed, developed,
	9	45	2,00%	developed, developed, developed, developed, development
Consider	10	36	1,00%	consider, considerable, consider it, consider it, consider it, consider it,
				I consider
Impact				impact, impact
Salesian				salesian
	9	32	1,00%	university, universities Training
Universities Training				How to
How to	7	32	1,00%	
	9	30	1,00%	
	13	27	1,00%	
	9	26	1,00%	
	4	25	1,00%	

Note: The percentages of each word are calculated over the total number of expert participants in the Area of Reason and Faith.

The survey applied to expert teachers in the area of reason, according to Table 2, reflects an integrative approach that seeks, through the linkage projects, to collaborate actively with the community. Therefore, it not only responds to social needs, but also applies pedagogical principles inspired by Don Bosco's methodology, which is oriented toward values education, community work and integral development.

In this way, teachers not only train competent professionals, but also foster in students an ethical conscience based on critical reflection and transcendental values, contributing to the development of a fairer and more caring society.



Figure 1. Coincident Recurring Words from Linkage Coordinators and Experts in the Area of Reason and Faith.

Note: Own elaboration

Figure 1 shows the expressions associated with Don Bosco's pedagogy. These words are the result of coincidental expressions in both groups of collaborators, among which the words Students, Pedagogy and Don Bosco stand out, which evidences the purpose towards which Don Bosco's teachings should be focused in the projects of Linkage.

don	pedagogía	vinculación	proyectos	considera	impacto
			actividades	universidades	salesiana
bosco	estudiantes	sociedad	desarrollo	cómo	docente

Figure 2. Ramified Word Clustering Map of Linkage Coordinators and Experts in the Area of Reason and Faith.

Note: elaboration

In Figure 2, the grouping matrix clearly shows the strong relationship between **Don Bosco - Pedagogy - Students**. This connection highlights that Don Bosco's teaching should be reflected in the linkage projects with the beneficiary community, evidencing an effective integration of **Projects - Activities - Development**. All this integration should be presented through other concepts that, in Figure 3, the relationship is expanded in depth.

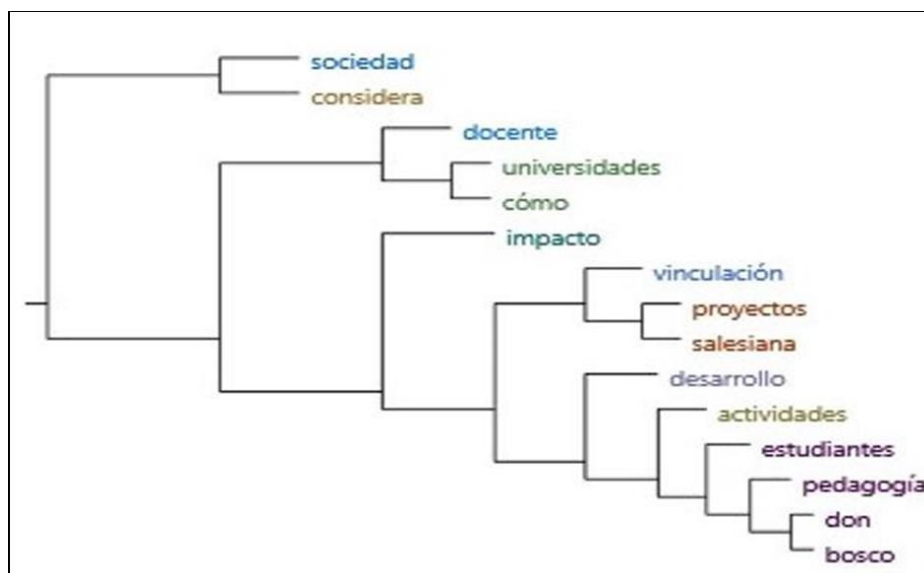


Figure 3. Conglomerative analysis of word clustering of Linkage Coordinators and Experts in the Area of Reason and Faith.

Note: Own elaboration.

The purpose of the cluster analysis is to identify the relationships and thought patterns between the linkage coordinators and the experts in the area of Reason and Faith. Through the clustering of words, we seek to understand how these professionals and experts in the area conceptualize their work criteria and their impact on education, as a way of integrating education with community life, promoting learning that transcends the academic.

DISCUSSION

The purpose of this study was to determine the relationship between Don Bosco's pedagogy and the application of the preventive system in linkage projects. Being the methodology of Don Bosco the one applied at the Salesian Polytechnic University, it points to important and necessary factors today: development of critical thinking with a critical and reflective pedagogy, which leads the future professional to be proactive, and at the same time transformer of the environment. But this is not enough to strengthen the environment and society in need of other aspects, that is when the Preventive System manifests the importance of this to be put on the table and generates the question of how to do it from the perspective of linkage projects in communities facing needs that are increasing over time.

Although it is true, among the answers provided by the experts, one of them states that the SP process is distorted, taking it as an activity that the Salesian order must carry out, without considering that it goes much further. It is the need to internalize in every human being the importance of prevention in children, youth and adults. This affirmation is necessary when living in a society where it is expected that there is something negative to look for the solution, hence the importance of the Preventive System, from the school spaces and in the University where its imprint becomes more visible in the actions that students carry out through community practices.

While it is true that it is essential to know the impact of these projects of linkage with society with the footprint of the Don Bosco Methodology, which are evidenced with a certain degree of improvement in the communities, this highlights the urgent need for the development of indicators that measure it efficiently and at the same time strengthen in the community an aggressive participation and action that leads to the integral growth of their community.

CONCLUSIONS

The importance of education and the integral development of the individual, which involves faith, love, empathy, are pillars of the Preventive System that fortifies learning and the values that human beings require to be part of a society that is highly necessary at this time.

The Linkage as a substantive function of the IES, establishes bridges with the environment to benefit through the projects that are developed, vulnerable communities seeking joint solutions with them, students and teachers to consolidate a strengthened structure in the society in which it operates. Identifying the problems, their causes and effects in a reasoned, logical way is the result of one of the pillars of its pedagogy, reason. It is through reason that young people and the community can rationalize problems, accept points of view, be tolerant and adaptive in the face of change.

The Salesian Polytechnic University becomes a huge laboratory of oratory, where critical thinking is developed, strengthened, and why not sensitivity towards others. The preventive system as such, uses predictive, connective and preventive models, which makes a whole and identifies the student and teacher as a Salesian. Each one of them becomes a dynamic agent of knowledge every time they execute a linking project without forgetting the convictions of faith that they possess, which is one of the second pillars.

The last of the pillars of this pedagogy is love, which makes the beneficiaries of the projects feel part of the process, accepted, not judged, empowered, making them persons and active subjects of their own formation; the teacher at the same time accompanies them, both in their academic process as well as in their personal development. The change from criticism to proposal, the Salesian leadership is the guiding thread for the achievement of the common goal, the articulation, planning for the realization of life projects.

The preventive work in the communities allows a systemic work aligned to the development of competencies and work skills of the student; while, in the beneficiaries, it shows that there are possibilities of change, personal self-development, academic training and self-acceptance, with many possibilities to grow in a holistic way.

REFERENCES

- Andrade Martínez, César. (2020). La educocomunicación de Don Bosco y la formación de universitarios como buenos ciudadanos. *Estudios pedagógicos (Valdivia)*, 46(3), 7-19. <https://dx.doi.org/10.4067/S0718-07052020000300007>
- Andrés, S., Ponce de León, L., (2016). El escenario de vulnerabilidad de los jóvenes en España. *Revista Trabajo Social Hoy*. ISSN 1134-0991 / ISSN-e 2340-2539 / Journal DOI: <http://dx.doi.org/10.12960/issn.1134-099>
- Barreno Salinas, Mercedes, Barreno Salinas, Zoila, & Olmedo Valencia, Adriana Carolina. (2018). La educación superior y su vinculación con la sociedad: referentes esenciales para un cambio. *Revista Universidad y Sociedad*, 10(3), 40-45. Epub 02 de junio de 2018. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S221836202018000300040&lng=es&tlng=es.
- Braido, P., & Laws, P. (2018). The Preventive System in the Education of Young (p. 5).
- Brower, J.A. & Zar, J.H. (1977). *Field and Laboratory Methods for General Ecology*. ; ISBN 0697045455, 9780697045454; Editor W. C. Brown Company, 1977; Edición 2;
- James E. Brower, Jerrold H. Zar
- Carazzone, C. (2013). Don Bosco, el voluntariado internacional y la educación para el desarrollo. *Educación y futuro: revista de investigación aplicada y experiencias educativas*, (28), 183-200. <https://redined.educacion.gob.es/xmlui/handle/11162/154083>
- Cárdenas-Tapia, J., Pesántez-Avilés y Ángel Torres-Toukoudidis (2023). Don Bosco dialoga con las artes y las ciencias Volumen II ISBN digital: 978-9978-10-858-1 DOI <https://doi.org/10.17163/abyaups.30>
- Castro, D. N. M. (2022). La gestión universitaria. Aportes desde la perspectiva de Ecuador. *Revista Universidad y Sociedad*, 14(2), 547–553. <https://n9.cl/ijlugd>
- Cedeño-Rodríguez, L. J., y Rodríguez-Borges, C. G. (2020). Vínculo Universidad y Sociedad: Su importancia para afrontar los cambios en la sociedad. *REVISTA CIENTÍFICA MULTIDISCIPLINARIA ARBITRADA YACHASUN* - ISSN: 2697-3456, 4(7 Ed. esp.), 56–72. <https://doi.org/10.46296/YC.V4I7EDESCP.0060>
- CONSEJO DE EDUCACIÓN SUPERIOR, (2022). Reglamento de Régimen Académico. Republica del Ecuador. <https://www.ces.gob.ec/wp-content/uploads/2022/08/Reglamento-de-Re%CC%81gimen-Acade%CC%81mico-vigente-a-partir-del-16-de-septiembre-de-2022.pdf>
- Conde Lorenzo, E., García Díaz, H., Cándano, D., Jiménez Morejón, A., Mármol Castillo, M., Caicedo Mata, L., Andocilla Morán, L., & Martínez Mora, J., (2020). Universidad, extensión y desarrollo local comunitario. Tomo I La heterogeneidad de modelos de universidades y la formación de los procesos sustantivos. Editorial Abya Yala. ISBN 978-9978-10-478-1 <http://dspace.ups.edu.ec/handle/123456789/19559>

- Fernández, F. de J. (2014). El Sistema Preventivo, una opción pedagógica Salesiana para la educación
- GARNICA, C. (2017). Teología de la praxis educativa en la pedagogía salesiana. La educación es cuestión del corazón. Pontificia Universidad Javeriana. Bogotá.
- Gordillo, E.; Cárdenas, J.; Arce, D.; Garzón, B. (2022). Experiencias de vinculación con la Fundación Salesiana PACES. Incidencias de los proyectos de vinculación con la sociedad de la Universidad Politécnica Salesiana. Vol. 2 Quito: Editorial Abya-Yala, 339 p. ISBN: 978-9978-10-709-6. <https://doi.org/10.7476/9789978108215>.
- Gutiérrez Valerio, R., Guillén Maestre, Y., Ogando Echavarría, M. C., Ureña Herrera, M., & Encarnación Medina, M. Y. (2024). La aplicación de la Terapia Comunitaria Integrativa como práctica inclusiva en la comunidad educativa. *Journal of Science and Research*, 9(2), 18–38. <https://revistas.utb.edu.ec/index.php/sr/article/view/3083>
- Guzón Nestar, J., González Alonso, F. (2021). El Sistema Preventivo en tiempos de crisis global y emergencia educativa. IV Congreso de educación Salesiana: desafíos juveniles para una transformación social, 2021, p. 21-37 <https://doi.org/10.7476/9789978106785.0004>
- Hernández Sampiere, Fernández Collado, Baptista Lucio (2006). Metodología de la investigación Cuarta edición. ISBN 970-10-5753-8 McGraw Hill. <http://187.191.86.244/rceis/registro/Metodolog%C3%ADa%20de%20la%20Investigaci%C3%B3n%20SAMPIERI.pdf>
- IUS. (2022). Políticas para la presencia salesiana en la educación superior 2022-2026.
- Jorquera, M. J. (2009). El sistema preventivo de Don Bosco, respuesta a la escuela multicultural Universidad Complutense de Madrid. <https://docta.ucm.es/entites/publication/e71f6523-9a63-4756-b0b8-79893cb8e68b>
- Maldonado Zúñiga, K., Vera Velázquez, R., Merchán Carreño, E. J. ., & Tóala Arias, F. J. . (2020). Desarrollo de conocimientos y habilidades en la sociedad a través de la vinculación universitaria: conocimientos y habilidades en la sociedad a través de la vinculación universitaria. UNESUM - Ciencias. *Revista Científica Multidisciplinaria*, 3(3), 59–66. <https://doi.org/10.47230/unesum-ciencias.v3.n3.2019.157>
- Marín, L. Y. G. (2020). El modelo pedagógico y su articulación con las funciones sustantivas de docencia, investigación y vinculación con la sociedad en el AITEC. *Revista Científica Ciencia y Tecnología*, 20 (25), 89–96. <https://n9.cl/4mf4qf>
- Mármol Castillo, M. C., Conde Lorenzo, E., & Yaguana Herrera, T. G. (2024). Competencias investigativas en la Formación del Docente de la Carrera de Educación Inicial. *Praxis Pedagógica*, 24(36), 228–246. <https://doi.org/10.26620/uniminuto.praxis.24.36.2024.228-246>
- Méndez, J. (2022). Pedagogía en Don Bosco y Freire. Un análisis sobre el Sistema Preventivo y la educación liberadora. *Revista de Filosofía* Vol. 39, N°100, 2022-1, (Ene-Abr) pp. 155 - 175 Universidad del Zulia. Maracaibo-Venezuela ISSN: 0798-1171 / e-ISSN: 2477-9598. <https://produccioncientificailuz.org/index.php/filosofia/article/view/37616/41318>
- Méndez, J. C. B. (2021). Impacto Socioeconómico de la Vinculación Universitaria. *Revista San Gregorio*, 0(48), 169–185. <https://doi.org/10.36097/rsan.v0i48.1948>
- Méndez Reyes, J., Iza Villacrés, V. (2023). Del sistema preventivo a la acción pastoral. Sistematización de una experiencia de asociacionismo salesiano ISBN UPS: 978-9978-10-804-8 ISBN digital: 978-9978-10-807-9 DOI: <https://doi.org/10.17163/abyaups.9>
- Méndez Reyes, J., Padrón Medina, A., & Andrade Martínez, C. (2024). La pedagogía de la alteridad y el cuidado de sí en el Sistema Preventivo de Don Bosco. *Utopía y Praxis Latinoamericana*, 29(106), NA. <http://dx.doi.org/10.5281/zenodo.12602093>
- Monge, C., Boni, A. (2023). Metodología para el diagnóstico de la integralidad de la extensión en la formación Universitaria Cierre de edición el 01 de enero del 2023 <https://www.revistas.una.ac.cr/index.php/dialogo/index>
- Monge, C. (2020). La universidad latinoamericana en la sociedad. Análisis de la relación entre universidad y comunidad desde el enfoque de capacidades para el desarrollo humano [tesis doctoral]. Universidad Politécnica de Valencia.
- Monge H., C., González M., M. y Méndez G., N. (2020). De la Reforma de Córdoba a la extensión crítica: un breve recorrido por la extensión universitaria latinoamericana. Editorial Letra Maya.
- Moscoso, A. S. B., Pulla, A. C. A., Minchala, W. R. B., y Castro, D. P. L. (2023). La vinculación con la sociedad como factor clave para acrecentar los niveles de calidad en la universidad ecuatoriana. *Debate Universitario*, 13(22), 39–53. <https://n9.cl/ac5rm>
- Naranjo, A. S., y Correa, F. L. (2020). La academia en acción: aprendizaje basado en proyectos en entornos universitarios. *Revista Boletín Redipe*, 9(1), 70–78. <https://n9.cl/zgosn>
- Pérez, N. V. (2022). Universidad, sociedad y conocimiento. La inteligencia estratégica como motor para el fortalecimiento de las capacidades de gestión de la vinculación, en las instituciones de educación superior [Universidad de Ciencias Empresariales y Sociales]. <https://n9.cl/lm1zyw>
- Ramírez Urquía, E. A., Mancebo Calzado, M. S., Vinent Mendo, M. B., & Barceló Ferrer, G. (2023). La gestión de la extensión universitaria para el desarrollo de habilidades profesionales. *ULEAM Bahía Magazine (UBM)* E-ISSN 2600-6006, 4(6), 111–120. https://revistas.uleam.edu.ec/index.php/uleam_bahia_magazine/article/view/304
- Sierra, Y.; Rosales, J.; León, F. (2024). El estado de la inclusión financiera de un grupo de mujeres emprendedoras en El Morro: caso de Extensión UPS. *Boletín de Coyuntura*, Universidad Técnica de Ambato <https://revistas.uta.edu.ec/erevista/index.php/bcoyu/article/view/2331>
- Serna, G. A. (2007). Misión social y modelos de extensión universitaria: de entusiasmo al desdén. *Revista Iberoamericana de Educación*, 4313. http://publicaciones.anui.es.mx/pdfs/revista/Revista131_S2A1ES.pdf

- San Martín, R. (2013). El oratorio causa la preventividad. En Memoria académica del Congreso Nacional Pedagogía de Don Bosco: reflexiones, experiencias y desafíos. Sociedad Salesiana Ecuador Universidad Politécnica Salesiana p.235 Editorial Abya-yala, ISBN UPS: 978-9978-10-163-6
- Torres, R. (2013). La pedagogía salesiana y el actual contexto internacional. En A. Yala, Congreso Nacional Pedagogía de Don Bosco: Reflexiones, experiencias y desafíos. Memoria Académica. (pp. 23-31). Cuenca: Abya Yala.
- Universidad Politécnica Salesiana (2023). Plan de Vinculación con la sociedad 2024-2027
- Universidad Politécnica Salesiana, (2023). Plan Estratégico Institucional, Carta de Navegación 2023-2027 <https://dspace.ups.edu.ec/bitstream/123456789/24211/4/Plan%20estrategico%20institucional.pdf>
- Vera-Párraga, S. L., y Vegas-Meléndez, H. (2020). La universidad como agente estratégico para el desarrollo local de las organizaciones pesqueras artesanales. Digital Publisher CEIT, 5(5–1), 137–149. <https://n9.cl/rpzmm>
- Villalobos, P. M., Chalela, S., Boni, A. (2023). Fomentando la transdisciplinariedad para la cocreación del conocimiento. Revista Iberoamericana de Ciencia, Tecnología y Sociedad - CTS, 18 (53), 171–197. <https://n9.cl/9x28f>
- Zambrano García, J. A. (2023). Contribución de la enseñanza de robótica mediante talleres lúdicos a las terapias de rehabilitación contra las adicciones a las drogas. Congreso De Docencia En Educación Superior CODES, 5. <https://doi.org/10.15443/codes1975> <https://revistas.userena.cl/index.php/codes/article/view/1920>