

# Project SPRING: Social Responsibility through Prosocial Interventions to Generate equitable opportunities in Latin America

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Pilar Escotorín,  
Iván Arana y  
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(Editors)

European Project Alfa III - SPRING

SPR*ing*

Responsabilidad Social a través de  
Intervenciones Prosociales para  
Generar Oportunidades Equitativas



SPRING

## PROJECT SPRING:

Social Responsibility through Prosocial Interventions to Generate equitable opportunities in Latin America

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European Project Alfa III - SPRING



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**Project SPRING's partner universities**



**PUCV**  
Pontificia Universidad Católica de Valparaíso ·  
Chile



**UAB**  
Universitat Autònoma de Barcelona ·  
Spain



**UNAD**  
Universidad Nacional Abierta a Distancia ·  
Bogotá · Colombia



**UDLA**  
Universidad de las Américas ·  
Quito · Ecuador



**UAM**  
Universidad Autónoma Metropolitana Iztapalapa ·  
México DF · México



**UNSAM**  
Universidad de San Martín ·  
Buenos Aires · Argentina



**UPDS**  
Universidad Privada Domingo Savio ·  
Santa Cruz · Bolivia



**FU**  
Freie Universität Berlin ·  
Germany

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# INTEREST OF THE EUROPEAN PROJECT ALFA-SPRING: TO ADVANCE IN SUSTAINABLE METHODOLOGIES FOR TEACHING, LIVING AND APPLYING VALUES

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In several aspects, the preparation of the Project SPRING meant a challenge for the design team. On one hand, the whole European project involved the difficulty of making teachers from various countries, different university traditions and several disciplines "dance together in a circle" – as Gladys Jimenez, a fellow team member and the coordinator in charge of the project, would say. On the other hand, the project specially implied the challenge of generating an applicable construct gathering the years of experience in education intervention in the scope of University Social Responsibility and Applied Prosociality.

Another of the project's challenges was daring to use new intervention methodologies that could make new contributions to the current models and that would allow addressing the widely known and highly complex issue of Latin American inequality from a new point of view, particularly in relation to university student's access to the workforce.

In order to make an experimental proposal for addressing, in an innovating way, the existing inequality of access to job opportunities for young people, a complex intervention was proposed from common diagnoses – widely shown in the literature - and also from a less obvious standpoint: Social Responsibility viewed from Prosociality, a perspective that leans toward an optimal intervention of the social and solidarity structure.

The European project SPRING, co-funded by the EU until December 2014, is an English acronym proposed by the fellow team member Franco Gramigna, which means "Social responsibility through PROsociality based INTERventions to Generate equal opportunities",

Until June 2014, the six Latin American countries where the model was implemented, the so-called "SPRING Community", was composed of 223 students, 90 employers and 72 professors of various disciplines, including but not limited to agroindustry, nursing, pre-school education, physical education, psychology, social communication, etc.

Fourteen careers and 43 subjects in the six Latin American universities linked to the project accepted the challenge of implementing processes of curricular innovation in the various disciplines mentioned above. By June 2014 more than 50 companies and enterprises had accepted the challenge, not only receiving SPRING trainees, but also participating in the training process and incorporating some

indicators of PROsocial Responsibility in a managerial dimension of the same company. If we add to this the local project coordination teams of the eight participating universities- on average around 4 persons per university-, in its third year of execution the SPRING Community was composed of more than 400 persons.

The main target- which received the European Commission's vote of confidence expressed in the project's financing- was to generate an intervention in order to create an innovating replicable model, which may provide the universities with more effective methodologies that will allow them to assume prosocial leadership in equality issues specially those regarding labor insertion under equal conditions for university students.

## PREMISE SPRING

SPRING is based on the following premise:

- If there is an increase in the quantity, quality and frequency of the structured spaces for learning and training and for the application of prosocial values,
- if a replicable methodology is used with the purpose of promoting a reciprocal, real and horizontal knowledge and an esteem for social diversity,
- if university students, professors and employers are proposed and provided with competencies in order to optimize their prosocial intelligence, within the construction of a prosocial work environment, **it will be possible to produce behavior changes that will have a bearing on positive cultural change**, which will result in the increase of labor opportunities for young people from disadvantaged socio-economic sectors or that belong to minority groups.

This premise was proposed as a conclusion of a work that involved more than 30 years of applied investigation on Prosociality, performed by the UAB's LIPA team and as the result of an almost 15-year long tradition of curricular innovation from Prosocial Responsibility in PUCV, Chile.

## PROJECT'S IMPLEMENTATION AND PUBLICATION OF THE FIRST RESULTS

Spring was conceived as a project with 8 macro-activities and 19 activities. Every activity, in its turn, generated many tasks and sub-tasks, which produced data that allowed for reorienting the project in a dynamic way.

Due to the magnitude of the activities involved- prosocial documentation, subjects with innovated curricula, new theoretical production, educational programs, innovation in in-class and virtual teaching methods, among other areas of activity-, and to the wide variety of results obtained, this book configures a global presentation of the project through the compilation of some texts whose specifics show the diversity of the disciplines involved in the project. Following are documents with different writing styles, which include very specific approaches of 20 members of the local teams of the participating universities.

### SPRING'S INNOVATION

SPRING has produced several expected results-confirmed by the reports of each of the countries involved-, and, due to its complex nature, the project has also revealed a series of unexpected benefits.

An analysis of interviews performed to 12 experts that conducted SPRING in Latin American countries allowed the elaboration of a global map of the intervention. It was concluded that the six Latin American partner universities innovated and created local methodological options that simultaneously assured the customization of the global design within the local institutional contexts (Escotorín, Brundelius & Delvalle, 2014a).

Every partner adjusted the intervention structure to elements of the local culture or of their respective disciplines. Initiatives, such as the incorporation of teachers and students of different careers in common educational processes, specific workshops,

practice follow-up *ad-hoc* methodologies, increase of the interdisciplinary work among professors, new postgraduate programs were some of the creations characterizing the experience.

## RESULTS

Based on the perception of the experts consulted in the study referred to above, at least 17 of the felt benefits in relation to the project, were not expected (Escotorín et al, 2014a). In UDLA, UPDS and UAM, for example, all the informants perceived that SPRING had increased the quality of access to the labor market for young students from disadvantaged groups.

Regarding SPRING having improved the quality of the relationship among the universities and labor organizations, all the experts of UDLA, UPDS, UNAD, UAM and PUCV unanimously stated that after adapting the education and implementation experience to the SPRING model's setting, there was a greater reciprocal collaboration link between the university and the centers of internship. In UDLA and PUCV, SPRING helped to implement innovating spaces for dialogue with stakeholders. In UDLA, UAM and PUCV, the project allowed implementing Prosociality and social responsibility in non-humanistic careers.

Although in every university there were changes in the internship student integration policies, all the experts interviewed in UPDS, UAM and PUCV unanimously supported the creation of innovating processes for the personal assistance of the student.

In some cases, an unexpected benefit was the fact that SPRING contributed to the improvement of the environment of the enterprises offering the professional internships through the incorporation of PRO-social Responsibility indicators (UDLA, UAM) or through students' positive leadership (UDLA, UPDS, UAM).

Regarding university teaching, in one case (UDLA) the personal training of professors as

prosocial leaders, together with the innovation of their subjects, made it easier to improve the quality of teaching and of the academic results. At the same time, a decrease in dropout and failing rates was observed.

Thanks to the project, in UDLA, UNSAM and UPDS teamwork was improved among professors that had not collaborated in the past and in four of the six participating Latin American universities the range of possible areas of internship for students increased.

In addition to this list of perceived benefits, the Global Report of SPRING Result observed other specific gains discerned by the experts of each university, such as the improvement in the self-esteem of the students participating in the project:

*This process has been very interesting, since we have observed how those students coming from disadvantaged contexts, with a very low self-esteem, that are very shy and do not say what they know for the fear of being wrong, have totally changed in the internship process. (Catalina Hinojosa, SPRING Ecuador)*

*We observe the blooming of the kids. Those who were shy and introverted, after the workshop became confident. They know who they are, they know how to help, how to communicate. It is very satisfactory to observe that our assistance has given these benefits to them. (Dolores Ayala, SPRING Mexico).*

An interesting element detected was the innovation within the framework of the professional internship, where the evaluation of the internship and who participated in the process of evaluation was influenced. Consequently, this improved the quality of the results and the satisfaction of the students, the professors and the employers. The internships increased the students' commitment and the motivation of the professors themselves:

*Spring provided guidelines for the work between courses of study and internship centers. The process of the students being*

*received at the companies, filling in a form and going away was very clear. It was instrumental. Spring provided well-defined guidelines, regardless of whether it has been done or not, and that was highly valued both among the employers and the professors. Employers, students and professors had never been gathered together for either evaluations or internships. (Andrés Gamboa, SPRING Chile).*

This same horizontal exercise influenced the organizational culture and even helped to downplay hierarchies in some companies:

*We also had cases as that of one intern coming from a disadvantaged context, who during feedback at the end of the internship stated that he was able to tell the employer what things needed to be improved in the company. In this case, the employer's answer was: thank you for what you are telling me; I'll take it into account. There were many cases like this. (Catalina Hinojosa, SPRING Ecuador).*

A central aspect of the project has been the generation of reference points between professors with similar concerns, which up to that moment had never worked on a common project. SPRING's professors generated a work community beyond their own disciplines:

*I see that professors want to do things and work together, that they design and exchange e-mails. Before they said that they wouldn't work together and now they do; that makes me think that something has changed. It is also the first time in 20 years that two careers get together to work jointly. (Marcelo Prado, Coordinator SPRING Argentina).*

This synergetic work between the professors allowed them to review their own teaching styles and through the project's filter to revise the program, the practice in the classroom and the way interpersonal relationships with the students were established.



(...) we, the professors, began to ease our very rigid standards, to approach the students. The change has been positive for the professors. They were more open and empathetic with the students. Although the rules remained the same, the professors were more open. (Yaqueline Maldonado, SPRING Bolivia).

The empowerment of the professors as intervention leaders advanced the levels of commitment and work when also coordinated with the employers:

(...) through this project we achieved the strengthening of the relationship between the university and the labor organizations where the students undergo their internship processes. I know that every institutional document of the university comprises this, but I don't know of any project that puts into practice the building of a relationship between the university and the entrepreneurial world. (Nancy Flechas, SPRING Colombia).

## IN SHORT, WHAT IS SPRING?

In interviews conducted to the experts that led the intervention in each participating country, they were asked to explain SPRING in two minutes. It was an interesting exercise, because although the definitions- all of them gathered from the Project SPRING's Global Results Final Report- were complementary and explained the essence of the project, they put the emphasis on elements regarding the way the project was adjusted in each university. SPRING was described as «a path», «an applied theoretical model», «an engine», «a research project», «an educational model», «a transformation process», «an internship system», among other expressions (Escotorín et al, 2014a). This way, the definitions given reflected the wide diversity of standpoints that coexisted in the project.

Moreover, since the methodology of Participatory Action Research is the cross-curricular way of working in the Project, it is possible to understand the confluence of social representations that generated

similar aspects, on one hand, and differentiated ones, on the other, both during the course of the implementation and in the way of valuing and analyzing the results at the end of three years of work. In order to understand the intervention models implemented in each country, we recommend the reader to refer to the book *Innovación curricular en SPRING: Proyecto y realidad* (Gamboa, Jiménez, Jiménez y Lombardo, 2014b) of this same series.

## FINAL CONCLUSIONS REGARDING THE INTERVENTION

The perceptions of the experts affirm that the SPRING model worked thanks to the participation of motivated professors who have acquired the competencies needed for leading the intervention, in some cases, even without the institutional support. Although the lack of institutional support was a non-desired element, it could be reverted in those universities that were capable of installing SPRING in the professors' work culture.

On the other hand and despite the results in some countries, SPRING apparently had little influence on the organizations offering employment. Nevertheless, once the internship processes began, both the professors and the employers opened up a more concrete horizontal dialogue with more verifiable objectives, which were also less abstract for the employers themselves, and with more successful and satisfactory results. It was interesting to observe how even those entrepreneurs that were not involved in the training, could be part of the innovation through a new dialogue model among professors, employers and students within the context of the internship evaluation.

From the perceptions of the experts, it could be stated that the premise of the project has been confirmed, since behavior changes have been perceived regarding teaching style, team work and students' attitude in class and in the internship place. Changes have also been observed in employers, who have become closer and more receptive actors willing

to accompany the less prepared students or to receive in their companies, students that previously were not accepted, due to their personal profile or to the fact that they came from universities not considered among the country's most prestigious ones.

Moreover, it is possible to state that as a result of Project SPRING, structural changes have been observed, tutorial and internship evaluation systems have been modified, engaging the triad (employer, professor, student) in a horizontal and transformative dialogue that generates learning and builds self-esteem, providing the students with a vital experience. Just the existence of a strong core of trained professors and formalized subjects, consolidates and lays the foundations for a prosocial culture and for a more determined role of the university towards strengthening the competencies not only of their students but also of other actors that are significant and of interest in educational processes. As stated in the chapter on the project's sustainability:

*More than investing in technology or infrastructure, the SPRING model invests all resources on the generation of a prosocial culture in experimental careers and on the training of professors in methodologies for the application of values and for empowering their colleagues, students and their own institutions as of dialogue with all people of interest (Project SPRING, 2011).*

We may say that the installation of SPRING elements in the educational community's culture generated a kind of multiplying effect, since the professors experienced some benefits resulting from a work style that provided them with satisfactory results, such as problem resolution, a greater link with the environment, a positive work atmosphere and an increased cooperation among peers. Certainly in the participating countries a new phase begun with employers open to universities, who approach and ask about what's next, showing interest in collaborating and not only receiving students and entering into internship agreements. In fact, the perception of the specialists showed a satisfactory training process for

the professors and a high probability of continuing with the synergies with the collaborating local organizations.

## USEFULNESS OF THIS BOOK

This book has been conceived as a review of SPRING's life as an innovating intervention project. For this purpose, it is advisable to allow a greater approach to the details inherent to the design, such as its social justification, its objectives and initial challenges. For this purpose, all the documents of theoretical or implementational value, developed in the application phase, are presented. Generally, in the academic experience the trend is not to publish such material, despite their great conceptual and methodological value. Therefore, this volume compiles the most significant scientific or informative articles produced throughout the three-year-period of the project, some of which have been previously published in local academic media.

Since this book is a selection of documents, the reader may find some insufficiencies to deeply understand some of SPRING's components; if so, we recommend consulting the other publications that conform this series of review and balance of the Project which is available at the SPRING's website (<http://www.spring-alfa-pucv.cl>).

In chapter 1, the reader may get a more comprehensive idea of the project, its objectives, phases and beneficiaries. The contents of this chapter have been extracted from the project's original text approved by the European Commission. This chapter, more than presenting the detailed design for a possible replication of the experience, aims to provide reading keys for those who are interested in finding out how the intervention originated.

In chapter 2, a selection of specialized and previously published articles on the intervention is presented, which describes several particular nuances of the global process in some countries. Regarding the curricular dimension of the project, this chapter



includes an article written by the team of the Pontifical Catholic University of Valparaíso (PUCV)- Chile- about SPRING's contribution to engineer education, as an educational model. Also, along the same lines, two articles of the Metropolitan Autonomous University of México (UAM) may be highlighted: one, about learning and the responsible prosocial action in Basic Sciences and Engineering and the other, related to the equal insertion in the labor market.

Two other articles are included related with transferring the project to topics of public interest. One of them, published in an informative journal, talks about the clues that the SPRING project may provide to the European university, and the other one is a German article- with a brief overview in Spanish- about SPRING and its possible implementations in Germany. By way of theoretical and practical summary, at the end of this document, a scientific poster in the Italian language is highlighted. It was presented at the University La Sapienza in Rome, Italy, in 2014 during the *International Seminar Hacer el Bien hace bien: Prosocialidad, un concepto entre la investigación y la educación (Doing good makes you feel good: Prosociality, a concept between research and education)*.

In chapter 3, several never before published texts of academic production are presented, which address the different dimensions within which the theoretical and practical dialogue between SPRING and the social problem of the participating countries was carried out. Along the line of the project's methodological innovations, a text developed in collaboration with FU Berlin and PUCV is presented, which has to do with the audiovisual interventions of the project, including interesting methodological and analytical notes about the experience of using etnofiction in SPRING. As theoretical innovation contributions, some documents are included about the relationship between SPRING and the challenges of university's social responsibility and social inclusion in Europe UAB-Spain); Prosociality and Social Responsibility, as components converging on the course of audiovisual production (UNAD-Colombia); the quality of

pro-social communication in virtual learning environments (UNSAM- Argentina); and a complete analysis of the three-year intervention, including the results of project SPRING in UNDA Colombia.

The fourth and last chapter contains 13 brief testimonies of Ecuadorian professors, employers and students about their personal experience with the project. Those testimonies belong to a selection of experiences more widely and deeply explained in the book *Relatos del Proyecto SPRING: La equidad y la calidad de la educación universitaria desde la óptica de los estudiantes, docentes y empleadores* (Project SPRING's stories: Equality and quality of the university education from the standpoint of students, professors and employers) (Ulloa & Hinojosa, 2014), of this same series.

### READING MAP

Given the limitations of this volume and in order to go deeply into every dimension of the project, the readers are invited to consult the other books in this series of publications. All of them open and cost-free are available on SPRING's website until 2018.

In order to know more about the initial diagnosis of the project, Gamboa & Avendaño's book (2014a) presents final data regarding the consultation processes (*Focus Group*) performed with employers, professors and students.

You may find more detailed information on Prosociality in the book *European Project SPRING: Investigación, participación y acción prosocial. Estrategias, instrumentos y materiales para el diagnóstico y formación de docentes en Prosocialidad aplicada* (European Project SPRING: Research, participation and prosocial action- Strategies, Instruments and materials for the assessment and training of professors on applied Prosociality) (Escotorín, Brundelius & Izquierdo, 2014b). It contains theoretical and methodological material and a proposal for a training guide for professors.

A qualitative detail of the curricular innovation processes, together with the specific itineraries followed in each country and theoretical considerations about prosocial responsibility, is widely recorded in the book *Innovación curricular en SPRING: Proyecto y realidad* (Curricular innovation in SPRING: Project and Reality) (Gamboa et al, 2014b).

Certainly, the project's results will be enriched from this year of 2015 on, when changes will begin to be observed in the internship processes. For this same reason, probably neither the books of this series nor the Project's website will reflect 100% of the local results. These will be translated into the future academic products of each university, with data, findings and results generated from SPRING. For the moment, based on the inherent limit of a complex process that produces a huge amount of data, you may find on SPRING's website (<http://www.spring-alfa-pucv.cl>) the first results and watch a summary video of the project (<http://www.spring-alfa-pucv.cl/category/publicaciones>).

We hope that this volume (third of the series) will serve for introducing the topic to specialists and decision-makers within the education scope, to

students of different disciplines (including, but not limited to social work, community psychology, social communication, education and project management), to academic and administrative executives of the universities interested in innovating their respective curricula from Prosocial Responsibility, and, in general, to academics interested in University Social Responsibility and the dialogue with stakeholders.

The editors declare themselves open to receive comments or questions through their e-mail addresses and through the Project's website.

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# 01

## SPRING PROJECT

A selection of texts that describe SPRING's global design, its methodology, sustainability plan and contribution to social innovation. The contents of this chapter have been extracted from Appendix A, parts A and B of the project approved by the European Commission.

# PRESENTATION

## AND APPROPRIATENESS OF SPRING<sup>1</sup>

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### Higher Education Inequality Levels in Latin America

Latin America (LA) is the region with the most unbalanced resource distribution worldwide and the reason for this is not only economic or structural. At least three critical factors may be identified, which explain this phenomenon: the position of Latin America within a global economic system, the underdevelopment of the State's structure **and the existence of an internal colonialism that upholds the racial categories** (Hoffman & Centeno, 2003).

For the same reason, the issue of inequality cannot be addressed by only changing the university, labor and social structures or just improving the countries' economic conditions, but by deeply and systematically working toward the "**prosocalizing**" of the relationships between people and institutions, transforming a culture characterized by "a uniform and resilient system of racial prejudices" that has contributed to the

generation of class distinctions in this continent (Hoffman & Centeno, 2003: 382-383) and hierarchical limits that make any kind of social mobility practically unimaginable.

Regarding University Education, we may say that inequality is clearly observed at two great levels:

- *University access opportunities.* In every Latin American (LA) country, except for Uruguay, most students entering into the university belong to the 40% of the families with higher household income per capita. Brazil, Guatemala, Honduras and Costa Rica are the countries with more university access restrictions for the students coming from families with lower income. (SITEAL, 2005).
- *University graduation Opportunities.* The social profile of the graduate students is higher than that of the new students, what indicates that the dropout bias is towards the new students of lower socio-economic level. (SITEAL, 2005).

Although in Latin America a lot has to be done to obtain advances regarding equal opportunities for assuring the access to education to the students from low socio-economic sectors and disadvantaged minorities and regarding the students' graduation opportunities, SPRING considers that it is also necessary to deal with a third inequality level:

- The consolidation of education quality and equal opportunities of access to the labor market for the students that are already in the university system and that are currently living in poverty or that belong to disadvantaged groups, through their active integration into socially heterogeneous educational and professional internship spaces.

Maybe the representation of university students of the poorest quintiles does not yet have a major representation in the LA universities; nevertheless, the access to the university or governmental scholarships or the existence of public universities in some countries allows this group to be increasingly more represented in Higher Education.

According to data from the year 2011, year in which the project was presented, SPRING partners are a representative sample: For PUCV, Chile, *Applicant* of the project, of 13,500 students only 4,021 come from a high socio-economic sector, whereas 9,474 students, i.e. a 70%, come from the two poorest quintiles. In 2010, this percentage was 36.7%, which shows the explosive increase of enrolled students coming from economically more disadvantaged areas.

In the UAM of Mexico, the percentage of students in poverty is 47%, with family incomes lower than three minimum salaries, corresponding to 300 Euros

<sup>1</sup> Part of the content of this chapter was also published in the congress's yearbook "Educación para la Responsabilidad Social: Estrategias de Enseñanza y Evaluación" ("Education towards Social Responsibility: Teaching and Evaluation Strategies") – 6th National Meeting and 4th International Meeting on University Social Responsibility, held in Concepcion, Chile, on 11 and 12 Oct 2011, under the title SPRING MODEL: Social responsibility through PRosociality based INterventions to Generate equal opportunities. available at: [http://www.spring-alfa-pucv.cl/wp-content/uploads/2014/05/revista\\_seminario.pdf](http://www.spring-alfa-pucv.cl/wp-content/uploads/2014/05/revista_seminario.pdf)

monthly.

For **UNAD** of Colombia, which is an open and distance learning university, other data of interest are observed, since not only young students attend their classes, but also older people that already work and want to study in the university. UNAD has an undergraduate student age range between 18 and 60 years old. Only in the careers of Psychology and Communication, of a total of 15,898 enrolled students, **63.3%** belong to lower socio-economic levels.

The **UNSAM** of Buenos Aires, is located in one of the locations with the highest amount of shanty towns in the Province of Buenos Aires and **more than a 70%** comes from a med-lower sector. Finally, the **UPDS** of Santa Cruz, Bolivia, was founded with a system of equality development that tends to democratize the professionalization opportunities and predominantly provides service to medium and low income segments, with **60%** of its students coming from public and state schools.

In Latin America, those who come from low socio-economic levels not only experience the difficulty of accessing higher education, but also of successfully remaining in the system, due to the fact that these students do not always have an appropriate previous educational base, or enough supporting material resources for studying, or social networks allowing them to face current academic challenges and **they do not have access to the labor world under the same conditions as other students** with more chances (more contacts, more specialized help, more alternatives among which to choose).

Undoubtedly, there is a lack of connection between the educational and labor institutions, already present in secondary education. Institutions like the IADB account for and deal with that, since this disconnection worsens the difficulty the poorest students of the Region have of being successfully inserted in the labor scope (Inter American Development Bank, [www.iadb.org](http://www.iadb.org)).

Adding to the complexity of this problem and following the same line proposed by Hoffman and Centeno, the deep differences between social classes enhance an educational offer in which persons coming from different "social worlds" generally don't "mix". Students from an elite secondary education generally choose to continue studying elite careers or in elite universities, i.e. careers or in universities that have certain social prestige, which, thanks to high level labor networks, **commonly also lead to elite jobs** (Escotorín, 2010). Moreover, inequality perpetuates because of a reciprocal lack of awareness among citizens from different social classes, that is a base element for prejudices and stereotypes that hinder reciprocal esteem and respect for the dignity of others different from me (Roche, 1995; Roche, 1997; Roche, 2010), which complicates even more **the composition of socially heterogeneous work teams**.

Both the students and the employers from every social class do not have the appropriate competencies or methods for transforming the social diversity into an opportunity of development.

**We state that the increased quantity, quality and frequency of structured spaces plus a replicable methodology of education, training and prosocial value application for achieving a real horizontal reciprocal awareness and an esteem for social diversity, proposing and providing the students, professors and employers with competencies for the optimization of their prosocial intelligence within the construction of a prosocial environment at work: behavioral changes may be produced which will have bearing on a positive cultural change that will lead to an increase in labor opportunities for the students coming from disadvantaged socio-economic sectors.**

An intervention based on a prosocial model enhances a culture based on values that allow bearing in mind the expectations of the social environment and make competition compatible with people's and society's well-being. Prosociality is a concept basically arisen from psychology as an antonym of

"anti-social", that studies and shows the factors and benefits that all the helping, solidarity, giving, sharing and cooperation actions offer to the persons, groups,

societies that get involved in them as performers or receivers (Roche 2010, Roche 1997).

## PROJECT'S OBJECTIVES

### GENERAL OBJECTIVE

To empower universities' social leadership to propel along with interested actors social transformations, in view of the sustainable development of the country, taking into account the following:

1. The development of an educational model of curricular innovation for the Pro-Social Responsibility of Latin American universities,
  - focused on the optimization of the group, intra- and interpersonal prosocial abilities and attitudes,
  - that essentially promote the labor insertion of students in poverty or that belong to disadvantaged groups;
2. an active promotion of spaces of dialogue and cooperation with the future employers of the geographical territory influenced by the university.

### SPECIFIC OBJECTIVES

1. Carry out a process of curricular innovation per competency at an undergraduate level in each participating Latin American university,
  - 1.1.1 incorporating Pro-social responsibility standards in at least two careers of each university, in order to:
  - 1.1.2 strengthen the intra- and inter personal, group, professional and team work abilities and attitudes of the students,
  - 1.1.3 constructing trusting relationships with various actors,
  - 1.1.4 consolidating collaboration networks for studies and at work.

**FINAL RECIPIENTS AND BENEFICIARY GROUPS AND  
ESTIMATED NUMBER OF BOTH**

*Beneficiaries during the three years of the duration of SPRING per Latin American partner university:*

University students in the last semesters of their careers, especially those in poverty or belonging to socially disadvantaged minorities.

- **A sample of 20 students per Latin American university participating in the experimental phase**

Academics of each university that will receive training as experts in the contents and abilities of the program

- **5 professors (a minimum of 2 per "test" career). Total: 5 trained professors in each LA university.**

Employers located in the geographic territory influenced by the university that will participate in the training and dissemination of spaces especially addressed to them in order to align their needs with the objectives of the project.

- **At least one group of 8 employees of each region participating in the project per university.**

*Final beneficiaries:*

- University students enrolled in the universities of the countries involved in the Project, especially those coming from the poorest quintiles.

- All the academic and administrative staff of the universities.

- Other *Stakeholders* of the universities (employers, NGO, local authorities, professional associations, groups in poverty within the regional context, local community).

**APPROPRIATENESS OF THE ACTION ACCORDING TO THE  
OBJECTIVES AND PRIORITIES DEFINED BY THE EUROPEAN  
COMMISSION FOR LATIN AMERICA IN THE PROJECT  
IMPLEMENTATION GUIDE**

The curricular innovation proposed, together with the structured practice of dialogue with the employers (one of the most important stakeholders of the university), intensifies and deepens the University-Region relationship, favors learning of disciplinary and multidisciplinary contents, develops competencies for labor insertion and for active citizen participation and is aligned with UNESCO's declarations regarding Higher Education's challenges in Latin America, which uphold "the humanist character of Higher Education, according to which it should be oriented to the comprehensive education of persons, citizens and professionals able to address with ethical, social and environmental responsibility the multiple challenges involved in the endogenous development and the integration of our counties, and to actively, critically and constructively participate in society" (Xarur, X. 2008: 13). Likewise, it responds to the objectives and priorities indicated by the European Commission in the application guide

of the ALFA programs regarding "its contribution to the development of Higher Education (HE) in Latin America (LA) as a means of stimulating a more balanced and equal economic and social development in the region", as well as to the specific objective of "contributing to the reinforcement of the regional integration process in the field of HE in LA, favoring the advancement towards the creation of a Higher Education Common Area in the region and enhancing its synergies with the EU's system" (CE, 2006).

Likewise, SPRING responds to the priorities stated in ALFA's call regarding a "reformation and modernization of the institutions and systems of Higher Education in the beneficiary countries, paying special attention to the disadvantaged and vulnerable groups and to the poorest countries of the region", regarding a support of the Higher Education Institutions (HEI) in order "to advance in the creation of a common zone of Higher Education in LA" and especially regarding "the promotion of cooperation and of the establishment of sustainable networks and relationships among the Higher Education Institutions of both regions, stimulating the links

among the HEI and the different actors contributing to the economic and social development of the action" (CE, 2006).

The SPRING initiative responds to the priorities of the ALFA's call with a perspective that is complementary (and not alternative) to other actions that may be carried out locally in order to facilitate students' access to and permanence in the university throughout the whole college career (particularly, those socio-economically disadvantaged students). We make reference to the actions related to national policies regarding higher education (financial support, improvements in the quality of education), to territorial policies related to involving potential labor markets, that graduates may access. In fact, the originality of the project is linked to its purpose aimed at human resources, extending the concept of beneficiary of the university and of the civil society in general, which, due to the implementation of the SPRING model, are 'co-responsible' for the systematic taking over of the right to higher education and the satisfactory labor development of many disadvantaged students.

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# METHODOLOGY OF PROJECT SPRING

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Apart from the general techniques already stated in this document, such as the in-depth interviews, questionnaires and *focus groups*, SPRING’s more specific approaches and procedures are detailed below.

## PARTICIPATORY ACTION RESEARCH (PAR)

PAR methodology is an approach and central procedure for the outlining, processing and evaluation of SPRING, since it is a highly collaborative, thoughtful, experiential and participative way of research-intervention, in which every individual involved in the study is an actor that deliberates and contributes throughout the various phases of the design (Stringer & Dwyer, 2005). The research-action stems from the desire of change orientation not “of the others” but “together with the others” (Reason & Bradbury, 2008: 4). In the first investigations (Chein, 1949), PAR methodology was already qualified as that methodology which results should be applicable in concrete social situations.

By means of PAR methodology (*Participatory Action Research*), SPRING will develop **an experimental or intervention phase** that includes the design and the implementation of evaluation instruments and of **an education and follow-up test**



**program** for the performance of internships for students in their last five career semesters, especially students in poverty or belonging to disadvantaged groups. The experimental phase will be strengthened by **prosocial optimization** intervention methodologies, as for example: UNIPRO model (Roche, 2010; 2003), MOST model ([www.motivationtostudy.eu](http://www.motivationtostudy.eu)), YPA model (Roche, 2010), PMIP model (Romersi, Martínez & Roche, 2011), the prosocial participative visualization (Brundelius & Escotorín, 2010), participative moderation of meetings (Heitkamp, 2007; Klebert, Schrader & Straub, 2000; Mira, Pérez-Jover, Lorenzo, Aranaz & Villater, 2004; Nendaz, Junod, Vu & Bordage, 1998; Ayres, & Hopf, 1992); Prosocial Inventories within Context (Roche, 2010; Escotorín & Roche, 2011).

**VISUAL AND MEDIA ANTHROPOLOGY  
TRAINING METHODS**

In our project we also aim to create hypermedia documents that seem to be more open to dialogue. In a world increasingly characterized by a situation of global interconnection and deterritorialized, this international project that makes different countries to work as a team, is an opportunity of establishing a more equal/ balanced communication way between each of the project's *partners* and beneficiaries (<http://www.visual-anthropology.fu-berlin.de>; <http://www.filmimg-culture.com>; <http://www.ontheroadwithmaruch.net>)

**ORGANIZATIONAL LEARNING  
AND GROUPWARE**

In order to accelerate SPRING model's learning on the part of the actors involved in the project, the organizational Learning (Senge, 1998) and the *Groupware* (Gutwin & Greenberg, 2002) will be referred to from a methodological standpoint. In the case of SPRING, that involves a number of different *partners*, it is also necessary to take into account the internal diversity of the subjects involved within

each university (professors, researchers, technicians, experts) and the typologies of *target groups* and final beneficiaries (university staff, students, *stakeholders*).

Since organizational learning is a process by which the members of an organization respond as learning actors for the organization itself, their achievement of the project's objectives is a valuable contribution to the whole. The information, experiences and the appraisals of each component of the team are a common asset for the entire organization of the project codified in rules, values, metaphors and mental maps as the base on which every one acts. In order to facilitate the ability to transform the individual learning into group learning, part of the partners' first meeting was used to illustrate and share the theoretical and practical concepts related with the following categories: *Personal Mastery, Mental Models, Learning Formal Unit, Systemic Thinking*.

Regarding the communication system between the subjects involved in the performance of SPRING, some *Groupware's* typical resources will be used. *Groupware* comprises technologies that make cooperative work among a greater number of persons easier and more effective; particularly, it refers to collaborative systems for electronic mail management and BBS (*Bulletin Board System*), including *forum, guestbook* and *newsgroup* on Internet.

**FOLLOW-UP AND  
ASSESSMENT PROCEDURES**

Internal assessment was performed by means of monitoring procedures using structured instruments. Once the activity's work plan was defined, process and outcome indicators were agreed upon for every activity. Every partner answered questionnaires and those answers were followed upon and elaborated in order to produce a report that was considered the general indicator of the quality of the work performed.

On the other hand, the external assessment was given to an independent external assessor, to whom the *Applicant* entrusted a periodical assessment (three assessments for the three-year term of the project), in order to offer subsequent instruments to the partnership to correct possible abnormalities in the developed phases.

**Each and every stage of the project SPRING** is a loop that communicates and links with the others along the whole process. Every proposed methodological approach is based on the participation of the local actors as expert participants. In SPRING, local actors are not considered just a "population receiving help", but partners and participants.

Based on the proposal of Cargo & Mercer (2008), the following will be the integrative work perspective of the methodological approach of SPRING's stages for each macro-activity, structured in four PAR STAGES proposed by Cargo & Mercer (2008): (1) Engagement; (2) Formalization; (3) Mobilization and (4) Maintenance.

PARTNERSHIP Methodological objectives for each macro activity	Follow-up Procedures	Means
<div>1.-<ul style="list-style-type: none"><li>Establish trust and respect</li><li>Establish shared purposes or common subjects to be explored</li><li>Agree on rules of communication and participation, duration of the macro-activity, objectives and negotiate the roles of SPRING's associate partners and stakeholders (beneficiaries and local community).</li></ul></div> <div>2.-<ul style="list-style-type: none"><li>Keep confidence and respect</li><li>Allow enough time to develop an appropriate partnership</li><li>Identify an appropriate mix of partners for implementing the vision of the macro-activity</li><li>Clarify the management and direction of the macro-activity</li><li>Ensure that partners' participation is compatible with ethical requirements</li></ul></div>	Throughout the whole project <div><div>1. Registry sheets</div><div>2. Photographs</div><div>3. Display boards</div><div>4. Video recording</div><div>5. In-depth interviews</div><div>6. Field Diary</div><div>7. Focus Group</div><div>8. Prosocial inventories within context</div><div>9. Implementation of other instruments</div></div>	Throughout the whole project <div><div>1. Video camera in each partner country</div><div>2. One photographic camera in each partner country</div><div>3. Display boards</div><div>4. Moderation materials</div></div>

<p>3.-</p> <ul style="list-style-type: none"> <li>• Keep confidence and respect</li> <li>• Keep the participation of partners, associate partners and stakeholders</li> <li>• Resolution of possible tensions</li> <li>• Provide a permanent work support infrastructure</li> <li>• Provide appropriate technical assistance for work support</li> </ul> <p>4.-</p> <ul style="list-style-type: none"> <li>• Ensure installed capacity of the partners and associate partners for the research</li> <li>• Allow time and resource for transferring knowledge into action</li> </ul>		
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### SPRING'S PARTNERS

Each SPRING’s partner university has been invited to be part of this project, because its vision and mission is aligned with the desire to make progress in the scope of applied ethics. Moreover, the previous work experience or the reciprocal knowledge among the work teams of the universities involved in SPRING ensures that such a project, although ambitious, may be a feasible project. Every team that has been involved in this work experience has shown a great interest and the availability to actively contribute to the real transformation of the social structures through a cultural change. Within this context, some of SPRING’s partners have collaborated or shown interest in the work of the others, reciprocally; they have met and this proposal arose, not representing a new work, but a proposal which efficiency has been proven, based on the work that most of the teams have been performing for at least 20 years.

For further details on the specific elements of the SPRING’s intervention methodology, please refer to the methodological volume of this collection (Escotorín, Brundelius & Izquierdo, 2014).

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# SPRING SUSTAINABILITY'S CHALLENGE

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## PREVIOUS CONDITIONS AND HYPOTHESIS DURING AND AFTER THE EXECUTION PHASE

During the three-year term of the project, SPRING has invested all its resources in the generation of a prosocial culture in the test careers and in the training of professors on methodologies for the implementation of values and for empowering their colleagues, students and the institution itself as facilitators of dialogue with every type of *stakeholder*.

After the implementation of the methodologies in each career, the contents that remain after the three years of intervention are curricularly institutionalized and , additionally, the participating careers become test careers, real "trust centers" capable of creating prosocial networks between potential employers and students.

The project creates a model that can be transferred to other careers within the same university or to other universities of the region with at least two professors in each career, who should be motivated experts trained in the contents and specific SPRING methodologies.

## SUSTAINABILITY AT AN INSTITUTIONAL LEVEL

SPRING establishes a cooperation structure between the university, professors, students and employers, which is based on the long-lasting common interest in the students being inserted in the labor market and the employers getting in touch with students highly prepared in social and technical abilities.

The SPRING concept also makes reference to certain risks and opportunities that the universities generally present within the frame of their social responsibility as institutions and regarding their partners. SPRING is oriented toward relationships with partners, students, professors and employers:

- The project intends to reduce the levels of uncertainty in the students from low socio-economic sectors regarding successfully completing their careers and being inserted in the labor market. This way, cohesion between students inside the classroom may increase, regardless of their socio-economic level. Said cohesion may increase the academic success of the students of a class.
- In this sense, SPRING paves the universities' way for social innovation, which consists in equal opportunities through Prosociality, which can be more attractive for future students and also for future professors or governmental or non-governmental external partners interested in a concrete social impact of the university.
- This way, the university positions itself within the scope of social responsibility, integrating, on one hand, ethical considerations and, on the other, curricular quality and education availability considerations.

## SUSTAINABILITY AFTER COMPLETION

SPRING is focused on the replication of the model from its initial stages. The participants get

prepared from the beginning for future replications, establishing a chain of behavioral and methodological knowledge transfer, in four stages: from the training of the *partners*, through that of the professors, to that of the students and continuing with the *coaching* and supporting of students and employers during the process. Other careers or universities may take advantage of the expert knowledge generated, as well as the practical knowledge generated in the partners, professors, students and employers and the wide documentation on applied methodologies and their effects in practice.

Once the university (represented by its direction), the SPRING's representatives, the professors, students and employers begin to support the project because of social responsibility reasons, the project does not represent great social or economic risks: there is no investment on production systems, it does not depend on political or economic matters or on subjects regarding the management of the university itself. It is about cultural changes, a change in work style, in teaching style, in an inclusion style, where the disadvantaged groups are involved in decision-making..

## FINANCIAL SUSTAINABILITY

Even if SPRING would not be successfully installed in every career of the partner universities or even if it was a project that doesn't involve every test career's professor, just the existence of this powerful core of trained professors plus the formalized subjects consolidates and lays the foundations for a prosocial culture and for the university to transfer the competencies not only to its students but to other stakeholders, too. **It is a model that, once installed, does not depend on external financing to continue working.**

Success does not depend on the leader's and partners' ability to "convince" the groups to participate, since SPRING implements a methodology based on the willingness of the

participants (it defines and identifies initial partners with high intrinsic motivation), that subsequently permits the formation of multiplying intervention cells (leadership amongst peers).

Due to its nature, project SPRING has no physical impact on the environment. In terms of perspective, we may also say that the purpose of disseminating a "socially sustainable" model is in line with a wider concept of sustainability, in which the environment is included.

Nevertheless, there is a series of variables that should be taken into account in view of the project's success

## FACTORS AND RISKS TO BE TAKEN INTO ACCOUNT

**The support and engagement of the university authorities in the success of the project**, as well as its internal dissemination and subsequent dissemination to other careers, is a core element. However, a lack of direct support or of interest on the part of the university authorities may be covered by an efficient management at each career's management level or at the professors' management level, since many elements of the model base their strength not on the infrastructure but on the professors' expertise for transforming the careers in centers of confidence and dialogue with the environment. **Corrective measures** may include a dialogue on the motivation of the university authority to get involved in SPRING. Additionally, the advances, achievements and difficulties experienced by other universities may be communicated, or else, the authority may be involved in a concrete SPRING experience in order to renovate its commitment and the sense of solidarity with the participants and partners. Finally, the achievement of the other partners may be communicated as a "*benchmark*" within the project, as a way of enhancing engagement.

**Engagement and support on the part of the authorities of each career.** Not being able to count

on the support of the career's authorities may be the most complex element. Undoubtedly, a basic criterion to select the test careers should be laid on the feasibility and viability of installing a certain model in a career. A career's Director of Studies that does not support his/her professors is an obstacle that should be avoided when selecting the test career. Nevertheless, once the subject is institutionalized in the curriculum, the lack of support or the rejection from the authority, although being a non-desirable variable, does not determine the success or failure of the subject already in this stage, since success is focused on the role of the professor and his relationship with the students. **Corrective measures** may include a dialogue on the motivation of the university authority to get involved in SPRING. At any rate, it would be very important to obtain some support, even if it is not the desired one, bearing in mind that success is focused on the professor's work.

**Motivation of the careers' professors towards making a commitment that may be evaluated as an excessive workload.** This is an element that should be taken into consideration. Poorly motivated professors or professors that perceive the project as a burden will hinder the development of the work. Professors should voluntarily participate and each Director of Studies should be notified. Generally, the invitation is made to professors that are intrinsically motivated by the topic, regardless of their own time limits. Then, they are the ones that disseminate the model amongst their peers. **Corrective measures** may not only include the SPRING professors of a university reciprocally helping each other but the universities doing so, and mutually supported relationships between professors and students in order to alleviate the workload.

**Preexisting interpersonal conflicts among the professors** of the careers may hinder the positioning of certain professors as project leaders. Conflicts among professors are common. The presence of a professor with interpersonal communication difficulties within a team may hinder implementation. **Corrective measures:** An invitation should be made especially to professors that are accepted by their peers or that

at least are not in conflict with them. If within the team there is a professor whose communication style should be prosocially optimized, the training model contemplates that, before intervening in problems of the labor environment, every person should make an analysis and optimization of his/her own communication style, even within personal areas.

**An inappropriate communication** of the project to the students by the professors in charge and an inappropriate communication of the criteria used in the selection of the sample may be detrimental to the project. Students should always handle the same information as their professors. The transparent communication of the process and objectives is a key element. The invitations shall be formal and public in order to avoid interpretations that may damage the project.

Some of the partner **universities with high fees and a small quantity of scholarships for students coming from poor sectors** could have a much reduced sample of students from low socio-economic sectors or disadvantaged groups. This is an issue that should be taken into consideration when composing the sample of students. **Corrective measures:** If a university doesn't have a proper representative sample of students, it may work in alliance with other universities of the city and establish inter-university teams.

**Employer's lack of time** may result in a low participation or in the appointment of a representative of the company but who is not empowered to make decisions in the name of the company. This risk is an actual possibility. Many employers are willing to participate, but they cannot leave their work for more than three hours (including transportation). This element may reduce the attendance of employers to the meetings. **Corrective measures:** Other meeting modalities should be evaluated, such as, holding meetings at the companies on a rotating basis.

# 02

## A COMPILATION OF PUBLISHED ARTICLES ABOUT PROJECT SPRING

A selection of some previously published specialized articles about the project SPRING's intervention, describing concrete details of the intervention in some of the project's partner countries.



**"POLÍTICAS EDUCATIVAS NACIONALES Y FORMACIÓN DE INGENIEROS PARA UN CHILE DESARROLLADO"**  
Políticas, Procesos Formativos, Certificación de Calidad.

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## ABOUT THE INSTRUMENTAL UNIVERSITY EDUCATION TOWARDS THE ENGINEER'S COMPREHENSIVE EDUCATION: SPRING- AN EDUCATIONAL PROPOSAL BASED ON PROSOCIAL RESPONSIBILITY

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### SUMMARY

This study addresses one of the challenges presented by the UNESCO regarding "(...) the humanist character of Higher Education, according to which it should be oriented to the comprehensive education of persons, citizens and professionals able to address with ethical, social and environmental responsibility the multiple challenges involved in the endogenous development (...) and to actively, critically and constructively participate in the society" (Xarur, X. 2008: 13).

Against this scenario and within the frame of Project ALFA III SPRING, the evidence of this study, carried out with three groups of interest- students, professors and employers of two Engineering careers of a university with a public vocation-, shows the need of conceiving university education integrally. In facing this challenge, SPRING considers the structured practice of dialogue with these three stakeholder groups for the synergetic construction of the proposed curricular innovation. Likewise, SPRING intensifies and deepens the University-Region relationship; fosters learning of disciplinary and multidisciplinary contents; develops competencies for a socially responsible professional exercise, as well as prosocial competencies for labor insertion and active citizen participation, especially in relation to those students coming from disadvantaged sectors and with unequal opportunities of access to the labor market



and of comprehensive education.

**KEY WORDS:** Comprehensive education, Social Responsibility, Prosociality, Intrapersonal Abilities, Interpersonal Abilities, Prosocial Responsibility.

INTRODUCTION

According to Orozco, when education is conceived with a comprehensive character, it should “(...) link the learning contents with its cultural, ethical and aesthetical meaning, aiming to strength the human ability of communication (...) The education offered by the institutions (...) is comprehensive as long as it is focused on the whole person of the student and not only on his/her cognitive potential or on his/her technical or professional work ability” (Orozco, 2002: 26-38).

Based on the evidence gathered throughout the development of Project ALFA III SPRING's State of the Art, a strong emphasis is observed on the cognitive potential or on the technical or professional task, an out-of-context and instrumental vision, that is far from what Orozco (2002) describes as a comprehensive education.

Within this context, the following questions arise: To what purpose is the educational project of the Engineer education oriented? Particularly, what does the engineer education emphasize? Does teaching show the importance of a comprehensive education? Do the students/employers perceive it?

These and other questions have motivated the proposal of this project ALFA III SPRING (Social responsibility through Prosociality based Interventions to Generate equal opportunities) that aims to empower the university's social leadership through the development of an educational model

of curricular innovation for prosocial responsibility<sup>2</sup>; to promote equal access to the labor market through prosocial intervention methodologies that allow a real and horizontal reciprocal knowledge and an esteem for social diversity among students, professors and employers; to focus on the development of group, and intra- and interpersonal abilities and on the comprehensive training based on values and on the disciplinary and professional curriculum<sup>3</sup>.

In order to go deeper into these issues, focus groups were developed during 2012 with employers, professors and students linked to two Engineering degree programs (Process and Civil Work Engineering) of a traditional university with public vocation in the Region of Valparaíso, Chile. At first, this was performed for the purpose of getting to know what each one of these groups considered necessary to develop when performing the internships or applying for the first job. Answers are analyzed from a qualitative point of view establishing the principal categories. The most significant results are detailed below.

RESULTS

After analyzing the current model, the professors of both degree programs identified a deficient development of the so-called "soft" competencies in the students. Those are considered necessary for the labor world and include effective communication, leadership, critical analysis, proactive character and the ability of team work.

Professors state that said competencies should be addressed from every instructive level, in order for the university to be the last training stage and not the first one, as they observe it is. They place the cause of the problem on the educational

background of the students, considering that the possibilities of action for a change in this sense are limited. Opposed to this vision of a student with diminished possibilities, SPRING invites a move to an approach beyond “(...) the sole cognitive mastery of disciplines. New pedagogical and didactic approaches should be accessible and promoted in order to facilitate the acquisition of competencies and skills for communication, creative and critical analysis, independent thinking and team work in multicultural contexts, where creativity also involves combining traditional or local knowledge and know-how with advanced science and technology” (Unesco, 1998: 25).

Moreover, considering the sustained increase of the coverage of Higher Education in Chile and the access to university of disadvantaged social sectors that didn't have access before, SPRING's precise aim is to train students able to help themselves in socially heterogeneous contexts; tolerant of diversity; respectful of the dignity of every person and aware of the need of overcoming inequality factors that reveal unequal development and success opportunities at work and at the university, and to the work among the persons plotted just on those deficient formative bases highlighted by the professors.

Although professors recognize the necessity of these competencies nowadays, in the end they offload the problem on the students. The comprehensive training assumes that the university is responsible of generating training instances in this sense, since they are significant when the employers evaluate and/or select a new professional.

Professors recognize that they do not work through these competencies in an explicit and strict way in the curricula, since there are no proposals regarding this matter at a school level. As stated by a professor in one of the focus groups: “The current curriculum is not based on competencies; our curriculum does not include that. Nevertheless, there are things that we teach in a classroom, just because they are part of life, but it is not intentionally stated

in the curriculum” (PUCV, 2012). They make it clear that they do not manage the methodological tools needed for constructing this kind of transforming knowledge together with the students.

Students demand a greater emphasis on practical learning, particularly when the academic load is focused on the theoretical knowledge. Although professors acknowledge this gap in the students, they have not addressed this issue in their teaching strategies and classrooms and according to the students it continues to be a transfer of theoretical contents that accounts for a mainly instrumental education. In that respect, they express that the knowledge and competencies necessary for work that could be obtained in the practical learning, are denied.

For employers these competencies are essential when selecting an applicant for a labor post. At the same time and in line with the professors' point of view, employers highlight the need of education in generic or soft competencies, in order to have more and better possibilities of being successfully inserted in the labor world.

So, while all the parties agree that the theoretical education is being appropriately addressed, they acknowledge that the training in other types of skills is also necessary, but nobody gets actively involved in its achievement. The question is: what skills should be integrated? This was the second part of the research.

In this sense, all the audiences of both careers agree that communication is essential. For example, the professors state that although their students satisfactorily develop technical knowledge through tertiary education, either at a classroom level or in some evaluation event, they express: "Our students do not communicate effectively” (PUCV, 2012).

At the same time, they recognize a differentiating element associated to the likelihood of successful insertion into the labor market. Then, communication skills would have a key role in this sense, as

2  
Prosocial Responsibility understood as a value and ethical category through which persons, groups or organizations act showing respect for people's dignity and for their inalienable rights in favor of equality and common good. It is assumed with empathy, trust and genuine esteem for the others, with conviction, intentionality, decision, willingness, creativity, initiative and active commitment.

3  
Appendix A, Project ALFA III-Spring.

expressed in the following quote: “It affects both the professional aspect, which if not well managed, will generate professional problems, and the personal one, where language is the letter of introduction that opens or closes doors” (PUCV, 2012). Nevertheless, the professors themselves expressly admit generating few or no instances for this specific formation.

In this same sense, employers observe that the intern students or new graduated students many times are not able to adequately communicate in the labor context. They require the students to be capable of positioning themselves on an equal basis regarding the others, either at a work meeting or in-site and both with the senior executives and with the operating personnel. An employer expresses this idea as follows:

*I give a lot of importance to the communication aspect; how the person relates to others. In some opportunities we will have to lead a meeting, call up persons and negotiate with other areas. If the person does not have or has not developed the appropriate personality, I can feel it at a meeting; I don't have to know a person for five years to perceive it. At the work interview, you can see the difference it makes compared with the average; just when he/she express his/her ideas, you can realize how he/she meets the profile. (PUCV, 2012).*

So, according to the employers, there is a need to develop communication skills in internship students, mainly for establishing relationships within the labor world's actors. The latter assigns the responsibility to the universities in relation to the educational duty, since they feel that the universities put a greater emphasis on the development of knowledge and technical competencies than on others, as we may observe in the following quote:

*The most difficult for me is to find people with social skills and I think that the university does not provide training on social skills- how to talk and relate with others. Yes, of course, we are all good at working with numbers; at any rate there are universities*

*that have more and others that have less. (PUCV, 2012).*

Therefore, both the ability to express ideas adequately and the horizontal relationships, approaching others respecting their dignity as persons, become essential aspects when dialoguing on comprehensive formation, bearing also in mind the student's explicit need of receiving education, as we will be able to observe below.

A cross-cutting issue for the students interviewed, which goes hand in hand with what has been described up to this point, is the development of what they call trust or security, because most of them feel insecure regarding what they will have to experience in the labor world. This uncertainty may derive from the ability to communicate or express appropriately within the labor context. Students suppose it could be an element that could favor or hinder their insertion in the labor world, since it is associated to leadership matters, understood as self-confidence, confidence in your knowledge and capacities and being capable of transmitting all this to the colleagues. This would be supported by the statements of professors and employers regarding the communication issue and its significance within the labor scope.

The students declare themselves under conditions of precariousness during the tertiary education, since communication is not an explicit aspect in the course of their studies. From their education experience, they state that the professors focus their job mainly on the contents: “Anyway, this is difficult to be provided at the university, since the subjects implemented include more specific contents. In general, they won't teach you speech or communication skills” (PUCV, 2012). This perception completely coincides with the employers' observations regarding the educational process that the students are going through.

In the end, employers, professors and students prioritize soft competencies. Employers need the internship student to be a leader, able to communicate well, proactive and creative, responsible and

committed to his/her work, competencies that the professors expect to achieve in their students, although they declare that they do not count with the teaching strategies for that. These communication competencies are the same the students declare not achieving during their university studies and which at the same time they consider essential for gaining security in the process of personnel selection.

The model fostered by Spring– Alfa III- is related to the work based on the dialogue among students, professors and employers, promoting prosocial responsibility education as a cross-cutting element of the curriculum, which, from a critical point of view and from knowledge social management, seeks the transference from a reproductive knowledge to a transforming one, from a solely technical education to a comprehensive conception of the model.

Such comprehensive education that locates prosocial responsibility as the cross-cutting priority of the curriculum and involves professors, students and employers integrated in an inter-organizational network of co-responsibility, implies the following:

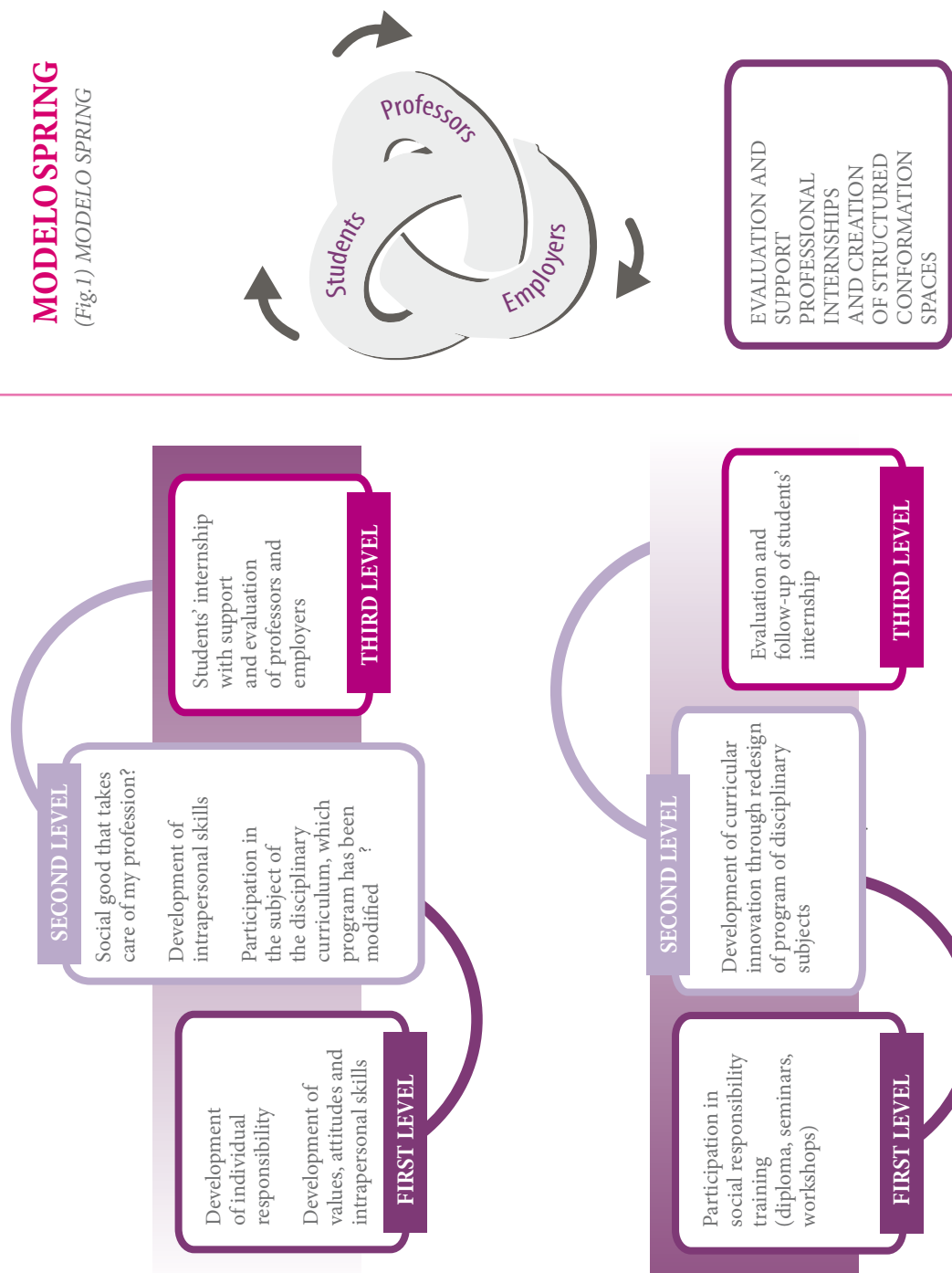
1. For the students: Learning to “act prosocially with social responsibility as a value, contributing to the achievement of justice and common good”<sup>4</sup>; to respond to the social good that looks after his/her profession, acting in solidarity with the real world where the student will exercise his/her profession with respect for the dignity of the persons and their inalienable rights; to act with empathy, trust and genuine esteem for the other, with conviction, intentionality, decision, willingness, creativity, initiative, active engagement and quality communication, which are some of the behavioral aspects of this cross-cutting priority.

2. For the academics: mediating the prosocial responsibility education process of the students; improving their teaching competencies, and the challenge of creating trust centers<sup>5</sup> or multidisciplinary networks with peers, in order to advance in the unique characteristics of prosocial communication.
3. For the employers: transforming their role of employment suppliers to one of co-educators of the students, in close relationship with the mediator-professors and the students themselves.
4. For these three groups: the creation of trust centers, structured spaces of dialogue that become concrete in the network through the professional internship , without excluding other spaces, as for example training events and seminars for creating awareness regarding these subjects.

The following figure intends to show the implementation of this comprehensive training

<sup>4</sup> Competency proposed within the frame of Project ALFA III SPRING.

<sup>5</sup> Trust Center: An active and participative prosocial environment where collaboration systems are implemented on subjects of common interest, based on the application of all the factors of Prosocial Quality Communication (PQC).



## CONCLUSIONS

From this study, it may be inferred that, as opposed to comprehensive formation, the technical formation currently in practice, does not consider the systematic and intentional dialogue among students, professors and employers as a challenge of the curriculum.

One of the possibilities of comprehensive training is to address curricular innovation from prosocial responsibility, a concept that encompasses a set of soft competencies, that students, professors and employers alike recognize as important for exercising their profession.

The research also shows that it is necessary to create proper spaces of action in light of said principles within the formative environments of the classroom and professional internship, engaging the professors and the employers in order to assure the effective development of prosocial responsibility competencies in the students, according to the professional profile required in the labor world.

By virtue of its social role and sense of mission, the Catholic University of Valparaíso assumed

the coordination of the Project ALFA III SPRING together with the Autonomous University of Barcelona, in order to propose a comprehensive university training through curricular innovation based on the synergetic relationship among the professors, students and employers, in this case, from prosocial responsibility, contributing, in this way, to the education of persons, professionals and citizens aware of the social and environmental impacts generated, in view of a more fair and more sustainable world society.

According to project ALFA III SPRING, the training in pro-social responsibility, based on prosocial quality communication (PQC)<sup>6</sup> (Escotorín & Roche, 2012) *is an answer to the deficiencies mentioned in the focus groups and allows implementing a comprehensive element of the student's formative process as the fundamental principle of dialogue among the different actors that make part of the process*.

Defined as a "process of interaction among persons that relate to each other even in a conflictive situation and where at least one of them makes the conscious and willful exercise of feeling esteem for the other as an interlocutor with the same dignity. The PQC is an intentional speech that pays special attention to every factor previous to the production of such speech, as well as to the contents treated, to the conduction of the process itself, to meta-communicational elements and to factors posterior to the communication act, not only for the purpose of consensus but for visualizing and understanding the other's perspective" (Escotorín, 2008; Escotorín & Roche, 2012).

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# LEARNING AND PRACTICING OF THE RESPONSIBLE PROSOCIAL BEHAVIOR IN BASIC SCIENCES AND ENGINEERING (CBI, from the spanish Ciencias Básicas e Ingeniería)

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## SUMMARY

Project SPRING's progress regarding aspects of curricular innovation, the process of training process of its addressees and a project proposal that includes prosocial responsibility education in UAMI are described.

## INTRODUCTION

Among the goals of project Alfa III SPRING- **Social Responsibility through Prosocial Interventions to Generate equitable opportunities**-, co-financed by the European Union and developed from 2012 to 2014 with the participation of six universities located in Argentina, Bolivia, Chile, Colombia, Ecuador and Mexico, the inclusion of prosocial responsibility in courses and the curricular innovation are highlighted, aspects that those Latin American universities have implemented in coordination with the Pontifical Catholic University of Valparaíso (PUCV, Pontificia Universidad Católica de Valparaíso) through a model of curricular innovation adapted to the reality of their respective local education communities.

Herein a description is given of the training process of SPRING's beneficiaries (students, professors and employers) on prosocial responsibility and of the

implementation of the corresponding curricular innovation, as well as of the motivation of the project ***Learning and Practice of Responsible Prosocial Behavior in CBI***, which has been proposed to the CBI's Division for its possible adoption as a divisional project in order to promote the permanence and sustainability of SPRING principles in UAM's community.

## BACKGROUND: SPRING IN UAMI

UAMI was invited to participate in project SPRING, due to the interaction of two professors of the Department of Physics with experts of the Laboratory of Prosocial Research of the Autonomous University of Barcelona (UAB, Universidad Autónoma de Barcelona), during a stay at UAB.

The favorable answer of the Campus's Principal and of the Division Head allowed the participation of Mexico in the international team of Latin American universities: San Martín (UNSAM) in Argentina, Privada Domingo Savio (UPDS) in Bolivia, Nacional Abierta y a Distancia (UNAD) in Colombia, Pontificia Universidad Católica de Valparaíso (PUCV) in Chile, Universidad Las Américas (UDLA) in Ecuador, with Universidad Autónoma de Barcelona (UAB) in Spain and of the Freie Universität Berlin (FU), Free University of Berlin, Germany, as advisors.

In addition to the initiatives of different organizations in Latin America towards reaching equal access opportunities to education for students coming from low socio-economic sectors, SPRING seeks to strengthen the quality of education and to facilitate the graduates' access to the labor market, by including courses and programs of study of the local social problems, the practice of values and the development of empathy for the understanding and acceptance of diversity and the collaboration with different types of interlocutors.

Such a change requires universities willing to incorporate as a quality standard the training on

prosocial competencies that promote respect of cultural, social, economic and disciplinary diversity in the students and to strengthen their study and work networks, as well as the access to better labor opportunities, improving what already exists, i.e. developing an optimization process.

For this reason, SPRING's general purpose is to reinforce the universities' social leadership through an educational model of curricular renovation for (pro)social responsibility, with a focus on the optimization of intra- and interpersonal, group and disciplinary skills and competencies that favor labor insertion of the students with relatively inefficient social circles, as well as on promoting spaces of dialogue and cooperation with the future employers of the geographical territory influenced by the university, in order to jointly promote social transformation and the sustainable development of the country. Throughout a three-year program, SPRING builds fraternal relationships among the different actors and consolidates collaboration networks in the university and at work.

An efficient program of prosocial optimization within the educational scope should not forget the professors and students with personal and labor needs. From its beginning, the project has attracted the interest of several members of the UAMI's community (students and professors), particularly those of CBI and CBS (Biological and Health Sciences) which have participated with enthusiasm and dedication in SPRING's activities.

## CURRICULAR INNOVATION

We have perceived the need of performing some curriculum adjustments for the achievement of objectives at a cognitive, affective and behavioral level in the training of university students by introducing the topics in a transversal way. This can also involve changes in teaching and evaluation strategies, as well as in the professor-student relationship. Moreover, in order for the universities- specially, UAMI- to



contribute to the training of socially responsible professionals, it is necessary to analyze other variables that influence the teaching-learning process in order to introduce any necessary changes.

After a recent review process of the different courses at UAM-I, we deemed appropriate not to perform a new review and modification, but to propose optional transversal courses, which could be analyzed and accepted more rapidly within the 2012's convocation for this purpose. We proposed three courses, namely: *Prosociality, Social Responsibility and Learning and Service*. Unfortunately, due to a lack of information exchange, the evaluating interdivisional commission decided to approve just the third one, despite the importance of *Prosociality* and *Social Responsibility* within SPRING's educational program. Given their significance, we want to propose those optional courses in a future convocation from the Principal besides submitting them to the Divisional Board in order to be considered as an optional course in CBI.

Moreover, professors from the three Divisions committed themselves to participate in training the students on Prosocial Responsibility, through the compulsory courses imparted in their respective degree program, where they have obtained satisfactory results regarding the students' motivation and response. Implementing the curricular innovation is important because it aims to be a visible "legacy" representing a structural change for the university and a support for the project's sustainability in each participating university.

## PROSOCIAL RESPONSIBILITY TRAINING

One of the most important mechanisms in education is the identification with role models (for example, professors gifted with qualities admired by students). Undoubtedly every educator should be aware of the need of becoming a positive role model, showing to students patterns of prosocial interpersonal relationships and communication.

The training program has gone through various stages and aims to assist students, professors and employers (project's beneficiaries) throughout the process of training in Prosociality- see Appendix 1, at the end of this article- and on social responsibility- see Appendix 2. In 2012, several sessions were devoted to separately introduce students and professors into the knowledge of Prosociality, by means of workshops specifically designed for each of these groups of the UAMI's community. Employers also attended awareness sessions and workshops that allowed them to identify the significance of prosocial behavior and to initiate quality communication with professors and students.

During the first months of 2013, UAB and PUCV sent to the other universities a specific program for professors' self-training on Prosociality and social responsibility that, after being adapted to the Mexican reality, formally began in UAM-I in April. Among its objectives, this program aims to lay sound foundations for professors to successfully build horizontal and assertive relationships with our students; to help the local coordination start the SPRING "Trust Centers" to offer the various programs assistance and to follow-up professors, students and employers that adhere to the project; to ensure the permanence and sustainability of the project, and to become a point of reference for the employers.

This self-training program was also adapted to the students and imparted to them in two-hour sessions every two weeks during the spring and autumn quarters of 2013. Prosocial behavior has helped the students have better relationships with their classmates and professors, to improve self-esteem, their security and communication ability.

In self-formation every one leads his/her own personal process and voluntarily shares the experience he/she thinks is significant for the group. The moderator's role is to accompany and facilitate the process, generating a positive interpersonal environment of reciprocal trust, a task that the

SPRING coordination has accomplished.

This self-training program has facilitated the use of prosocial attitudes in our interaction with students, other colleagues and the community in general.

With respect to the entrepreneurs and employers, the program of prosocial responsibility education barely began in 2014 and the participants from the various companies involved feel very motivated and have decided to involve persons that occupy key posts in their companies in order for the company to take better advantage of this training and for the benefit of UAMI's students whom they will receive during the students' prosocial internships.

Professors have also recognized that there are three essential factors of the school context that influence the teaching and learning process of prosocial responsibility: culture, social environment and leadership that exist in the university.

Self-training work was intense and fruitful, and sometimes caused to ask ourselves whether in UAM-I we are socially responsible or if we just express the intention to be so, without having concrete actions that endorse our responsible action in society, beyond our teaching and the geographic location of our Campus.

## PROJECT PROPOSAL "LEARNING AND PRACTICE OF THE RESPONSIBLE PROSOCIAL BEHAVIOR IN CBI"

In order to have more equitable opportunities of employment and professional development, students must have, besides solid professional knowledge generic abilities such as: assertiveness, empathy, trust, initiative, security, openness, commitment, determination, resiliency and the ability to communicate effectively. These abilities were acknowledged by the *employers* themselves when

interviewed by the SPRING team (Ayala, 2015) and they essentially coincide with prosocial behavior.

In SPRING we have fostered equitable opportunities for UAM-I's students, especially regarding employment and have also promoted prosocial behavior and social responsibility in the university community, through the training of professors, students and employers on these aspects.

Among the benefits contributed to the community we have identified the promotion of the students' social mobility; the generation of other permanent "environments", such as workshops and seminars, as well as courses, where students, academics, employers and graduates may relate; it allows for our university to have a socially beneficial impact on the country, helping to offset school dropout rates (Ayala, Rangel & Lonngi, 2013). It also helps to solve graduation efficiency problems in UAM-I, since improving self-esteem and confidence in the students also improves their permanence and graduation efficiency and, what is even most important, it also has a favorable effect in the comprehensive training and prosocial identity of the students (Ayala *et al*, 2013).

Once students are listened to and once they learn to collaborate, they gain awareness of their situation and of the resources available to face their difficulties, including the possibility of collaborating among classmates in order to overcome their disadvantages.

The professors have undergone an intense formative experience, discovering the importance of acting in a prosocial and responsible way in the classroom and in the community. For us, now, promoting social responsibility activities has become a permanent task that involves increasing our creativity and enhancing that of the students.

Entrepreneurs and employers are motivated and willing to invest time and effort for training workers in their companies on social responsibility.

In order to make good use of the experience, knowledge and trained human resources gained



as a result of the execution of project SPRING, the divisional project aims to provide continuity to the achievements and to make the project a permanent commitment of the University, allowing for involvement of and benefits for the new generations and spreading and extending it to other institutions and organizations.

### CONCLUSIONS

The experience gained with SPRING has shown that new styles of relationships may be established with students and that they may be motivated to act in a socially responsible way by means of the courses taught imparted in the different programs. We have also observed that our prosocial behavior draws their attention and motivates them to act in a positive way too.

We have realized that when we, the professors, are trained in prosocial responsibility, we are able to get a better understanding of the students' needs and to be closer to them for orienting and supporting them in their process of academic learning in the university. Stablishing of horizontal relationships with students builds a fraternal environment that facilitates the exchange of experiences and sharing the doubts generated during the teaching-learning process, facilitating the clarification and the solution of possible conflicts in interactions among students and with professors.

The relationship with the entrepreneurs and employers is an aspect that requires systematic attention. We have found out how interested they are in creating closer ties with the professors in order to get a better knowledge of the training the students receive and to share the real needs regarding the professional training in order to face the challenges that may arise.

A training program on prosocial responsibility is beneficial for all of us and fosters self-esteem and self-confidence in our students, providing them with a prosocial leadership that opens new alternatives for the relationship with society. For this reason it is appropriate that UAMI-I adopts an educational

program that solves the problem of unequal labor insertion of our graduates and the social needs of our environment.

### ACKNOWLEDGEMENTS

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# Appendix 1. Prosociality

Prosociality is a thinking system oriented to promote attitudes and behaviors that are beneficial to other persons, groups or objectively positive social goals and that increase the possibility of generating a positive and solidarious reciprocity with no material external rewards. As such, it is concerned with real-life research training, implementation and dissemination of prosocial values, attitudes and behaviors. It is different from altruism on the fact that its validity depends on the receptor's approval, since (according to the Roche) an altruistic act is not a prosocial one if not approved by the receiver.

Categories of prosocial behavior include: physical help, physical service, sharing, giving, verbal help, confirmation and positive appraisal of the other, thorough listening, empathy, solidarity, positive presence and unity.

Among the proven benefits of prosociality, worth mentioning are, in the medium-term, prevention of violence and aggressive competitiveness and the subsequent improvement of the social environment; increase of intelligence, initiative, efficacy, and health (integral, but especially mental and emotional) of all the individuals or groups involved.

It is worth emphasizing that the concept of prosociality, besides positive attitudes, requires freedom of action without expecting any kind of reward or satisfaction of any concrete need of individuals, groups or social goals, so that the possibility of generating a positive answer in reciprocity to the benefit received increases, generating a chain of prosocial actions. Thus, prosocial actions produce a positive effect on those who perform them, on the environment where they act and on those who receive the prosocial action, producing a chain reaction derived from the reciprocity effect of those who receive the prosocial action.

If we postulate that people are basically prosocial just because of being persons, i.e. human beings with an identity that can exist thanks to the existence of another different human being, with whom we relate, then we are internally gifted with abilities and skills that allow us to enter into a relationship with the other, safeguarding our own identity, a relationship which is also expected to be effective. (Roche, 2010: 17).

# Appendix 2. Social Responsibility

Urzúa<sup>7</sup> defines social responsibility as the orientation of individual and collective activities toward ensuring equal opportunities for the development of everyone's

abilities, eliminating and supporting the elimination of structural obstacles of economic and social type, as well as those of cultural and political nature, which affect or hinder such development. (Urzúa 2001, quoted in Navarro Saldaña, 2002).

Social responsibility reveals itself consciously in every adult person, when he/she becomes aware of having the duty and the ability to respond to others. In daily life, this may be observed: a) when people look after their own health, development and personal and professional training, in order to help the development of others; b) within the persons' family role he/she plays when he/she acts in a responsible way and decides in accordance with his/her life plan, considering at the same time the life plan of the other family members; c) within their professional role, when they study and constantly develop skills in order to appropriately perform their profession, understanding it as a service to everyone else.

Finally, people apply social responsibility when they opt for service, instead of power, for cooperation instead of individualism and competitiveness, and for interpersonal relations based on love, instead of those based on pleasure, fear or oppression.

In order to acquire competencies that will facilitate the application of social responsibility in the professional environment, students in learning need to learn values and attitudes and also have the opportunity to practice socially responsible behaviors.

1. Values include: self-control, ability to dialogue, respect, tolerance, justice, interdependence, integrity, sociability and solidarity, common good and equity, excellency and interdisciplinarity.
2. Necessary attitudes are: prosocial, committed with the well-being of others, altruistic,

cooperative and solidarious, acceptance of diversity, respect for peoples' dignity, service and citizen participation.

3. According to a recent investigation conducted at the University of Concepción , socially responsible behaviors may be practiced in ten areas: academic responsibility, volunteering, social assistance, religious activity, social harmony, civic-university responsibility, self-care, cultural development, ecology and environment, and respect for shared spaces.

Since higher education institutions are based on a series of values, assumptions and practices, professors have understood that all these elements need to be reoriented towards the development of the community in all of its spaces and levels. In other words, the programs, and basically, the mission of every higher education institution should have a positive and significant impact on its environment, being at the same time a real service agent for the community, according to the organization's identity and culture.

<sup>7</sup> Urzúa, R (2001). La responsabilidad social de las universidades: una guía para la discusión. Documento presentado en el taller Elaboración de estrategia para la expansión de la responsabilidad social en las universidades chilenas. Santiago de Chile, October 4 and 5, 2001, cit en Navarro Saldaña G, 2002.

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## SPRING AND EQUAL INSERTION INTO THE LABOR MARKET

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### SUMMARY

This is a presentation of project SPRING and the analysis of the information obtained from surveys applied to students, professors and managers (or employers) of different companies in relation to the difficulties graduates face when entering the labor market and those faced by the employers with intern students. It also lists the students' characteristics for being accepted or rejected by a company and some other characteristics communicated by students, professors and employers, which are very useful and interesting for the reader; whether a student, a professor or an employer.

### SPRING

Project SPRING– *Social responsibility through PROsociality based Interventions to Generate equal opportunities*—aims to promote opportunities of access to the labor world in Latin America, in order for equality and quality of training to be the means to open the access to the professional development rather than social class and genealogical origin to be the employers' filter for personnel selection. (Gamboa & Avendaño, 2013).

SPRING is an ALFA III project co-financed by the European Union that was born as an answer to the great needs of the students belonging to disadvantaged groups

or that live in poverty, which due to their conditions have less employment opportunities. The project is focused on two intimately and closely linked variables: training quality and equal access to the labor market through the active formal and practical spaces of training that are socially heterogeneous.

SPRING's challenge is ambitious. In addition to the gap that exists between academia/university and the labor world, it is necessary to pay due attention to the processes of the increase coverage of Higher Education in Latin America, allowing the access of more disadvantaged students to some public or private universities, which in turn have the highest dropout percentages of the higher education system.

How can this challenge be addressed? Through prosocial dialogue and networking in higher education institutions (quality training) with the employers as external collaborators, i.e. through the adjustment of the education plans and programs or the current generations and future professionals with a focus on prosocial responsibility, in such a way that students can acquire the necessary abilities and skills to dialogue with all sorts of interlocutors and groups of interest.

The Prosocial optimization approach (Roche, 2010) helps to bring closer between the university and the environment, not only for internships, but also from the beginning of pregraduate education, in this way favoring learning within real contexts in accordance with the diversity of the region's social actors.

SPRING pursues cultural and pedagogical changes, widely documented and diagnosed throughout the continent, for transforming work and teaching styles, as well as the process of inclusion of disadvantaged students in the labor world. It intends to achieve such changes through collaboratively designed internships, considering the employers' needs, the disciplinary and professional competencies and abilities of the students and the professors' academic training. For the fulfillment of this plan,

interpersonal relationships, quality communication and Prosociality are key elements of the project

During 2012-2014, the curricular optimization and labor relationship project SPRING is carried out in the following Latin American universities: Universidad Nacional San Martín (UNSAM, Argentina), Universidad Privada Domingo Savio (UPDS, Bolivia), Universidad de las Américas (UDLA, Ecuador), Pontificia Universidad Católica de Valparaíso (PUCV, Chile), Universidad Autónoma Metropolitana (UAM, Mexico), and two European universities: Universidad Autónoma de Barcelona (UAB, España) and Universidad Libre de Berlín (FU, Alemania).

SPRING intervenes in the labor world through dialogue and closeness with the employers, specifically through a prosocial advisor, to whom the participants willingly adhere. Then, the development of the abilities that facilitate the empathetic comprehension of diversity and the collaboration between the different interlocutors is valid for both the academic and labor environments. SPRING calls companies, organizations, institutions and/or groups that may be a work source for future professionals, to become “learning centers”.

The project's objectives require innovation in the curriculum of two bachelor programs in each of the partner universities, integrating in the process a prosocial responsibility training model. This innovation involves the creation of a flexible training model adaptable according to the organizational culture, mission and vision of each partner university and the specific needs detected in each country, so as to enable SPRING to give an answer of fairness to the local community. In this sense, one of the expected results of the project's implementation is a training model that is transferable to the different degree program of the university or to other universities of the region.

For that purpose, it is necessary to consolidate or install pedagogic strategies; to establish

competencies and academic contents of prosocial responsibility according to each program, and, finally, to institutionalize a space for the coordination of prosocial networks among students, professors and possible employers, the so-called “trust centers”.

Among others, the commitments of UAM-I, as a member of project SPRING, include adjusting the curriculum to incorporate prosociality and multidisciplinary education, in order to favor the employment opportunities of its graduates, develop their interest for problem solving, awaken criticism and to be open and to act assertively. For the completion of this commitment, three transversal transdivisional optional courses were proposed: *Social Responsibility, Prosociality and Learning and Service*, for the UAM-I to pay attention to its commitment by training human resources able to give a solution to social problems.

The social benefits expected for the graduates, besides better labor perspectives, within an individual scope, are: a) favoring their view of the social world and the place they have in it; b) rrecreating their human knowledge, especially in the true meaning of society, i.e., their solidarit; c) reconfiguring their value structures as social individuals.

SPRING is one of the keys for the transformation of society in terms of greater equity in education and access to work for our universities’ graduates, since those changes are also subject to social, economic and political dynamics structured at a national and world level. This project Alfa III is an alternative and innovating proposal within the scope of higher education that integrates relevant actors able to generate and execute the necessary transformation for a social life with better dignity: university, employers and youth, building together an integral training model.

INVESTIGATION OF THE STATE  
OF ART IN MEXICO

SPRING’s addressees, beneficiaries and main executors are the students, UAM-I students, professors and entrepreneurs and employers willing to participate in the project for the achievement of its objectives. So, an essential task has been the establishment of a horizontal, close and quality communication with each of these beneficiaries and knowing their vision of the problems present in the labor market.

Different strategies have been used to achieve this. Conferences and workshops have been organized with students and professors, as well as work meetings with the professors. In order to initiate the communication with the entrepreneurs, personal interviews were arranged, in which we were able to know their viewpoint regarding some matters of interest for the project through their answers to a survey designed for this purpose. Later, they were called to work meetings and these had a high attendance.

SURVEYS

Surveys are an efficient method for obtaining the viewpoint of the project’s beneficiary on issues related to their expectations and possible labor experiences. For this purpose, we took on the task of designing surveys for employers and entrepreneurs, for postgraduate students, for those in freshmen and for professors. The questions used are concentrated in Table 1, which shows the questions made to I) the entrepreneurs, II) the postgraduate students and III) the professors.

The purpose of these surveys is to know what do the beneficiaries think taking care not interfere with preconceived ideas nor to introduce personal inferences. For this reason, open-ended questions were used, which, on one hand, make the analysis more difficult, but on the other, allow to gather richer information.

Table 1. Questions and issues considered in the surveys performed to I) entrepreneurs, II) internship students or postgraduate students and III) professors.	
Issues	I. Questionnaire for entrepreneurs
1	What are the difficulties you face when receiving an internship student?
2	What are the personal and work style characteristics that an internship student should have for being hired?
3	Characteristics that exclude an internship student as a candidate for a post in your company.
4	What are the advantages of assigning a student in internships activities to be learned in the exercise of their profession?
5	Based on your experience, how can the awareness of the internship students’ characteristics be optimized for the benefit of both the company and the student?
6	How will the awareness and practice of the students’ professional skills and their prosocial training benefit you and the student?
II. Questions for the internship students or for the students finishing their postgraduate studies	
1	What are the difficulties you face during internship for entering satisfactorily into a company or organization dynamics?
2	What are the personal and work style characteristics that you should optimize in order to have more options to access the labor market?
3	Postgraduate studies may help you to:
III. Questions for the professors	
1	Mention three difficulties that you consider students face when entering the labor market.

2	What abilities and attributes should a student have in order to get a job in which he/she can exercise his/her profession?
3	What kind of actions or activities do you perform in your teaching for your students to acquire abilities and attributes allowing them to access the labor market in better conditions?
4	What difficulties do you perceive to help students to get satisfactorily involved in the dynamics of a company or organization?
5	In your opinion as a specialist that accompanies his/her students and helps them to acquire more options for accessing the labor market, what are the personal and work style characteristics that should be optimized?

Answers to the first question are listed below.

ENTREPRENEURS' ANSWERS

Table 2 shows the answers given by the entrepreneurs interviewed during 2012, according to the report contained in Appendix 1. It is important to highlight that these answers may be classified in three categories: their opinion regarding A) the students, B) their company and themselves and C) UAM-I graduates.

A) Students

According to the entrepreneurs, students need to know the needs, projects and interests of the company and get familiarized with the work performed, so they require a long training period; students apply theoretical knowledge not adjusted to reality; they lack of commitment and willingness to adhere to the company's rules; they lack depth, initiative, drive and social responsibility; they need to be humble and simple, responsible, punctual, tolerant and they need to improve their oral and written communication skills, among other things.

B) Entrepreneurs

The entrepreneurs acknowledge that the company needs to have an adequate infrastructure, have labor inclusion projects, as well as to define work areas and objectives. Entrepreneurs recognize that they need to have time to give orientation and train the students, value their efforts and initiative and acknowledge their potential contribution, accepting that they should be trained to grow and, once ready, some of them will leave the company behind in favor of a higher stage of development.

C) UAM-I graduates

Regarding graduates, the entrepreneurs think that they often have a specialization or a postgraduate study in fields that ignore labor reality, and because they are not informed about the cost of living and lack experience to work efficiently, they look for decision-making posts without having enough experience; they don't want to begin from the lowest level and seek to earn more than what they deserve. They also lack perseverance and patience for achieving their goals.

Table 2. Difficulties expressed by the entrepreneurs when receiving internship students regarding: A) the students, B) the employers themselves and C) graduates.		
Entrepreneurs' answers to question I.1, indicated in table 1.		
A) Regarding the students		
Lack of training in social responsibility	No identification with the company; keep a distance	False pride and lack of depth
Lack of training for performing activities in the company	They don't know how to perform their roles; do not obey nor respect the company's regulations	Lack of humility and simplicity
Their interests do not coincide with those of the company	They apply knowledge according to theory and not to reality	Irresponsibility
Lack of economic retribution causes lack of interest in their job	Lack of capacity to make good use of a scholarship	Not being on time
Differences between what the student desires and what the company expects	Lack of feedback on internship results.	Lack of respect towards those with more experience
Inadequate candidates due to lack of knowledge about the company	They don't think in depth, they believe that what they know is enough and do not research	They are pretentious and intolerant.
Unawareness of reality	Lack of commitment	Lack of tolerance for frustration
Underused due to lack of the time necessary to train them	Lack of initiative and drive	They do not persevere
Lack of reading habits	Difficulty in oral and written communication, because they don't know how to express themselves nor read or write correctly.	
B) Regarding the entrepreneurs/employers themselves		
Know what the student is useful for	Acknowledge the student's work	Have time to train the student
Define work areas and objectives	Instead of receiving their help we think of teaching them	Have adequate infrastructure
Identify benefits obtained	Promote social responsibility	Have time for following up students



Cost-benefit: time is invested but the student leaves	Have labor inclusion projects	Feedback on internships' results
“Great” proposals that are not considered by the entrepreneur		
C)Regarding Graduates		
They don't want to start from the lowest level	They seek decision-making posts, but don't have any experience	Lack of information about the cost of living and confused about labor expectations
They want to earn more than what they deserve	Lack of perseverance and patience to achieve their goals	Specialization and postgraduate studies in fields that ignore labor reality

These entrepreneurs' opinions show situations that contribute to the lack of enthusiasm in receiving internship students. For social work internships, there is the additional difficulty that in UAMI this should be performed in public firms, so it is necessary to enter into collaboration agreements with the companies of the private sector, in order to warrant the meeting of the institutional criteria necessary to perform this.

It is worth noting in the answers given by the entrepreneurs the fact that they spontaneously and simultaneously identified the students' and their own (or the company's) difficulties, which demonstrates that the surveys were answered in an environment of trust and to exhibit everyone the complex situation they live.

In relation to the difficulties of the entrepreneurs (Table 2, Part B), some answers can be linked among each other, as shown in Table 3, in which the right column contains a prosocial reflection that can help to understand and address some of the difficulties from a prosocial standpoint.

Table 3. Some difficulties concerning the employers and their firm, as seen from prosociality..

Concerns of the entrepreneurs	Prosocial reflection
Know what the student is useful for	The confirmation and positive valuation of the other (prosocial attitude) on the part of the employers helps to identify the abilities of the internship student and to channel his/her work inside the company.
Acknowledge the student's work	
Student's “great” proposals not considered by the entrepreneur	

Define work areas and objectives	The acknowledgment of the collaborators' skills helps to identify work areas and objectives and leads to count on the required infrastructure.
Have the appropriate infrastructure	
Identify the benefits obtained	Social responsibility and Prosociality help to understand that the benefits also extend to the collaborator and society, because the individual is trained for the common good and not only towards the person or the company
Cost-benefit: Time was invested and the student leaves	
Have time for training	
Have time for follow-up	To trust others giving them positive confirmation and valuation allow to define of policies in accordance with the skills of the intern student and channeling his/her work in the company with appropriate incentives and remunerations.
Instead of receiving their help we think of teaching them	
Have labor inclusion projects	
Lack of economic incentive	The company needs to let the students know the labor law and the internal regulations of the firm.
Implementation of labor law and to have an internal flow chart	
Promote social responsibility	The practice of Prosociality favors the consistent and systematic implementation of social responsibility in the company

Applying the same analysis criteria to the students and graduates of the university, Table 4 shows some relevant comments, based on Prosociality.

Table 4. Reflections, based on Prosociality, linked to the various answers provided by the entrepreneurs in relation to the difficulties they identify in UAM-I's graduates

Graduates	Prosocial Reflection
They don't want to begin from the lowest level	Positive behavior is a competence that graduates may acquire in the classroom through Prosociality and that will help them to reinforce other essential attitudes in the performance of their jobs and to obtain the professional experience that will promote their growth.
They seek decision-making posts without having enough experience	
They want to earn more than what they deserve	Information about wages and about labor conditions that the new professionals will face may be a collaborative responsibility shared between employers and professors.
Lack of information about cost of living and confused about labor expectations	
Lack of perseverance and patience for achieving their goals	Companies are laboratories of new learnings for graduates. If they would offer training and specialization activities that motivate graduates develop in or out of the company, and for team work, their lack of patience and perseverance would be reduced.
Specialization and postgraduate studies in specific fields	



Table 5 shows the opinions of the entrepreneurs regarding the personal and work style characteristics that an internship student should have for being hired. They are classified in three categories: skills, attitudes and values, in order to simplify their location. In this table it is easy to see that labor competence is only one of the various aspects that shape personal integrity, positive and proactive attitudes, skills and values that the entrepreneurs expect to find in their future employees graduated from UAMI.

Table 5. The characteristics that the entrepreneurs want UAM-I graduates to have in order to be candidates likely to be hired.		
Desirable characteristics for UAM-I graduates		
Skills	Attitudes	Values
Leadership	Self-confidence	Respect
Integral vision	Attitude of service	Honesty
Able to work in a team	Willingness to learn	Humility
Productivity	Not being conflictive	Commitment
Self-learning (search how to do)	Personal and professional appearance	Motivation
Company-country vision	Positive attitude and dedication	Empathy
Show their labor competences	Interest for the real needs of project	Seriousness
Have additional competence		Kindness
Solve problems	Proactive	
Separate friendship/work relationships	Initiative and inventive in his/her area	Openness
Computer and English fluent	Emotional intelligence	Punctuality
Smartness	Willingness	Responsibility
	Social integration	Social Responsibility
Profile for the position	Versatility	

Moreover, entrepreneurs recognize that they need various elements for receiving internship students for offering them real opportunities of exercising their professional training and gaining experience during his/her stay at the company, which are listed in Table 6. Those elements include having projects and a tridimensional view that encompasses economy, society and environment.

Table 6. Aspects on which entrepreneurs need support
Employers require
Enough projects to offer a worthy job
Tridimensional view (economy, society and environment)
Present business-vision areas to students
Help them to visualize the company and country situation
Clear information about the projects available
Team work environment
Scholarship program with provisions
Understand that competence is different to competitiveness

Table 7 contains characteristics that prevent a candidate from hiring. It should be mentioned that although in some cases there may be a combination of several characteristics, there are some that generate rejection, such as bad appearance, addictions, lack of knowledge and negative attitude.

Table 7. Characteristics that prevent an intern student from being considered as a candidate for a post in a company.	
Students showing:	
Addictions	Dishonesty
Bad professional and personal appearance	Lie
Lack of discipline	Disloyalty
Lack of punctuality	Apathy
Irresponsibility	Laziness
Lack of values	Lack of commitment
Lack of flexibility	Lack of knowledge
Lack of adaptability	Inappropriate language
Discontentment	Conformism
Negative contaminating attitude	Negative attitudes
Lack of clarity when speaking	Lack of coherence
Lack of team work	Too introverted
Lack of required profile	Lack of universal consciousness
Lack of interest for social, environmental and economic issues	

Regarding the advantages of allocating a student to internships and activities of professional training, the entrepreneurs state that when he puts into practice and is trained in his profession, the student will have better performance at work and a better personal development that, if they are shared with the others, the company will also increase in quality.

In relation to take advantage of knowing the intern students' characteristics for the benefit of both the company and the student, the interviewed entrepreneurs stated that, due to the facts that the students have basic ideas and knowledge, they don't have bad habits and become and remain loyal, independently of their background. Because of their youth, they can easily be adapted to the company. They also said that the students are in an environment that they know and where they feel confident and can better develop their skills and creativity within the company, and that for the achievement of the optimization it is necessary to be trained on the university-company relationship and to determine the factors of success and failure when hiring new graduates.

Regarding the benefits that the entrepreneur and the student will obtain from the knowledge and practice of their professional skills and prosocial education, different opinions were expressed:

- I will benefit from the effort of teaching the student about this service vision, making him aware that in the exercise of his profession he can benefit many people, regardless of whether he/she is an engineer, a doctor, a nurse, a pilot... he/she will in some way benefit the society through his/her profession. (a)*
- We both are in the same organization and we both pursue the same objectives; we should all achieve them to reach the goals and share the benefits. This is the prosocial part of it... as long as this kind of initiative proposed by you, begins to be developed within both scopes. (b)*
- An entire professional should know that during the exercise of his/her profession, besides receiving personal satisfaction (create personal savings thanks to his/her profession), he/she is also benefitting someone else, generating well-being, comfort and benefits to others. It is necessary to see your profession as a generator of social well-being for others and stop look at oneself and look the society needs. (c)*
- It is essential to get to know the person that will collaborate in the company, because we are a big family and shall coexist and mesh gears as a team. Thus the importance of knowing the students' profile for his own and the company's sake. (d)*
- If a new graduate is allowed to perform in a comfortable work environment and his/her knowledge is taken into account for a project, he/she will feel fine and will develop better, to fulfill themselves and discover what he/she is really good at, which in turn will even help to foster his/her self-esteem (e).*
- Prosocial environment will be replicated by the students, because the best way to transmit it is by example. (f)*

Finally, when they were asked whether they accept to participate together with UAM-I in the search for better alternatives for the insertion of our graduates in the labor

market, sixteen entrepreneurs answered affirmatively and only one excused himself for not having the time to do it. Their additional comments express their interest in showing to our students a positive image of work, of being coherent and of adopting prosocial attitudes.

The answers given by the professors, postgraduate students and students beginning their university education to the questions of parts II and III of Table 1, will be discussed in other articles.

### CONCLUSIONS

As stated in Appendix 1, the interview was subsequently extended to 10 additional companies and the richness and magnitude of the data collected show an increasing complexity for its analysis. The results will be presented elsewhere.

Although we had some doubts about the entrepreneurs' willingness to participate, during the course of the interaction, we found that all of them were very open, kind, willful and interested. These positive attitudes are reflected in the honesty and openness of their answers, which permitted us to know their concerns when receiving a student for internship with a view to his/her possible hiring and the hiring of UAM-I's graduates.

The entrepreneurs would like to know the university better and to have a closer relationship with the professors, in order to find solutions together for the labor inclusion of our students under more equal and fair conditions.

This study shows some elements that exhibit the complexity of the student-company relationship. The acknowledgement of this complexity on the part of the students and the academic community, will allow the taking of measures to facilitate and improve it, as a contribution of project SPRING to its three beneficiaries.

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Appendix

List of companies that had been interviewed and surveyed, in order to know the situation of the internship students and their possibility to be hired in the company.

Report of interviewed companies, date and name of interviewer(s)			
2012			
	COMPANY	DATE	INTERVIEWERS
1	Allianz Fondika	August 28	Dolores Ayala y Pablo Lonngi
2	Incuba Empresas	September 5	Dolores Ayala y Pablo Lonngi
3	Industrias Man	September 10	Dolores Ayala y Orlando Guzmán
4	Canacintra	October 22	Dolores Ayala y Giancarlo Lonngi
5	Tec de Monterrey	October 22	Karla Prieto y Giancarlo Lonngi
6	Tortillería Cricotl	October 25	Pablo Giancarlo Lonngi
7	Revista Estrategia Global	November 7	Karla Prieto
8	Agroindustria Xomor	November 9	Karla Prieto y Giancarlo Lonngi
9	Benefrut	November 13	Pablo Giancarlo Lonngi
10	Central Natura	November 14	Pablo Giancarlo Lonngi
11	Mol. y Tortillería Garco	November 23	Giancarlo Lonngi y Luis Martínez
12	Promotora Accse- Revista Ganar Ganar	November 20	Karla Prieto y Luis Martínez
13	Copyme	November 21	Karla Prieto y Luis Martínez
14	IESTUR	November 22	Giancarlo Lonngi y Luis Martínez
15	Restaurante Jimmy's	November 22	Giancarlo Lonngi y Luis Martínez
16	Of. Comunicación Gob.	November 22	Giancarlo Lonngi y Luis Martínez
17	Santillana	November 22	Karla Prieto
18	USEM	December 18	Karla Prieto y Giancarlo Lonngi
19	Medesys	December 18	Karla Prieto y Giancarlo Lonngi
20	Harbest Resources	December 18	Karla Prieto y Giancarlo Lonngi
2013			
21	Pescadería Toral	January 31	Pablo Giancarlo Lonngi
22	Índigo	February 1	Karla Prieto y Mariana Rangel
23	BSLATAM	February 8	Karla Prieto y Mariana Rangel
24	Instituto Nacional de Ciencias Médicas y Nutrición Salvador Zubirán	February 8	Pablo Giancarlo Lonngi
25	Grupo Sim	February 18	Pablo Giancarlo Lonngi
26	Lekneh	February 22	Pablo Giancarlo Lonngi
27	Actualización Humana	February 26	Pablo Giancarlo Lonngi

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## SPRING IN GERMANY, AFTER BOLOGNA

(First an overview of the article is presented herein, written by the author himself in Spanish. For interested readers, the complete original text in German is reproduced in the following pages.)

**Dr. Josef Bordat**  
Freie Universität Berlin



I published a small article about project SPRING in Germany for the German on-line journal *Erziehungstrends* (“Education Trends”). This article is based on the hypothesis that in Germany there is the necessity of implementing SPRING as a prosocial culture for the relationship and professional interaction among persons and institutions within the academic world.

For this reason I describe the history of the German education system and its effects on the European higher education reforms (Model Bologna) and on the students’ equal opportunities of access to education and the labor market.

Statistical data on the social situation of German students show differences in their social conditions and, therefore, in their opportunities. The statistics used come from *Sozialerhebung* (“social survey”), carried out by the *Deutsches Studentenwerk* (German Student Association) and published in 2010 with the title *Die wirtschaftliche und soziale Lage der Studierenden in der Bundesrepublik Deutschland* (The economic and social situation of the students in the Federal Republic of Germany). It is the most recent and wide survey on this subject in Germany.

There are already established models for facilitating the students’ access to the educational and labor market, even for students coming from disadvantaged groups. There are programs for mentors (for example, successful academics that help students of poor economic origin) and education and career fairs (entrepreneurs and public institutions come to the universities to introduce themselves to the employees of the future). There is also a support and direct advice program organized by the *Deutsches Studentenwerk*, regarding economic, social, curricular and psychological subjects.

As a conclusion I state that the German education system and the higher education system after «Plan Bologna» award those students that are ‘more adjusted’ (due to their socialization during primary and secondary education, and not because

of the economic situation of their families), and do not award those who academically are the best. This is due to the fact that the Bologna system aims to increase the efficiency of the academic careers, for example, regarding the time spent up to the final exam. A person adapted to this system is a person that can absolutely focus on his/her academic career without worrying about his/her social situation. This person may achieve the course’s goals within the time given. On the contrary, a person that has to work in parallel for financing his/her career has a problematic family background, has problems for financing his/her subjects successfully under the curricular restrictions has disadvantages only for his/her economic and/or social situation.

That is to say, the academic success under «Bologna» is not only related to talent, but to the possibility of using time appropriately, and this fact is directly related to the economic situation. That’s why I say the «Bologna» awards those who are more adapted in this sense.

Therefore, I consider SPRING principles significant for the German education system, with a focus on primary and secondary education, i.e., previous to university.

## SPRING IN DEUTSCHLAND. CHANCEN FÜR EIN PROSOZIALES BILDUNGSWESEN

*von Josef Bordat*

Im vorliegenden Aufsatz geht es mir darum, das deutsche Bildungssystem in seiner historischen Entwicklung und gegenwärtigen Gestalt vorzustellen und mögliche Betätigungsfelder für prosoziale Verantwortung zu identifizieren. Das Modell, das dabei zur Anwendung kommen soll, ist die Social responsibility through PROsociality based INTERventions to Generate equal opportunities (SPRING), ein Modell, das bereits in Lateinamerika zur Anwendung kommt. Die Leitfrage lautet also: Welche Rolle kann SPRING in Deutschland spielen? Den Schwerpunkt bildet dabei die Hochschulbildung, also Universitäten und Fachhochschulen.

### EINFÜHRUNG

Die Zielsetzung von SPRING besteht darin, einen Prozess der organisationalen und kurrikularen Umgestaltung der Studiengänge dahingehend zu initiieren, dass die Ausbildung von Kompetenzen zu den Prinzipien prosozialer Verantwortlichkeit im Lehrplan berücksichtigt werden, um die Beziehungskultur zwischen Lehrenden und Studierenden positiv zu entwickeln und so zum Aufbau vertrauensvoller Zusammenarbeit zu befähigen. Gleichzeitig betrifft dies auch das soziale Umfeld der Universitäten, in Deutschland weitgehend in der Hand des Deutschen Studentenwerks (DSW), sowie die Anbindung der Universitäten und Fachhochschulen an potentielle Arbeitgeber.

So werden im Rahmen von SPRING in Kollaboration mit Unternehmen der freien Wirtschaft innerhalb der Hochschulen Dialogräume geschaffen, in denen die künftigen Führungskräfte im Sinne der Kriterien prosozialer Verantwortlichkeit geschult werden, um durch die verinnerlichte Prosozialität als Basis der Beziehungskultur die professionellen Interaktionen zwischen den beteiligten Personen und Einrichtungen langfristig zu verbessern. Ist so etwas auch in Deutschland nötig? Die Hypothese lautet: Ja – und mehr denn je!

Schließlich geht es im Rahmen von SPRING also darum, Bildungsgerechtigkeit herzustellen, ein Kernziel der Bildungspolitik, das durch soziale Selektion seit jeher gefährdet ist. Alle Prozess im Rahmen von SPRING sehen daher von den sonst herrschenden kompetitiven Bedingungen ab und setzen auf den vertrauensvollen Austausch, um gezielt soziale Defizite zu überwinden, die einen Teil der Studierenden in Deutschland hemmt. Dabei geht es weniger um den Ausgleich sozio-ökonomischer als vielmehr um die Überwindung sozio-affektiver und sozio-dispositiver Benachteiligungen, die in der Herkunft (sowohl der kulturellen wie der sozialen, i.e. familiären) begründet liegen.

Um zu einer Veri- oder Falsifizierung der Hypothese zu gelangen, ist es zunächst nötig, sich den historisch gewachsenen Kontext der gegenwärtigen Lage an deutschen Hochschulen vor Augen zu stellen, d.h. die Geschichte der Bildung in Deutschland. Ohne die Geschichte lässt sich weder die Gegenwart der Universitäten und Fachhochschulen unter den Bedingungen von Bologna als problematisch begreifen noch die soziale Situation ihrer Studierenden verständnisvoll einordnen und bewerten. Und nur wer dazu in der Lage ist, kann die Chancen für ein prosoziales Bildungswesen ausloten und den Raum für SPRING in Deutschland bemessen.

### HISTORISCHE VORBEMERKUNGEN

Am 28. September 1717 wurde ein Meilenstein deutscher Bildungspolitik gesetzt: die Allgemeine

Schulpflicht in Preußen, eingeführt von Friedrich Wilhelm I. mit dem „Edikt zur Förderung des Volksschulwesens“. Alle fünf- bis zwölfjährigen Kinder sollten fortan in den Wintermonaten jeden Tag und im Sommer mindestens einen oder zwei Tage in der Woche in die Schule gehen. Maßgebend für diesen Durchbruch war der universale Bildungsbegriff der Frühaufklärung: Bildung sollte für alle sein, nicht nur für eine bestimmte gesellschaftliche Schicht, für den Adel oder für den (künftigen) Klerus, denen sie in Gestalt des Erwerbs von Lese- und Schreibkompetenz über Jahrhunderte vorbehalten war.

Bildung wurde im 18. Jahrhundert allerdings sehr utilitaristisch verstanden: Sie sollte dazu dienen, den Menschen moralisch zu bessern und die Gesellschaft voranzubringen. Bildung übernahm damit gleichsam die Funktion einer „Religion des Fortschritts“. Im 19. Jahrhundert wurde dieser Zugang zu Bildung in Frage gestellt. Wilhelm von Humboldts Bildungsreform (1809: dreigliedriges Schulsystem; 1810: Gründung der Berliner Universität, der heutigen Humboldt-Universität, 1812: Vereinheitlichung der Hochschulreife [Abitur], 1816: Lehrplan für Gymnasien) sorgte für eine Abkehr vom aufklärerischen Gedanken der Nützlichkeit von Wissen, hin zum humanistischen Konzept der allgemeinen Menschenbildung („Humboldtsches Bildungsideal“), die das autonome Individuum zum Weltbürger machen sollte. Dieser Gedanke ist gerade heute, im globalisierten Zeitalter, ein ganz entscheidender. Weiter unten werde ich auf die Themen Migration und Auslandserfahrung eingehen.

Die Universität ist in diesem Konzept ein Ort, an dem Persönlichkeiten heranreifen, die für sich und die Gemeinschaft wirken können, gerade weil ihre Bildung nicht direkt auf diese Funktionalität ausgerichtet ist. Heute geht es im Rahmen des Bologna-Prozesses wieder einen Schritt zurück in Richtung direkter Verwertbarkeit konkreter Bildungsinhalte. Auch darauf komme ich weiter unten noch zurück.



Das Humboldtsche Bildungsideal hat Preußens (und später Deutschlands) Bildungssystem geprägt. Bis zur letzten Epochenwende (1989/91) war es kaum umstritten. Lange Jahre war Bildung in Deutschland allerdings auch ein Nischenthema. Nach dem Zweiten Weltkrieg (1939-45) ging es zunächst um den Wiederaufbau und die Eingliederung der beiden deutschen Staaten (1949 wurde die Bundesrepublik Deutschland und die DDR gegründet) in die gesplante Weltgemeinschaft. Die Bundesrepublik trat 1955 der NATO bei, die DDR im gleichen Jahr dem Warschauer Pakt. Bildung hatte in diesem Umfeld der 1950 und 60er Jahre wenig Chancen, auf die Agenda zu gelangen, zumal im föderalen System der Bundesrepublik die Bereiche Bildung und Kultur ohnehin zu den Kompetenzen der Länder zählen.

Einheitliche Regelungen gibt es nur hinsichtlich grundlegender Fragen wie der Allgemeinen Schulpflicht. Das ist bis heute so. Selbst wichtige Dinge wie die Dauer der Primarstufe ist von Bundesland zu Bundesland unterschiedlich (mal 4, mal 6 Jahre), ebenso die Dauer der Sekundarstufe bis zum Abitur (12 oder 13 Jahre). Die Kultusministerkonferenz (ein Gremium, dem die für Bildung und Kultur zuständigen Landesminister angehören) versucht seit eh und je, ein allzu deutliches Auseinanderdriften der Bildungspolitik (und damit letztlich „Bildungsmigration“) zu verhindern. Zur Hochschulpolitik muss gesagt werden, dass die staatlichen Universitäten zwar mit Steuermitteln und anderen öffentlichen Geldern finanziert werden, administrativ aber autonom sind. Hier findet die Koordination und Steuerung über das Hochschulrahmengesetz statt.

Dann gab es die 1968er-Bewegung, die nach anfänglicher Kritik der stark hierarchischen, quasi-absolutistischen Universitätsstrukturen allerdings schnell die Bildungspolitik aus dem Auge verlor und vielmehr einen gesamtgesellschaftlichen Forderungskatalog ausbreitete, der schließlich in der Formel „Mehr Demokratie wagen!“ (W. Brandt, Bundeskanzler von 1969 bis 1972) mündete und die Bundesrepublik veränderte.

Heute selbstverständliche Dinge wie die berufliche Gleichstellung von Frau und Mann sind Ergebnisse dieses Prozesses, der im Erziehungssystem aber auch fragwürdige Entwicklungen anstieß (etwa den der „anti-autoritären Erziehung“, ein Ansatz, der heute als gescheitert gilt). Zu diesen Reformen der 1970er Jahre gehörte auch die finanzielle Unterstützung sozial schwächerer Gesellschaftskreise, um ihnen den Zugang zur Hochschulbildung zu ermöglichen. Das Bundesausbildungsförderungsgesetz (BAFöG) von 1975 hatte zum Ziel, das Humboldtsche Bildungsideal der „Allgemeinbildung“ dahingehend zu erweitern, dass man zu einer möglichst umfänglichen „Bildung für die Allgemeinheit“ gelänge, kurz: „Bildung für alle“.

Der Fall der Berliner Mauer am 9. November 1989 und die Einheit am 3. Oktober 1990, also nicht einmal elf Monate später, hat die Situation für Deutschland grundlegend verändert. Zwar wurde im wesentlichen die DDR-Bevölkerung in das bundesrepublikanische System eingegliedert (formal ist die Einheit ein Beitritt der DDR zur Bundesrepublik gewesen, nach Art. 23 GG [alte Fassung]), so dass es keine gravierenden strukturellen Veränderungen im politischen System gab, doch die weltpolitische Rolle sowie die sozialen und ökonomischen Rahmenbedingungen mussten sich freilich ändern, denn Deutschland war größer und mächtiger, zugleich aber auch sozial fragmentierter geworden.

In Bereich der Bildung geriet schnell die personelle Situation an den Fachhochschulen und Universitäten in den Fokus. Sollte jemand, der in der DDR „Marxismus-Leninismus“ gelehrt hat, nun Professor für Philosophie werden können? Was tun mit einem Schwarm an Lehrkräften für (sozialistische) „Staatsbürgerkunde“? Doch ganz andere, langfristig viel wichtigere Fragen kamen von außen: Wie können sich Deutschlands Akademiker in einer globalisierten Welt behaupten? Wie Deutschlands Universitäten? Und: Wie lässt sich im Zuge des Einigungsprozesses innerhalb der Europäischen Gemeinschaft, die immer mehr zusammenrückte und 1992 zur „Union“ wurde, das Thema „Bildung“ handhaben? – Wir kommen zur gegenwärtigen Lage in deutschen Bildungssystem.

## BILDUNG BOLOGNESE

Es sind italienische Städte, die den deutschen Diskurs um Schule und Universität in den letzten Jahren angetrieben haben: Pisa und Bologna. Während PISA (Programme for International Student Assessment, zu deutsch: „Programm zur internationalen Schülerbewertung“) ein Evaluationsinstrument für allgemeinbildende Schulen ist, bedeutet Bologna für die Forschung und Lehre an den Hochschulen die Umwandlung der Universität zum Unternehmen, in dem nicht mehr wissenschaftliche Weite, sondern enge Wirtschaftlichkeitsprinzipien die Agenda bestimmen.

Der führende deutsche Bildungs- und Wissenschaftssoziologe Richard Münch analysiert seit Jahren diesen Wandel von der Zweckfreiheit zum Sachzwang und zeigt, wie die kurzfristigen Nutzenerwartungen des „akademischen Kapitalismus“ das Innovationspotential der Forschung unterwandern.

Zuletzt erschien von ihm Akademischer Kapitalismus. Über die politische Ökonomie der Hochschulreform (Berlin 2011). Hinter dem „Transformationsprozess von Forschung und Lehre zu strategischen Ressourcen“, im Zuge dessen „Wissen als Rendite abwerfendes Privatgut“ unter die Macht des Marktes gestellt wird, hinter dem Wandel der Universitäten zu „strategisch operierenden Unternehmen“ und der „Ablösung der akademischen Qualitätssicherung durch manageriales Controlling“ steht nach Münch ein globaler Megatrend, der nach Politik und Wirtschaft nun die Wissenschaft erreicht hat: der Neoliberalismus.

Der Bologna-Prozess ist eingebettet in ein quasireligiöses neoliberales Effizienzgarantiekonzept namens New Public Management (NPM), ein „Modell der rationalen, zielgerichteten Steuerung öffentlicher Einrichtungen“ durch die „unsichtbare Hand“ des Marktes, gegen das man heutzutage nicht

mehr anregieren kann, ohne sich dem Vorwurf auszusetzen, unwissenschaftlich zu sein. Um wie viel mehr gilt NPM dann für die Wissenschaft selbst. Die zunehmende Inter- und Transnationalisierung der Wissensproduktion verstärkt den Impuls zur Unterwerfung unter das einzig verbliebene global anerkannte Sinnstiftungsmoment: den Markt.

Die Universität ist unter den Bedingungen der Globalisierung nicht mehr das, was sie war. Soviel steht fest. Sie soll – folgt man Münchs Thesen – auch nicht werden, was sie nicht mehr sein kann. Humboldts Ideal ist längst der Realität gewichen. Es gibt kein „Zurück“ mehr. Auch Münch befeuert dementsprechend keine Retro-Romantik von Bummelstudium und kostenloser „Bildung für alle“.

Er ist akribisch und kritisch im Umgang mit den Gegebenheiten und Gefahren des „Glaubenssystems Bologna“, konstruiert aber keine wissenschaftspolitischen Luftschlösser. Dennoch: Die Problematik einer marktförmig angepassten Universität beschreibt er sehr genau. Sie bildet den Hintergrund für unsere weiteren Überlegungen zu einem möglichen Gegensteuern in Rahmen von SPRING, weg von Konkurrenz und Effizienz, von Verwertung und Vermarktung. Dazu unten mehr.

Dass diese Problematik nicht nur für das Bildungssystem gilt, sondern für die ganze (Wissens-)Gesellschaft, hat der österreichische Philosoph Konrad Paul Liessmann überzeugend herausgearbeitet (in Theorie der Unbildung, Wien 2006). Die „Kapitalisierung des Geistes“, die auch Münch ausmacht, führt bei Liessmann zu Wissen, das „unverbindlich und zusammenhanglos“ ist und von dem niemand genau weiß, was sein Bestand für einen Zweck hat, „was eigentlich wozu gelernt werden soll“.

Das Wissensverwertungssystem, in dem wir uns seit Beginn des Bologna-Prozesses an Schulen und Universitäten befinden, hat den komplexen Bildungsbegriff, der „ein Moment von Freiheit gegenüber den Diktaten des Zeitgeistes gewährt“, längst gegen den effizient gestalteten Erwerb von

möglichst stromlinienförmigen skills eingetauscht.

Der deutsche Soziologe Münch und der österreichische Philosoph Liessmann diagnostizieren übereinstimmend eine „Ökonomisierung“ des Wissenschaftsbetriebs. Das bedeutet, dass die kompetitiven Elemente der Wirtschaft die Bildung bestimmen. Das ist die Ausgangslage des akademischen Betriebs. Kommen wir zu den sozialen Bedingungen des Studierens in Deutschland.

## DIE SOZIALE SITUATION DER STUDIERENDEN

„Das deutsche Bildungssystem ist sozial selektiv. Die deutsche Bildungsbiographie ist an die soziale Herkunft gekoppelt. Das ist bekannt und wird durch die 19. Sozialerhebung einmal mehr bestätigt.“ Rolf Dobischat, Präsident des Deutschen Studentenwerks (DSW), einer öffentlichen Einrichtung, die sich um die sozialen Belange der Hochschulüler in Deutschland kümmert (z. B. Wohnheime und Mensen unterhält), fasste auf der Pressekonferenz zu jener 19. Sozialerhebung des DSW am 23. April 2010 in Berlin die Resultate der vom Bundesministerium für Bildung und Forschung geförderten Studie einprägsam zusammen (Die wirtschaftliche und soziale Lage der Studierenden in der Bundesrepublik Deutschland 2009. 19. Sozialerhebung des Deutschen Studentenwerks, durchgeführt vom Hochschul-Informationssystem (HIS), hg. vom Bundesministerium für Bildung und Forschung, Bonn / Berlin 2010). Dobischat stellt fest, dass die „grundlegende soziale Selektion weiterhin erschreckend stabil“ sei und Hochschulbildung einem „kulturellen Kapital“ gleiche, „das von Akademiker-Generation zu Akademiker-Generation weitervererbt wird“. Sein Fazit: „Von sozial offenen Hochschulen sind wir weit entfernt.“ Bildung für alle? Die Realität sieht anders aus.

Seit den 1950er Jahren untersucht das DSW regelmäßig die soziale Realität von Deutschlands Akademikernachwuchs. Die aktuelle Studie war mit großer Spannung erwartet worden, zeigen sich in ihr doch erstmals die Effekte des neuen Bologna-Systems.

16.370 Studierende von 210 Hochschulen haben im Sommer 2009 an der Befragung teilgenommen. Die Studie enthält außerdem exklusive Daten zur Bildungsbeteiligung und zur sozialen Herkunft der 2,1 Millionen Studierenden. Gerade diese Daten sind für die in der Einführung formulierte Frage nach der Relevanz von SPRING in Deutschland interessant.

## SOZIALE SELEKTION UND BILDUNGSELITEN

Von 100 Akademiker-Kindern studieren 71, von 100 Kindern aus Familien ohne akademische Tradition schaffen nur 24 den Sprung an die Hochschule. Das ist ein Ergebnis der Untersuchung. Schon hier zeigt sich deutlich die soziale Selektion. Andere Daten bestätigen dies: 40 Prozent der Deutschen sind Arbeiter, aber nur 20 Prozent der Studierenden sind Arbeiterkinder. Dagegen findet man an den deutschen Universitäten 10 Prozent Töchter und Söhne von Beamten, obwohl diese nur 5 Prozent der Bevölkerung ausmachen.

Diese Unter- bzw. Überrepräsentation hat zum einen finanzielle Gründe. Die sozio-ökonomischen Situation (Planungssicherheit) bei Beamten in ungleich höher als bei Arbeitern. Zum anderen stimmen in bildungsnahen Akademikerhaushalten die Umgebungsbedingungen und die einfachen Vererbungsgesetze tun ihr übriges; Intelligenz ist zu einem Teil genetisch prädisponiert. Doch entscheidender sind die Einflüsse der Erziehung und der sozialen Situation: Haben die Eltern selbst studiert (oder zumindest ein Elternteil), so entscheidet sich das Kind (bei gleicher Formalqualifikation!) doppelt so oft für ein Studium wie das Kind aus dem bildungsfernen Haushalt, also das Kind von Eltern, die selbst auch nie studiert haben.

Hier – und nur hier – haben wir Stellgrößen, die von außen beeinflussbar sind: Kinder aus Arbeiterfamilien müssen zum Studium ermutigt und ihre Eltern vom Sinn und Wert einer akademischen Ausbildung überzeugt werden.

Soziale Bedingungen und Statusfragen

haben zweifelsohne immer die Möglichkeit der Bildungsbeteiligung determiniert, auch in den 1970er und 80er Jahren. Doch zeichnet sich in den letzten Jahren eine Verschärfung der Tendenz ab. Allgemeine makroökonomische Konditionen (erodierende Sozialsysteme, Arbeitslosigkeit, zusätzliche Unsicherheit aufgrund der Finanzkrise), aber auch besondere Bedingungen des Hochschulzugangs (Studiengebühren) haben in den letzten Jahren dazu geführt, dass die Schere immer weiter auseinandergeht.

Haben wir bei den Studierenden die o. g. Verhältnisse, so finden wir bei den Studienanfängern noch deutlichere Differenzen. Unter den Studienanfängern zum Wintersemester 2007/2008 (so die DSW-Erhebung aus dem Jahr 2009 – die aktuellste, die es derzeit gibt), finden sich plötzlich 15 Prozent Beamtenkinder, also die Kinder derer, die durch besondere Statusbedingungen am wenigsten von den Schwierigkeiten merken (keine Teilhabe am allgemeinen Sozialsystem, unbefristete Arbeitsverhältnisse).

Die soziale Selektion beginnt gleichwohl bereits in der Schule: Während dreiviertel der Kinder, deren Vater Akademiker ist, eine Fachhoch-/Hochschulzugangsberechtigung erwerben, so ist es bei den Kindern von Nicht-Akademikern nur ein Viertel. Die Chance, Abitur zu machen, ist also für die Kinder, deren Vater auf der Universität war, dreimal so hoch wie für ihre Altersgenossen aus Nicht-Akademiker-Haushalten.

## KONTINUITÄT UND PERPETUIERUNG DER SOZIALEN SCHERE

Studieren, so könnte man polemisch sagen, ist „wieder etwas für Reiche“. Das ist sicher übertrieben, doch über die soziale Selektion bilden sich Bildungseliten und es verfestigen sich infolgedessen gesellschaftliche Hierarchien. Das insbesondere deshalb, da die Studienfinanzierung heute nach wie vor hauptsächlich über zwei Kanäle läuft: über die Eltern und über die eigene Erwerbstätigkeit neben dem Studium.

Während nur etwa ein Drittel der Studierenden auf BAföG (29 Prozent), Stipendien (3 Prozent) oder einen Bildungskredit (2 Prozent) bauen kann, tragen bei 86 Prozent die Eltern und bei 65 Prozent der Nebenjob zur Studienfinanzierung bei. Es ist nun klar, dass der, der von seinen Eltern weniger zu erwarten hat, bei etwa gleichen Kosten mehr Zeit für die Arbeit und damit weniger Zeit für das Studium zur Verfügung hat. Das kann zur Verschlechterung der Leistungen und zur Verlängerung der Studiendauer führen, bis hin zum Abbruch bzw. zum Scheitern.

Bei den Studenten aus dem obersten sozialen Viertel kommen zwei Drittel der monatlichen Einnahmen von den Eltern, bei den Studierenden aus dem untersten Viertel ist es nur rund ein Viertel. Bei der Notwendigkeit zur Arbeitsaufnahme sieht es entsprechend umgekehrt aus. Da Studiendauer und -leistungen wesentliche Kriterien für die Möglichkeit einer raschen Aufnahme der Berufstätigkeit im Anschluss an das Studium sind, wird deutlich, dass sozial schwächer gestellte Studierende auch dann in einen erheblichen Nachteil geraten. Das kann sich durch die gesamte Erwerbsbiographie ziehen – mit dem Ergebnis einer Perpetuierung der Problematik in den kommenden Generationen.

## PROBLEMDRUCK

Zu den problematischen sozialen Rahmenbedingungen treten oft Probleme hinzu, die der einzelne Studierende unter dem Druck der besonderen Lebenssituation verspürt. Fast zwei Drittel der Studierenden in Deutschland haben Beratungsbedarf in finanziellen, universitär-kurrikularen und / oder persönlichen Schwierigkeiten. Die 19. Sozialerhebung des DSW ergab, dass 22 Prozent der Hochschulüler Fragen zur Finanzierung ihres Studiums haben. 13 Prozent suchen Hilfe wegen depressiver Verstimmungen, weitere 13 Prozent wegen Prüfungsangst.

„Diskontinuierliche Studienverläufe und eine hohe Erwerbsbelastung“ vergrößerten den Beratungsbedarf, so der Bericht. Auch wirkte sich die

soziale Herkunft bei „nahezu allen Themen“ auf den Beratungsbedarf aus: Dieser erhöhe sich mit einer Verschlechterung des Status, freilich „am stärksten zu Fragen der Studienfinanzierung“. Auch hier sind also Studierende aus dem untersten Viertel erheblich im Nachteil.

Was tun? Zunächst einmal gilt es, alle Beteiligten für das Problem zu sensibilisieren. Oftmals trifft man auf einen Mangel an Empathie für die Lebenssituation von sozial Benachteiligten – nicht nur, aber auch an den Universitäten.

## **INTEGRIERTE PROSOZIALITÄT ALS TEIL DER LÖSUNG**

Prosozialität kann daher als soziale Verstetigung von Empathie verstanden werden, mit dem Ziel, dem Einzelnen gerecht zu werden. Neuere Ansätze in der Bildungsforschung, welche die individuelle Förderung des Schülers bzw. Studenten in den Mittelpunkt stellen, liegen bereits grundsätzlich auf dieser Linie.

Zugleich bedeutet Prosozialität im Bildungssystem nicht, die Utopie einer „Bildung für alle“-Ideologie aufrecht zu erhalten. Es kann in der Bildung nicht um Gleichheit gehen, sondern es muss vielmehr um Gerechtigkeit gehen. Der Egalitarismus als Forderung ist durch einen Individualismus der Förderung zu ersetzen. Gerechtigkeit heißt daher, die Vorbereitung auf kommende Ungleichheit zu gewährleisten, soweit sie aus unveränderbaren Faktoren resultiert, und sich die Überwindung der bestehenden Ungleichheit vorzunehmen, soweit sie aus veränderbaren Faktoren herrührt. Genetische Differenzen wird man nicht ausgleichen können (oder wollen), soziale Umgebungseinflüsse hingegen schon.

Das DSW hat dazu in den letzten Jahren eine gute Arbeit geleistet und auch die Politik hat den Sonntagsreden von der überragenden Bedeutung der Bildung für Deutschland Taten folgen lassen. Die Anhebung von Förderungssätzen kann aber nicht

das letzte Wort sein, da es nur das wirtschaftliche Defizit ausgleicht. Soziale Selektion geht aber weiter und betrifft den Menschen in seiner gesamten Disposition. Hier kann eine Orientierung an der Prosozialität als aktive Empathie helfen, auch diese nicht-monetäre soziale Benachteiligung zu überwinden.

## **Mentorenprogramme**

Auch hier gibt es in Deutschland bereits Ansätze: Mentorenprogramme, in denen sich erfolgreiche Akademiker Schülerinnen und Schülern aus problematischen familiären Verhältnissen annehmen, sie begleiten und fördern. Dies ist auf die Hochschulen zu erweitern. Eine Sensibilisierung von Führungskräften durch SPRING-Seminare könnte die Bereitschaft erhöhen, sich daran zu beteiligen.

## **BILDUNGS- UND KARRIEREMESSEN**

Weiterhin gibt es bereits Bildungs- und Karrieremessen in den Universitäten und Fachhochschulen, auf denen sich Studierende über berufliche Perspektiven in Wirtschaft und Verwaltung informieren können. Die Unternehmen haben zugleich die Möglichkeit, Studierende kennenzulernen. Dabei geschieht die Auswahl meist nach überprüfbaren Leistungsmerkmalen (Noten), so dass auch hier wieder der kompetitive Gedanke einer marktförmigen „Bildungsware“ vorrangig ist. Eine Schulung von Personalern und Recruitern im Rahmen von SPRING-Seminaren könnte den Blick auf den einzelnen Studierenden verändern.

## **Beratungsangebote**

Das Beratungsangebot ist ferner auszubauen, um dem gestiegenen Bedarf gerecht zu werden. Die Sozialberater könnten in SPRING-Seminaren zu einem größeren Bewusstsein des Konnex von finanzieller Voraussetzung, sozialer Lage und psychologischer Befindlichkeit gelangen und die daraus resultierenden Spannungen proaktiv

abbauen helfen, bevor diese dazu führen, dass der Studienerfolg in Gefahr gerät.

## **SCHULUNG ZUM WELTBÜRGER**

Schließlich: Das Humboldtsche Ideal der Bildung zur „Weltbürgerpersönlichkeit“ sollte wieder ins Zentrum rücken, und zwar in zwei Perspektiven:

Ad 1) Studierende mit Migrationshintergrund und Studierende aus dem Ausland, deren Zahl seit zwanzig Jahren beständig wächst, sollten die Chance bekommen, ihr Studienland Deutschland kennen- und verstehen zu lernen. Gerade für englischsprachige Masterstudiengänge bewerben sich oft Studierende, die kein Deutsch können und später sozial völlig isoliert sind. Hilfestellung kann hier sicherlich zunächst durch Sprach- und Integrationskurse gewährt werden, doch auch SPRING-Seminare, an denen Integrationsbeauftragte teilnehmen, können dazu beitragen, dass ein echter Austausch der Kulturen stattfinden kann.

Ad 2) Deutsche Studierende sollten verpflichtend ein bis zwei Semester im Ausland studieren. Hier zeigt sich besonders gravierend, dass die Diskrepanz zwischen Wunsch und (sozialer) Wirklichkeit groß ist, oft zu groß. Und das nicht nur in Deutschland, sondern in ganz Europa. Das europäische Bildungsprogramm Erasmus steckt nach einer fünfundzwanzigjährigen Erfolgsgeschichte in der Krise. Die Begeisterung für den akademischen Auslandsaufenthalt hat zuletzt in vielen Ländern nachgelassen. Die Zahl deutscher Erasmus-Studierender stagniert (bei stark steigender Studierendenzahl insgesamt). In Finnland, Spanien oder Griechenland entscheiden sich immer weniger angehende Akademiker für den Besuch einer Partneruniversität im Ausland. Dafür gibt es viele Gründe, besonders oft fehlen den Studenten aber Zeit und Geld.

Zeit und Geld – die knappen Ressourcen des Bildungssystems nach Bologna. Die

Zukunftstauglichkeit von Erasmus steht in Frage. Ein Vorschlag geht in die Richtung, dass mehr Lehrer im Ausland unterrichten und so die Schüler für das Auslandsstudium begeistern. Das Programm soll Humboldt heißen - benannt nach den beiden deutschen Universalgelehrten des 19. Jahrhunderts – der eine, Wilhelm, reformierte die Bildung in Preußen (s. oben), der andere, Alexander, reiste ins Ausland. Passen würde es. Und passen würde es auch, wenn dieser Prozess von SPRING begleitet würde, damit am Ende nicht nur die Reichen reisen.

## **FAZIT: FREIRÄUME FÜR PROSOZIALES HANDELN SCHAFFEN!**

Die beschriebene Tendenz zur Verwertung aller Prozesse des Lernens und schließlich der Bildung und des Wissens selbst, führt dazu, dass nicht immer die Besten, sondern die Bestangepassten erfolgreich durch das Elite-Bildungssystem marschieren. Das sind aber genau die, die 1.) die nötige familiäre Unterstützung bekommen, 2.) ihre Zeit ganz oder größtenteils dem Studium widmen können und 3.) bereits aus ihrer Sozialisation in Kindheit und Jugend die Regeln des akademischen Spiels kennen. Also gerade jene Gruppe, die nach wie vor an deutschen Universitäten stark überrepräsentiert ist: Kinder aus gut situierten Akademiker- bzw. Beamtenhaushalten.

Die anderen muss man beständig und intensiv fördern, vor dem Studium (Sozialberatung des Studentenwerks, Mentorenprogramme), im Studium (Sozialberatung des Studentenwerks, Mentorenprogramme, Austauschprogramme für Auslandsaufenthalte) und nach dem Studium (Kooperationen der Universitäten mit Unternehmen und anderen potentiellen Arbeitgebern). SPRING bietet dazu eine Möglichkeit, die entsprechenden Prozesse adäquat zu gestalten und diejenigen in den Blick zu nehmen, um die es besonders geht: sozial benachteiligte Studierende, mit und ohne Migrationshintergrund.

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# PROJECT SPRING: SOME CLUES FOR THE EUROPEAN UNIVERSITY OF THE NEXT TEN YEARS

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Can you imagine a university where professors, students and employers work collaboratively for the design of training programs? Can you imagine every internship student personally tutored by his/her professors, classmates and the possible employer, in order to help him/her improve his/her weaknesses?.

All this may become a reality at the end of the three years of the European Project **SPRING (Social responsibility through PROsociality based INterventions to Generate equal opportunities)**, co-financed by experts of the Chilean Pontificia Universidad Católica de Valparaíso (PUCV) and the Universidad Autónoma de Barcelona (UAB), which will develop an innovating intervention model to be implemented in Argentina, Colombia, Bolivia, Ecuador, México and Chile.

This project, as many other projects of the so-called ALFA convocation, aims to increase the collaboration networks between Latin American and European universities, in order to build bridges with the society and generate a more sustainable development in Latin American countries.

Nevertheless, due to the current European crisis and in view of the data (high rate of student strikes, doubts about quality public education, excessive increase of the university enrollment fee), questions like these are necessary to illuminate a standpoint about the European future that appears uncertain regarding equal access to the

university and the students' labor opportunities.

An economic crisis makes citizens' perception and many realities change: securities change, opportunities change and- unfortunately- also poverty definition changes. A lower access to university education, due to increasingly high enrollment fees, creates a scenario where studying will no longer be an option, but a consequence of purchasing power.

And this is well known by the Latin American countries, where capacity, motivation and the desire of studying a career are not enough to have access to the university. The gap existing between "desiring and having the necessary abilities" and the frustration of "not being able" is classified by some authors as a condition for violence.

By intuition we know that any kind of frustration may generate violence and violent manifestations



change the society and the persons; violence generates sadness and increased aggressiveness, which becomes a vicious circle; reducing internal and even external peace.

A Spanish university reform conditioning the right of access to the university based on the economic capacity or on the obtaining of some scholarship with competitive requirements, will certainly generate cultural changes that probably won't be observed in the short term, but for sure within 10 years.

## HOW CAN WE FACE THIS SCENARIO?

Apart from the political channels that should continue working for keeping quality social well-being standards, it is completely feasible to design a complementary preventive scenario that avoids the increase of frustration and violence rates in the



citizen culture due to the lack of access to education for students without the necessary economic resources or scholarships.

Universities should assume an even more active and protagonistic role as actors of social changes, innovation, transfer of knowledge to the citizens and not only to companies and scientific journals.

Changing their standpoint and implementing the great values of any public university, the leaders of these universities may increasingly transform the university in a social actor able to focus every person of interest of the university (employers, professors, students, officials, vendors, families, local communities, NGOs, governments) in the interest of the common good and equality, using trust-generating methodologies.

Project SPRING is along this line. The methodology to be implemented is that of prosocial intervention and prosocial *coaching*, already proven in companies, secondary schools, primary schools, juvenile prisons, churches, health area, peace processes in Colombia and victims of genocide in Rwanda. Prosociality is a concept basically arisen from psychology as an antonym for “antisocial”. It studies and shows the factors and benefits that the actions of helping, solidarity, giving, sharing and cooperation produce in all the persons, groups and societies involved in them, either as actors or receivers. The methodologies that the project SPRING will apply may benefit the personal and professional lives of the participants. It is oriented toward professors, university students and employers and ends in December 2014.

SPRING’s proposal was one of the few projects that won one of the most competitive contests of the European Union, competing with around 400 designs elaborated by European and Latin American universities. Although it is a project 100% implemented in Latin America, it is a valuable laboratory that Europe may observe and learn from.

POSTER:  
Social Responsibility of  
universities: Reshaping organizational  
culture through prosocial behavior of  
students, lecturers and employers

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PROGETTO EUROPEO SPRING: Social responsibility of universities: Reshaping organizational culture through prosocial behavior of students, lecturers and employers.

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UNIVERSIDAD NACIONAL DE SAN MARTIN



SPRING

α LFA



OBIETTIVI GENERALI DEL PROGETTO

- Spring vuole potenziare la leadership sociale delle università latino-americane, attraverso lo sviluppo di un modello educativo di innovazione del curriculum per una Responsabilità Sociale Universitaria, prosocialità e comunicazione di qualità prosociale, attraverso la promozione attiva di spazi per il dialogo e la cooperazione tra docenti, studenti e futuri datori di lavoro.
- Spring promuove la parità di accesso al posto di lavoro attraverso metodologie pro-sociali che consentono un intervento efficace, reciproca conoscenza tra attori beneficiari del progetto, orizzontalità nei rapporti e la stima per la diversità sociale tra studenti, insegnanti e datori di lavoro.
- Una opportunità per i laureati provenienti da ambienti dello svantaggio socio-economico per equilibrare disuguaglianze sul mercato del lavoro dovute alla classe, al genere, alla etnia di provenienza.
- Una opportunità per docenti, studenti, datori di lavoro per acquisire competenze volte a trasformare l'eterogeneità sociale in opportunità di sviluppo .
- Sfida per produrre cambiamenti culturali attraverso il comportamento.

SPRING E'

- Una opportunità per i laureati provenienti da ambienti dello svantaggio socio-economico per equilibrare disuguaglianze sul mercato del lavoro dovute alla classe, al genere, alla etnia di provenienza.
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KEY WORDS

Responsabilità Sociale Universitaria, Prosocialità, Comunicazione Prosociale

6 università  
13 corsi di Laurea  
57 organizzazioni partecipanti

PARTECIPANTI	Imprenditori	Docenti	Studenti
PUCV	15	14	40
UAM	3	7	7
UPDS	24	5	12
UNSAM	12	6	52
UNAD	20	20	20
UDLA	15	20	92

"Ho iniziato con la prospettiva (...) che non c'era empatia, così quando ho cominciato a parlare, quando vi ho visto (imprenditori e docenti) ho capito che siete persone come me, che siamo in grado di andare avanti insieme, che si può parlare, che possiamo interagire." (studentessa, SPRING Messico)

SPRING E' VOLTO A

- Aumentare la quantità, la qualità e frequenza di interazione della "triade" del progetto (docenti, studenti e imprenditori)
- Promuovere percorsi locali di formazione per docenti, studenti e imprenditori sulla applicazione dei valori prosociali, di responsabilità sociale universitaria e di comunicazione prosociale
- Apprezzare la diversità sociale nei contesti universitari e lavorativi
- Generare cambiamenti di comportamento sul posto di lavoro :influenza sulla cultura organizzativa e accoglienza di studenti che fanno il tirocinio.
- Migliorare la qualità della docenza universitaria attraverso un miglioramento dei rapporti di fiducia: docente-studente; imprenditore-docente; imprenditore-studente.
- Innovare i curricula di almeno due corsi di studio in ogni università latinoamericana.

FONTI DI DATI



DISEGNO DELL'INTERVENTO E APPROCCI TEORICI

**Participatory Action Research (PAR)**  
Modalità di ricerca-azione collaborativa, riflessiva, esperienziale e partecipativa, in cui **tutti gli individui** inclusi nello studio, **sono gli attori** che contribuiscono nelle varie fasi di progettazione (Stringer & Dwyer, 2005; Ragione e Bradbury, 2008). Spring sviluppa la **sperimentazione di un programma pilota d' intervento** che comprende la progettazione e l'implementazione di **strumenti di valutazione e formazione e monitoraggio** per lo sviluppo di **pratiche professionali** degli studenti negli ultimi cinque semestri della formazione universitaria.

Questo programma, **implementato per prima volta**, ha introdotto concetti e procedure utilizzate nella **metodologie LIPA** di intervento prosociale, come il **modello di UNIPRO** (Roche , 2010; 2003), **progetto europeo MOST**, **progetto europeo CHANGE**, **programma YPA** (Roche, 2010), **programma PMIP** (Romero Martinez e Roche 2011) e anche dei programmi di responsabilità sociale universitaria della rete cilena, "universidad Construye País"  
**Metodi di allenamento antropologia visuale mediatica**(FU Berlin )  
**Apprendimento Organizzativo e Groupware** (Gutwin, C. e Greenberg, S., 2002)

**Monitoraggio e di valutazione.**  
Valutazione interna avviene attraverso procedure di monitoraggio con strumenti strutturati. La valutazione esterna è affidata ad un valutatore esterno indipendente

ALCUNI RISULTATI ATTESI

**Un nuovo modello di intervento per ridurre le disuguaglianze, guidato dalle Università**  
**Le università adottano un ruolo di leader sociali:**  
- Stabiliscono relazioni di fiducia con imprenditori e datori di lavoro  
- Promuovono la collaborazione tra studenti di diverse classi sociali, docenti e studenti  
- Migliorano il clima di apprendimento nell' aula  
- Innovano i programmi obbligatori stabiliti, introducendo prosocialità e Responsabilità Sociale in modo formale nelle varie discipline  
**I datori di lavoro adottano un ruolo di agenti di cambiamento:**

-Migliorano la qualità prosociale nel modo come i laureati svantaggiati accedono al mercato del lavoro  
-Accettano di lavorare con studenti provenienti da classi sociali diverse  
-Partecipano a un processo di formazione che migliora i rapporti tra tirocinanti e imprenditori  
-Modificano in modo formale alcune linee guida della organizzazione applicando i concetti del progetto

Altri risultati

-Un Image film di processo e diversi documentari prosociali (ethnofiction) in alcuni paesi .  
-Sviluppo di materiali per sostenere l'insegnamento e la formazione tra imprenditori e docenti universitari  
-5 libri divulgativi gratuiti per docenti interessati  
-Progettazione e sviluppo di "Centri di Fiducia" in ogni università (anche un centro di Fiducia virtuale europeo-latinoamericano)  
-Comunità composta da 8 università, più di 300 persone: 50 specialisti in squadre di coordinamento, più studenti, imprenditori e docenti.



# 03

## NEW CONSIDERATIONS ABOUT SPRING

A selection of texts until now not published, that help to reflect on the Project with a special focus on the implementation and social interest dimensions.

## RESULTS OF THE UNAD COLOMBIA PROCESS: ADAPTATION OF THE SPRING MODEL TO A VIRTUAL UNIVERSITY

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*\*Universidad Nacional Abierta y a Distancia (UNAD) y*

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### ALFA III-SPRING PROJECT AND UNAD

As is evident from a reading in section 01 of this volume, SPRING is above all an intervention model designed for universities, where reality is face-to-face: teaching staff meeting periodically or who meet in the hallways; teachers who know their students, students who see each other every day.

In the case of UNAD (Universidad Nacional Abierta y a Distancia, Colombia), to assume commitment of the SPRING project was an enormous challenge. The format of how teachers and students work in a university at distance corresponds to logics very different from those of other partners of the project.

In the UNAD teachers know their students through a virtual platform. Students from UNAD are not only young people, but young adults or working people mainly, family parents, who with great effort share their time between their studies and a job that provides them few resources to support their families. For students, these studies mean not only a professional aspiration but also a significant and unique opportunity to improve their work opportunities and, occasionally, pull themselves out of poverty. Students from UNAD are already inserted in the working world, but not in the jobs they would like or need for their potential.

UNAD has accepted the challenge to apply SPRING assuming to be the unique prevalently virtual university of the consortium; assuming, therefore, an extra challenge: not only applying the project, but also, adapt it to the virtual world, in classrooms where thousands of students and teachers live, talk, feel, interact and learn.

UNAD is an institution of national scope created by the Law 52 from 1981, it is linked to the Ministry of National Education in accordance with the provisions set forth in Law 30 from 1992. UNAD purpose is education in the open distance modality, through virtual learning environments in a socially committed and communitarian spirit (Agreement 0015, March 30<sup>th</sup>, 2012, Art. 2). University main building locates in the city of Bogotá. The institution has a Senior University Council, the Academic Council and the Rector (Agreement 0015, March 30<sup>th</sup>, 2012, Art. 10). The Senior Council is comprised by the Ministry of Education or its delegate, a member appointed by the President of the Republic, a Governor, a representative of the productive sector and a former university principal (Agreement 0015, March 30<sup>th</sup>, 2012, Art. 11).

In the year 1985, the Faculty of Social and Human Sciences is created, which originates having as central axes of its job social investigation and social-humanistic formation; in 1994 through internal regulation Social communication programs are created with emphasis in communitarian communication and Communitarian Social Psychology; in 1996 through internal regulation Philosophy program is created and in 2006, it transformed in Escuela de Ciencias Sociales, Artes y Humanidades (ECSAH). The coordination of the Colombia SPRING project is in this school.

### BENEFICIARIES OF THE PROJECT IN UNAD

In order to select beneficiaries of the ALFA III-SPRING project, it was considered that they should be part of different fields of the academic activity

and of different sectors, in accordance with the principles of social responsibility and university social responsibility.

In this sense, in UNAD there is a social responsibility shown in the supportive pedagogical academic project and in the actions of social projection focused on the problems of communities with interest in the management of social changes, communication and an efficient performance of students, teachers and professionals (Universidad Nacional Abierta y a Distancia - Escuela de Ciencias Sociales, Artes y Humanidades [UNAD-ECSAH], s.f.a). This makes that the interaction with different actors within a frame of responsibility is habitual in the institution.

University social responsibility (RSU) (Ruiz & Soria, 2009) requires a consistent speech with missionary axles (De la Cruz & Sasía, 2008), where there is generation of knowledge, integral formation-solidarity, environmental responsibility, working environment, or sustainable development (Bacigalupo, 2008), ethics, human, social and natural management of impacts, such as organizational-cognitive, management and education-participation (Vallaeys, 2008). The university should be conscious of its social impact (Bacigalupo, 2008), giving place to new ideas and techniques (Díaz, 2008) with a critical view on itself (Martínez, 2008).

In UNAD, many of these principles are evident when it is stated that autonomous learning generates culture and development in communities (Agreement 0015, March 30<sup>th</sup>, 2012, Art. 3). Likewise, in this vision, commitment and contribution of its academic community to the development of communities and social equity are mentioned (UNAD, 2011: 33). In ECSAH, formation and social projection processes act to generate social individuals with reflective and critical attitude, individuals producing supportive social transformation (UNAD-ECSAH, s.f.a). Thus, according to the vision of ECSAH, the intention of being protagonist in the articulation of formation, investigation and social projection in the outcome

of social-historic realities are observed (UNAD-ECSAH, s.f.a). In consequence, UNAD remains inserted in its environment and community.

Within this exercise frame of principles, where students, teachers and the productive sector –which are familiar therewith– develop, it was proceeded to select beneficiaries of the ALFA III-SPRING project; namely, participants in the application of formation processes. These participants were:

- a) Students of academic programs who participated in the project in every associated country. 19 students of the first academic periods and 20 students of the last academic periods of Psychology and Social Communication programs participated in UNAD.
  - b) Teachers of each university formed as experts in the contents and skills of the project. Three teachers of psychology and two of social communication participated in UNAD.
  - c) Employers –being understood as representatives of organizations where students made their practice processes–; formation and disclosure spaces were specially addressed to them in order to link their needs with the objectives of the project.
- The following nine organizations participating in UNAD were:
- Aldeas Infantiles SOS, an organization aimed at the contribution with the International Convention on Children Rights from and approach of Rights; it recognizes boys, girls and adolescents as individuals who participate in proposals to empower their development and ensure their rights in order to encourage welfare of boys and girls.
  - Fundación Semillitas de Amor, whose goal is to provide additional support in health and informal education to child population and their families, focusing on the decrease of intra-familial violence and child delinquency in order to contribute to the integral welfare of low-income families.
  - Fundación Simeón, which is a home-day

which attends elder people population who live in neighborhoods one and two in condition of poverty and vulnerability, in order to improve their quality life and contribute to their integral development

- Escuela de Policía Metropolitana de Bogotá, which is an educational Institution in charge of contributing with the integral formation, qualification and upgrading of police men and high officials for the service and protection of community.
- Fundación Niño de los Andes, which is focused on contributing to the restitution and defense of fundamental rights of boys, girls and young people in street situation, psychoactive substance consumption and with family vulnerability, with the option to construct new alternatives of life and thus, enable family and social reintegration and inclusion.
- Centro de Apoyo Vivir, organization that works as a playroom, where children of social-economic stratum between 0 and 1, by playing, have the chance to socialize and create conscious of community for child development and the improvement of life quality of the community.
- Fundación Cepytyn, which provides therapeutic services for the integral habilitation of individuals with intellectual and/or physical disability, seeking for a social, educational and work inclusion for this population and their families.
- Grupo Comunicarte, which is an alternative when you are facing the need to generate a culture of peace, citizen culture, communication and literacy democratization to the audiovisual world. It is aimed at generating processes of democratic communication that question, move and lead to change in the social practice of social communities and organizations.
- The Social Communication program of UNAD, in the CEAD José Acevedo y Gómez, which intends to provide formation of social

communicators attending trends followed by cultural studies as frame of theoretical and practical reflection, and encouraging actions focused towards the understanding of the communication phenomena in particular and global cultural contexts.

This summon was made under the principle of volunteer participation, which is consistent with the respect shown by UNAD to communities and social aspects from the perspective of a social investigation-action that includes sense and interests of communities and contextual realities (UNAD-ECSAH, s.f.a).

### **PROPOSAL OF THE ALFA III SPRING PROJECT AND CONSISTENCY WITH THE MODEL OF UNAD**

As it is widely discussed in chapter 1 of this book, SPRING resulted from an hypothesis of initial work assuming that the increase (in quantity, quality and frequency) of structured spaces of formation, qualification and application of values and pro-social competences (addressed to project beneficiaries) could cause behavioral changes that have an influence on positive cultural changes and potentially, on an increase of work opportunities for young people who have less opportunities of inserting with success in a job.

The model of UNAD is consistent with the objectives of the ALFA III-SPRING project, as it consists of a supportive pedagogical model in a communitarian and supportive university with a horizontal speech and autonomous learning, meaningful and collaborative to attend diverse cultures in different contexts by means of the intensive use of TIC's (UNAD, 2011: 47).

This model integrates in a strategic institutional component. This component considers practical and emancipatory interests, axiological needs, values of cooperation, solidarity, equity, autonomy and dignity, aimed at an innovative change in the

dynamics of progress and communitarian education (UNAD, 2011: 18). Thus, pro-social aspects are part of strategic components of UNAD, and the institution is in proper conditions to apply the project.

### **PROCESSES DEVELOPED WITH BENEFICIARIES WITHIN THE ALFA III-SPRING PROJECT**

The program for pro-sociality development of Roche (2010), consists of constructing the personal meaning, communication, empathy, positive valuation of people and things, spaces and time for creativeness, initiative and change, self-assertion, pro-social assertiveness and pro-social actions. It is an authentic program of comprehensive formation.

On one hand, UNAD is searching assertion of values and regional cultural expressions (Agreement 56, UNAD, Art. 2) related to the environment, economic, cultural and political development (Sira, & Pérez, 2011) in a collaborative learning by means of the analysis cases, learning based on problems, projects and practical experiences (MECESUP, s.f.a, s.f.b, s.f.c, s.f.d).

The above makes formation in pro-social attitudes to be interesting and in accordance with formative processes of UNAD. In the institution, formative processes are organized around contextualized problematic cores. They consists of integrating units of investigation processes with transformation objects and methodological strategies in a theoretical-practical synthesis (UNAD, 2011: 89) within a micro curriculum that distributes topics in the different programs (UNAD, 2011: 93). In this sense, teachers should have communitarian competences promoting supportive participation of the community members in a collaborative manner (Agreement 009, October 26<sup>th</sup>, 2006, Art. 6). Thus, integrated practice in communities results familiar to UNAD's actors.

According to the criteria of the ALFA III-SPRING project, after the initial diagnosis, work processes took place with the three beneficiaries of

the project. The procedure was conducted as follows:

1. Diagnosis through focus groups to students and teachers, and individual and group interviews to employers.
2. Formation process and cognitive awareness on pro-sociality and communication with pro-social quality (lead by UAB) and pro-social responsibility (lead by PUCV).
3. Qualification process for teachers on pedagogical strategies with participation in Virtual Learning Environments (AVA) with issues on the ALFA III-SPRING project.
4. Consultancy process to integrate criteria of the ALFA III-SPRING project in organizations by means of workshops for employers.
5. Academic follow-up and evaluation of professional practices of Psychology and Social Communication students.

In this procedure, an equitable attention is observed in objectives addressed to the different actors and in relation to the context. This approach is also part of the social projection and university extension, which are the interaction, inclusion and intervention strategy in local, regional and national problems (Agreement 003, February 14<sup>th</sup>, 2007, Art. 1). This strategy contributes to social, economic, cultural, environmental, political and scientific-technological development (Agreement 003, February 14<sup>th</sup>, 2007, Art. 1), which is consistent with the application of the ALFA III SPRING project and with the equitable attitude that clearly comes out in actions of UNAD as well (Agreement 56, December 6<sup>th</sup>, 2012, UNAD, Art. 2).

### **VIRTUAL LEARNING ENVIRONMENTS AND FORMATIVE ACTIVITIES IN THE ALFA III – SPRING PROJECT**

UNAD counts on a good technological platform to carry out its project of virtual learning environments. The extensive use of TIC's in addition to the particular formative philosophy of UNAD

encourages hierarchy or teamwork horizontally in shared actions (Agreement 0015, March 30<sup>th</sup>, 2012, Art. 21).

Likewise, technological innovation is a substantive responsibility of UNAD and it relates to the society of knowledge (UNAD, 2011: 20), because it is grounded in the utilization of TIC's according to an academic supportive project (Agreement 0015, March 30<sup>th</sup>, 2012, Art. 7). The institution considers technological innovation and implementation are essential in its internal and external development as well as in communities, and also the organization in learning networks (Agreement 015, December 13<sup>th</sup>, 2006, Art. 3).

The Management of Technological Innovation and Development works to design strategies in the use of telematic resources (Agreement 0037, July 27<sup>th</sup>, 2012, Art. 35) using technology of Virtual Learning Environments (ECSAH, 2013). Among the abundant technology available, we can find specialized searchers and meta-searchers, technological platforms and virtual environments, techno-didactical strategies and their applications, rubrics, agendas and on-line information on processes (UNAD, 2011: 68-71). Crisscross of digital-analogical languages of the media and information and communication systems allows a deeper interactivity among them (UNAD, 2011: 69).

The objective is the construction of a mega-university in the context of mega-trends (UNAD, 2011: 18). All this within a network construction project supported in technologies to create communities (Agreement 0015, March 30<sup>th</sup>, 2012, UNAD, Art. 8) and transform relations and pedagogical practices for actions in unique learning environments (UNAD, 2011).

UNAD defines Virtual Learning Environment as the holistic context for learning management, comprised by environments of synchronous and asynchronous interaction and interactivity (UNAD, 2011: 51). In this environment, scenarios with



physical or remote technological support are used (Agreement 029, December 13<sup>th</sup>, 2003, Art. 14) and it consists of a management system of courses, tools for the creations of learning communities, asynchronous tutorship services and on-line academic counseling and a follow-up and record system of students' academic work (individual and small groups) (UNAD, 2011: 50).

Redesign of courses was conducted in this technological platform, also articulating particular guidelines and processes of each program, including issues of SPRING in the syllabus, guides and rubrics of each course and based on participative pedagogical strategies.

Courses designed in AVA –Virtual Learning Environments– according to the strategy of the Problem Based Learning of the Psychology program were: Learning, Pro-sociality and Paradigms of Investigation in Psychology; for the course of Observation and Interview strategy of Project Based Learning was adopted.

In the Social Communication program, the course of Media - Video and Television Production was designed, and the course of Narratives in the pedagogical strategy of Workshop. In the development of the project, courses of the Social Communication program were designed in two institutional formats: Initially in the CORE standard and then, at the end of 2014, in the AVA standard.

## INITIAL DIAGNOSIS

In the initial diagnosis, based on focus groups and interviews, each beneficiary reflected about how the performance as teacher, student and employer is going on in relation to the formation and preparation of students for the process of practices and the access to the working environment.

As final result of the diagnosis, it was reflected on the perception of teachers and employers about

students. As main weaknesses or deficiencies negative attitudes, lack of responsibility and commitment in relation to their academic formation and professional practices, and lack of knowledge of institutional dynamics in organizations were noticed. Thus, it was evidenced that there is a breach between academic-theoretical formation and the demands of contextual reality of work organizations.

This allowed students to identify which are the main problems and limitations they have in their disciplinary formation and in the theoretical-practical models of social action in the context of practices, social-economic conditions, lack of opportunities and imaginations they have for being students in virtual mediation.

In this diagnosis, the way in which each beneficiary should assume its leadership was also considered so that he/she is capable of generating and boosting attitudes that have an incidence on the development of the academic community members boosting personal, academic and professional growth.

As it could be observed, the initial diagnosis was conducted following the principles of the relationship with the context. In this sense, the curriculum is elaborated in an interaction in context (F. Castro, s.f.), an elaboration of a positive relationship of students with the world (Jiménez, 2002), using the approach of competences to design the incorporation to the working world (Esteban & Sáez, s.f.), learning of complex adaptative skills (Bolívar, s.f.) and a higher participation and control of the student (Germain & Pérez-Rico, 2014).

Likewise, in relation to some suggestions made as a result of the reflection, in UNAD there is a leadership in the use of virtual learning environments (Agreement 0015, March 30<sup>th</sup>, 2012, Art. 8) and in the development of inter-institutional covenants through leading teachers (UNAD, 2011: 150).

## FORMATION PROCESS

It has been stated that formation processes should generate a sensitivity towards the context by means of pro-social interactive teaching-learning projects (Roche, 2011), in a constructivist process of dialogue with fraternity behaviors (Escotorín, Roche, & Roche, 2012), service to the community (Toledo, & Reyes, 2010), the experience of others (Ruiz, 2003), or responsible practices (Navarro, 2003).

The formation process in the issues of the ALFA III-SPRING project lead by Universidad Autónoma de Barcelona and Pontificia Universidad Católica de Valparaíso started with the result of the diagnosis of three beneficiaries, and was implemented based on personal pro-social laboratories and theoretical-practical strategies destined to strength competences and mind functional fixation in front of the issues of pro-sociality, communication with pro-social quality, pro-social leadership and social responsibility from the perspective of pro-sociality for the three beneficiaries.

Based on a theoretical-pedagogical proposal of Pontificia Universidad Católica de Valparaíso a Curricular Model is articulated for the Formation in Pro-sociality and Pro-Social Responsibility implemented in the Psychology program in the courses of Pro-sociality, Learning, Paradigms of Investigation in Psychology and Observation and Interview. In the program of Social Communication, in the courses of Narratives and Media-Video and Television Production establishing an Educational Model in Virtual Learning Environments. Courses included participative pedagogical strategies so that the center of the learning process focuses on the student and the teacher's role is active in the sense of advising learning processes, which respond to certain contexts where UNAD is present in the national territory with the intention of contributing to transform educational processes.

This process gradually allowed in beneficiaries starting from reflections in the phase of cognitive

awareness, passing through personal internalization until reaching pro-social attitudes and pro-social responsibility at an interpersonal level in a complex professional environment.

The supportive emphasis and the RSU are clear in UNAD. In this sense, there is a supportive social vocation (Agreement 0015, March 30<sup>th</sup>, 2012, Art. 29) and a supportive cooperation practice with trade unions and institutions (Agreement 015, December 13<sup>th</sup>, 2006, Art. 3). In addition, there is a System of Regional Development and Communitarian Projection available formalizing these aspects (Agreement 003, February 14<sup>th</sup>, 2007, Art. 6, UNAD). Likewise, this system has characteristics of focus and attention to vulnerability (Agreement 003, February 14<sup>th</sup>, 2007, Art. 7).

In the formation for teachers, students and employers regarding the issues of pro-sociality, this formation was conducted through meetings that allowed theoretical and scientific reflection about the issues. This reflection was annexed by personal laboratories in two cohorts; by starting and finishing the process, a pre-test and post-test auto-application of Pro-sociality questionnaires and self-diagnosis of communication were conducted with the personal self-evaluation of communication styles.

Additionally, practical-reflective strategies were carried out on issues of social responsibility, according to specific experiences at personal level of each beneficiary, trying to achieve a process that enable the application, review, creation, test and implementation of these practices in the life style of the teacher, the student and the employer. Likewise, a pre-test and post-test self-evaluation of the social responsibility questionnaire in two cohorts was conducted.

Specifically, awareness process focused on employment institutions implied the approach towards personal and institutional concepts of the pro-sociality and social responsibility dimension in order to lead them to reflect on the usefulness



and applicability thereof and the importance of establishing relationships of trust, pro-sociality, fraternity and communication with pro-social quality in competitive environments.

Work sessions promoted participation in the decision-making shared from horizontality and participation-action, as well as recognition of dignity of the other as member of a learning group.

This type of formation contributes to sustainability of the project at the university and in organizations, providing high levels of satisfaction in members of the academic community and in organizations so strengthening respect and confidence. Thus, implied parties in formation sustain a positive relationship towards growth and common wellness.

### TEACHING FORMATION

Likewise, a Formation program aimed at Trainers for the development of multiculturalism (UNAD, 2011) has been consolidated in UNAD, which could also be well used for these activities. Network job is permanent in the UNAD (Agreement 56, December 6<sup>th</sup>, 2012, Art. 8).

The relevance of the formation process with teachers directing the course must be noticed on one of the fundamental issues such as curricular innovation and effective use of participative pedagogical strategies such as the Problem Based Learning (ABP), Project Based Learning (ABPro) and the Workshop, for the redesign of virtual courses with the issues of the ALFA III-SPRING project. From an ontological, epistemological and methodological perspective, the analysis of cognitive, procedural, appraising and communicative attitudinal competences were addressed, in relation to pro-sociality inclusion and pro-social responsibility as articulating axes in each course.

The design of courses was made taking into account academic guidelines given by the Academic Investigation Vice Rector and technological guidelines given by the Vice Rector's Office of

Media and Mediations for each of the programs according to the nature and purpose of the course in the virtual classroom. It must be noticed that the extensive use of TIC's together with the particular formative philosophy of UNAD are shown even in its governance, which promotes heterarchy or team work horizontally in shared actions (Agreement 0015, March 30<sup>th</sup>, 2012, Art. 21). Likewise, the management of Technological Innovation and Development plays the role to design strategies in the use of telematic resources (Agreement 0037, Lujy 27<sup>th</sup>, 2012, Art. 35), using the technology of Virtual Learning Environments (ECSAH, 2013). Thus, it is disposed of technological innovation as strategic tool.

The activity undertaken under these guidelines lead teachers to reflect on the sense, commitment, and social responsibility emphasizing in pro-social aspect to design their course. To finish this activity, a review and analysis of the different pedagogical strategies is made by expert authors in the subject, and the decision making on the strategy that better fits the respective course and that will allow a better learning for students.

### WORKSHOPS WITH EMPLOYERS

SWorkshops were implemented with employers in order to encourage inclusions of the criteria of the ALFA III-SPRING project inside its organizational philosophies. This process was furnished with particular consultancies to every organization, starting from the nature of each organization and on the analysis of appropriateness of including these issues in the institutional documents and web pages; for example, in the teleological component related to the job, vision, values and the different protocols.

This strategy enabled a practical exercise in the entities as well, according to their possibilities, on inclusion of criteria of the ALFA III-SPRING project inside organizational philosophies, teleological components, profiles and professional competences of students or officers in each organization.

The principle is that equity must be generated

in education to give raise to equity in employability of individuals (Formichella & London, 2013) in a supportive act. As a result of this inclusion process of ALFA III-SPRING issues, the representatives of each institution signed off a manifest where the organization is perceived as a learning community for students in practice or professionals who enter this organization, carrying out programs that promote healthy working environments, interpersonal relationships of confidence and reciprocity, respecting everybody regardless their social-economic or cultural origin with the same dignity, providing a formation in personal and professionals competences that achieve the same opportunities in the scope of work.

### EVALUATION OF THE PROCESS OF PRACTICES

UNAD analyses social impact social of its processes (Agreement 015, December 13<sup>th</sup>, 2006, Art. 81) with a permanent quality evaluation model (Agreement 015, December 13<sup>th</sup>, 2006, Art. 82, Art.83). Activities of the ALFA III-SPRING project were also subjected to evaluation.

Then process of practices began with the 20 students formed in the issues of SPRING, who were submitted to the selection process, undertaken in every program (Psychology and Social Communication), for the assignment of the site of practices, taking into consideration academic interests and needs of students, depending on their work times and profiles of organizations.

Most SPRING students were appointed to SPRING organizations to conduct the process of professional practice in the first academic period 2014-1. Supervision and an evaluation process by SPRING teachers were conducted to these students. From the 20 students, one female student deserted in the middle of the process and another one did not complete de application of the evaluation instruments.

Evaluation instruments were designed by the Pontificia Universidad Católica de Valparaíso; an

appreciation scale was designed, which was applied by teachers to each of the students upon ending the process of practices. An evaluation rubric was designed for students, which was applied by students in three moments: by starting the practice, in the middle of the process of practice and at the end thereof.

These two instruments evaluate three dimensions: social responsibility, pro-sociality and communication with pro-social quality. Each of these identifies some related aspects. Each instrument has a valuation scale of three levels: Awareness, valuation and integration to professional performance. These refer to:

- a) At the awareness level, the student in practice knows and has heard about social responsibility, pro-sociality and/or communication of pro-social quality, and acknowledges their relevance, but he/she does not materialize a binding position with facts remaining in the plane of an ideal.
- b) At the valuation level, student feels the need of going deeper into the topic, he/she is critical in relation to his/her own attitudes and to the reality he/she observes encouraged by the meaning of being socially responsible, pro-social or act from the communication of pro-social quality.
- c) At the integration level with regard to the professional practice, the student appropriates and acts in consistency with what it means to be socially responsible, pro-social or act from the communication of pro-social quality in the interrelation with others in the working context.

In general, in the three moments of self-evaluation it is observed that students in their appreciations on the three aspects of the social responsibility dimension were progressing from the awareness level to the valuation level and to the practice integration level progressively as time passed and they were getting familiar with experiences in their practice places.

Thus, student was appropriating of the meaning of being socially responsible in the interrelation with

his/her peers, with the population to which his/her practice activities are focused on, and with his/her superiors. Additionally, it was observed that he/she favorably adapted his/herself to reality in the working context, where she/he develops and achieve evaluating his/her own actions and that of others in order to improve the practice performed.

According to what was observed during the evaluation, firstly, 23.6% of students located in the awareness level, 32% in the valuation level and 44.4% in the practice integration level. Secondly, when they had already generated spaces of supervision, data of the appreciation changed, evidencing that 9.7% located in the awareness level, 41.7% in the valuation level and 43% in the practice integration level. At that moment, it is observed that scores trended to concentrate at the valuation and practice integration levels with a decrease of those who perceived in the awareness level. Thirdly, in relation to social responsibility 4.2% of students placed at the awareness level, 22.2% in the valuation level and 62.5% in the practice integration level.

The foregoing allows seeing the appreciation of students in the social responsibility subject, showing a significant consolidation of the capacity of student to diagnose reality where they perform their practice, as well as to plan, execute and evaluate their professional exercise, and to make decisions with autonomy based on ethical principles, grounds and values of social responsibility.

Likewise, students evaluated the pro-sociality dimension on their actions in the reality where they had to perform their practices, integrating ethical principles, grounds and values of pro-sociality in the interrelation with their mates, the population to which their practice activities are focused on, and with their superiors in the working context, being proactive.

At this dimension, in each of the three moments of self-application of the evaluation instrument some peculiar characteristics shown up, because in the first moment 24.1% of students scored in awareness level, 33.3% in the valuation level and 42.6% in the practice integration level. Percentages that make possible to see a gradual progress with no so high differences

between scores.

At the second moment of valuation, students reported a significant reduction with respect to the first moment, at the awareness level with 5.5%; with respect to levels of valuation and practice integration levels, in this second moment, a depreciation was shown as after students considered to have progresses in the valuation level with 46.4%, this figure decreases to 42.6% in the practice integration level an aspect that draws the attention; finally, there was a 5.5% of students who did not reply the evaluation instrument.

At the third moment of the evaluation on the pro-social dimension, the data reported shown the relevant progress of pro-social aspects in the process of practices as only 1.8% maintained at the awareness level, 13% located at the valuation level and a high percentage of 74.1% located at the practice integration level. This means that students, at the end of the practice process could appropriate and act in consistency with what it means to be pro-social, a highly favorable condition for most of the students by increasing the probability to generate positive quality reciprocity in interpersonal relationships.

As per the communication dimension of pro-social quality, a progressive appreciation was observed by students according to the three moments of evaluation of attitudes, towards confidence relationships and generation of a positive satisfactory social environment for the people involved in the working environment of the practice, favoring a communication environment aimed at constructive goals for the common welfare, esteem for the other and respect to dignity as person.

In consequence, at the first moment of evaluation students scored 27.8% in the awareness level, 31.9% in the valuation level and 40.3% in the practice integration level.

At the second moment, percentage decreases considerably at the awareness level, with 8.3%, and it increased at the valuation level to 40.3%; in the practice integration level the score was 44.5%. It must be noticed that 6.9% did not reply to the application of the instrument.

At the third moment of evaluation on this

dimension, significant progresses were observed with respect to results shown in the previous two moments and with respect to results obtained in this same moment at the three levels. Thus, students passed from 0% at the awareness level to 12.5% at the valuation level and to 76.4% at the practice integration level strengthening attitudes towards a quality communication from the pro-social perspective.

With regard to the evaluation of teachers through the appreciation scale on the three dimensions of social responsibility, pro-sociality and communication of pro-social quality, at the end of the practice process of students, it was observed that there was a medium coherence, in general, with respect to the appreciations identified by students in the three dimensions. The above stated, in the sense that students move forward in the aspects of each dimension as time passed, and so experiences and complex dynamics of the practice processes of students. However, it is evident in the appreciation of scores assigned by students that they do not achieve optimal scores in each dimension at the end of the practice.

In the dimension of social responsibility, teachers considered that 8.3% of students at the end of the practice were at the awareness level, 32% at the valuation level and 59.7% at the practice integration level. This means that students in the aspects of this dimension were able to incorporate ethical principles, grounds and values of social responsibility, make decisions with autonomy based on the ethical principles and values of social responsibility.

In relation to aspects of pro-social dimension something similar happened compared to the previous dimension since teachers considered that 13% of students at the end of the practice still were at the awareness level, 31.5% at the valuation level and 55.5% at the practice integration level, being this a mean percentage of students who act integrating ethical principles, grounds and values of pro-sociality, contributing to a welfare environment, peace, concord, reciprocity and unity in interpersonal relationships in the scope of practice.

With regard to the communication dimension

with pro-social quality, something similar to that occurred in the two previous dimensions happened, because teachers identified 5.5% of students at the awareness level, 39% at the valuation level and 55.5% at the practice integration level. This means that a mean percentage of students achieved relationships of confidence, a satisfactory social environment and encourage a communication environment with positive influence for the common welfare, with esteem for the other and respect for dignity of persons.

## CONCLUSIONS

ALFA III-SPRING project presents the introduction to pro-sociality in order to improve social cohesion, contributing to change curricular and business structures, and teachers' styles. It is an ambitious project and demands some programmatic principles that require an institutional philosophy that should be adapted thereto. Likewise, operative and methodological aspects should be adapted considering that pro-sociality must be a strategic model.

Results of the application of this model, as it has been observed, are very favorable. Specially, because UNAD compiles a number of elements present in the proposals of RS, RSU and pro-sociality in its strategic, tactical, operative, pedagogical, didactical and technological design as it has a high level of matching to these principles.

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# PRO-SOCIALITY AND SOCIAL RESPONSIBILITY AS CONVERGENT COMPONENTS IN A AUDIOVISUAL PRODUCTION COURSE

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## SUMMARY

The model of problematic curriculum adopted by Universidad Nacional Abierta y a Distancia –UNAD– in Colombia and the model of curricular innovation proposed by Project Alfa III Spring have conformed convergent and complementary influxes for the current design of the audiovisual production course of the Social Communication program of UNAD. This text relates both models with disciplinary needs and pedagogical concerns that have directed the design of the course from the teaching perspective. The following questions motivate the writ: What relation has Pro-sociality with formation in audiovisual production? Why social responsibility is a significant concept for the subject-matter course? How has communication been incorporated with pro-social quality to the dynamics of the course?

**Key words:** audiovisual communication, dialogue pedagogy, Pro-sociality, university social responsibility, communication of pro-social quality.

## INTRODUCTION

The international Alfa III – Spring investigation project, financed by the European Community with effect from 2012 to 2014 and in which eight universities in Latin America and Europe have participated, justifies part of its name (Spring) as an acronym in English of its motto «social responsibility through pro-social interventions to generate equitable opportunities». The link of UNAD to the project was an achievement of academic and administrative managements of the psychologist, researcher and master degree Nancy Flechas, who, in consequence, has played the role of coordinator and promoter of the project in Colombia. Other four teachers of UNAD ascribed to the academic programs of Psychology and Social Communication have participated of activities in their position of directors of virtual courses and, at the same time, as supervisors in processes of professional practices.

The director of the Media - Video and Television Production (401114) course – a course to which experiences and reflections herein exposed refer in a specific manner- has been part of this team. In view of the extension of the official name of the subject-matter course, hereinafter it will be referred to as Audiovisual Production; among other reasons, for reading is less tedious.

In particular, main purpose of participation of UNAD's teachers in the Spring project has been to contribute to the construction of an educational innovation model to encourage Pro-sociality, social responsibility and communication of pro-social quality in (and from) the respective curricular spaces, understanding the three concepts as transverse axles of integral professional formation in any context.

Another key purpose related to teachers' action has been the strengthening of skills and competences in the students to favor equitable access to scopes of professional performance with the ultimate end of promoting social transformations required for a sustainable social development. To make the proper compliance of these purposes feasible, participating teachers of Spring conducted a self-formation process in the three axles under the guidance of the

project international coordination. Precisely, process guidelines have been originated in the team of the Pontificia Universidad Católica de Valparaíso – PUCV–, coordinator of the project in relation to the subject of social responsibility; and in the team of Universidad Autónoma de Barcelona –UAB–, more exactly in the Laboratorio de Investigación Pro-social Aplicada –LIPA– in relation to Pro-sociality and communication with pro-social quality.

It is important to explain that in agreement with the development of the project, through own institutional agendas, processes of curricular renewal of all academic programs have been brought forward in UNAD. In particular, the Psychology program carried out said process in the year 2013, whilst the Social Communication program has conducted it in 2014. For these purposes, internal guidelines of both the Academic Vice Rector's Office of Investigation – VIACI– and the Vice Rector's Office of Pedagogical Media –VIMEP– have been followed. In the executive order, activities in the two programs have been lead by the Principal of the School of Social Sciences, Arts and Humanities, Ph. Doctor Sandra Milena Morales Mantilla and, in the process involving the audiovisual production course, have been invigorated by the Master Degree Miguel Badillo, coordinator of the Formation Chain in Social Communication.

The adaptation of the SPRING design into a learning virtual environment for which the project was not designed, showed a series of practical and theoretical challenges that forced to rethink key words such as audiovisual communication, dialogue pedagogy, Pro-sociality, university social responsibility, from the reality of the teaching exercise in virtual environments. From a relationship and interpersonal logics with pro-social quality, SPRING proposed a design with an epistemological frame such as the Participative Action Investigation and with the generation of communities in relation to students, teachers and employers, something that coincided with the pedagogical institutional proposal of UNAD; however, in operative aspects the literal application of the design was inappropriate in the distance educational modality for which presential meetings, face-to-face, are occasional and rarely

indispensable.

However, tuning and coherence of SPRING postulates with the own processes of curricular innovation in UNAD allowed the emergence of an interesting adaptation bet, that could be the basis of future projects of educational innovation for the formation in pro-social ethics of social communication professionals.

Then, some outstanding aspects of junction exercise between the curricular innovation process originated in the Spring Project and the native curricular renewal process of UNAD based on the particular experience of the «audiovisual production» course. It is a course that develops in the virtual modality, in academic periods of 16 weeks. An average of 80 undergraduate students participate therein, almost all of them ascribed to the Social communication and Psychology programs, most of them workers, located in very diverse (and disperse) points of the Colombian geography and, even abroad.

## PRO-SOCIAL AXLE AND ITS RELATION WITH HUMANIST GUIDANCE FORMATION

One first connection of the audiovisual production course with subject axles of the Spring project is precisely the study object: audiovisual language.

A series of researchers have agreed to relate audiovisual media and mainly television with a factor that is strength and risk at the same time: Intensity of their resources for the generation and transmission of emotions. These have been frequently characterized by audiences easily usable by shift manipulators. For example, Aparici and others say, “Television media has the power to make something real that shows images through emotion. This supposes, according to Ramonet's words, «racketeering», because see supposes comprehend” (2006: 249). It is necessary to explain, immediately after the above cite, authors seem to keep their distance of Ramonet, who cite: “However, only the brain could understand through reasoning and intelligence” (Aparici and others, 2006: 249).

Bartolomé (1987, 2004), Ferrès (1994, 1997, 2007) and Pérez Tornero (1996, 2008), among others, have studied the topic from a perspective of the importance and need of audiovisual education. In sum, they propose, that it is necessary to educate all users and specially minors, so its exposure to emotions involved by audiovisual products is less confident and more fruitful for their own formation. Likewise, they agree, in the main, that by making audiovisual products with educational purposes the emotional dimension should be considered as an essential component of the speech. The above mentioned authors, in particular, in their referred works, have in common the fact of addressing to every kind of educators in order to stimulate and, when applicable, also correct the well use of audiovisual media as pedagogical tools.

Thus, a kind of confrontation is submitted in the domain of emotions among those who propose the use of audiovisual media with educational purposes and those, who, in fact, operate them to appeal to emotions as a control and market strategy from production roles for TV or other audiovisual media. To be more precise, in fact, it is proposed an unequal confrontation. For example, Ferrès expresses it so:

*Abandonment where education is in audiovisual communication (ECA) is, in fact, shown in spite our cultural context is markedly audiovisual, ECA has practically no presence in educational curriculum. (Ferrès, 2007: 100).*

Here, it is noticed that the voice of alarm is expressed in Spain and in 2007, more than one hundred years after the emergence of cinema and more than fifty years after the creation of Eurovisión. Experience in Colombia is not very different, although it surprises us less.

In spite of the foregoing, it is necessary to warn that the topic of emotions is disturbing in a wider spectrum. Among other things, because they do not emerge uniquely in front of screens. Martha Nussbaum has devoted a complete treaty, more than 700 pages, to describe her findings thereon: *Landscape of thought: Intelligence and emotions* (2008). One of the many teachings that must be noticed here is the



approach stating that emotion educate, individually and in collectives of different dimensions. In the book mentioned, the author evokes the importance for the Stoics of knowing how to control their own emotions and reveals both advantages to follow that line of thought, and social disturbances originated in the loss of effectiveness of said line. However, Nussbaum does not intend to reestablish a dogma; in fact, in the development of his dissertation, he also gives a new meaning of the run conversely and proposes renovating and cultivate some emotions as comprehension and learning resources.

Thus, this is one of the fields where the axle of Pro-sociality that drives the Spring project and one of the formative intentionalities of the audiovisual production course converge. In some way, it is necessary to approach to the understanding of emotions to be in conditions of direct towards them a substantial part of each of the messages that are creating. In particular, for the subject-matter audiovisual production course, which formative intentionality implies the strengthening of capacities to conceive and create educational recourses with audiovisual production tools, the exercise of approximation and learning around the origin and the development of emotions are practically compulsory. This, including not assuming the extreme perspective of who decides (or proposes oneself) to lead others to certain emotions in order to use or captivate their helplessness or answers of behavior.

Paradoxically, this central role of emotions in the audiovisual production opposes to the few personal (intra-personal) formative spaces offered by the educational system to students to improve their level of metacognition in this field, the formation of the proper communicative style and the optimization of their reply to own emotions.

Now well, if in accordance with Nussbaum emotions could be useful to construct or strengthen values, it is proper to ask oneself to which put our attention finally. In relation to this subject, Robert Roche and Neus Sol have written on the increasing

need to «educate for consensus». And to achieve this, they say:

*It would be necessary to reach an agreement with regard to common, universal values, to propose, to teach, so as to be able to construct principles of an ethics to all human behavior, being capable of giving meaning to all interpersonal and social relationships, as well as facilitating their regulation. (Roche and Sol, 1998: 10.*

These authors propose as first value, or fundamental value, «the consideration and attention with dignity of the individual» (*Ibíd.*). The vision of the importance of said value is shared by many thinkers, including the above mentioned Martha Nussbaum and Paulo Freire; it is important to say that the influence of these thinkers on the pedagogical guidance of the audiovisual production course at the end of the double curricular renewal process is essential. Teachings of North American philosopher are essential to justify the course as per the reason why thereof. In turn, guidance of the Brazilian pedagogue, above all, are vital because they allow arguing the reason of how of the course. It is worth stating that the function assigned here to the thought of both authors could also be extensive to other courses of the study plan of the Social Communication program of UNAD.

To return to the subject of values, Nussbaum has shown her alarms for the contempt towards humanities underlying in educational policies of global incidence of the last decades. It is possible to state that such is the motivation of the book *Sin fines de lucro [Nonprofit]*, published in Spanish in 2010 and widely discussed in the frame of multitudinous student mobilizations of Chile in 2011, which resonated in diverse countries of Latin America, including Colombia, where by that same time, consistently, a governmental proposal to reform the Law of public service of Higher Education (Law 30 of 1992), still in effect, was discussed. Nussbaum says, referring to «humanities» in the educational scope:

*I am referring to the faculties of thought and imagination, which make us human and that ground our relationships as complex human*

*relations instead of mere links of manipulation and utilization. If we are in a society, if we have not learnt to conceive our person and that of others in that way, mutually imagining internal faculties of thought and emotion, democracy will be destined to failure, since this bases on respect and interest for the other, which in turn, are grounded in the capacity to see others as human beings not as simple objects. (2010:25).*

In fact, formulation of Nussbaum harmonizes with the second universal value considered as key by Roche and Sol: «Pro-sociality, that basically supposes hetero-esteem or esteem for the other person» (1998:10). Likewise, is fair to mention that convergence of this approach with conclusions which the workgroup drew, in the frame of the internal institutional process of curricular renewal, conciliate the formulation document of the Integrating Core of Problems –transforming Communication– for the academic program of Social communication of UNAD:

*The premise of Transforming Communication emphasizes the dynamic character of communication as a field of knowledge, but it also highlights its potential of incidence in social life, in all contexts, from a conscious and concerted action type. (UNAD, 2014).*

It should be pointed out that in the curricular renewal process of the Social Communication Program –PSC– all teachers, directors of the course, were involved, articulated to five networks of different courses, who work in a series of independent sessions before reaching to the above mentioned formulation. Only one of the teachers herein involved to discuss about networks of the PSC has previously participated in the self-formation process conducted in the frame of the Spring project. His attitude was of deep hearing and empathy, in a dialogue among peers, since it was trying to elucidate the pedagogical configuration of an academic program in a public university that motivates its educational action, among others, in principles of equality, inclusion, respect to human dignity and differences, extended

solidarity, cultural pluralism and ethnics diversity (UNAD, 2013: 3).

Under such circumstances, finding the identity in the Integrator Core of Problems achieves great relevance because it was adopted by the collective and in arguments that justify it; among others, the purpose of forging:

*A communication to dis-cover of oneself and the others, for reciprocal recognition, for the understanding among different persons, for life in community, in democracy and with peace; in other words, what should come to happen is a humanizing communication. (Torrico, 2013; cited in UNAD 2014).*

## UNIVERSITY SOCIAL RESPONSIBILITY AND ITS LINK WITH DISCIPLINARY LA FORMATION

Colombia is a dynamic and developing economy, but it is also a country with high levels of social inequity (PNUD, 2014). Consequently, principles of inclusion and solidarity consecrated by the Academic Pedagogical Supportive Project (UNAD, 2011) and the approach of the PCS towards a transforming communication (UNAD, 2014) are responses required and appropriate to said political, social and historical context.

On one hand, it is intended to draw the attention as an academy towards social demands of local and regional environments before requirements of the market or possible utilitarian purposes of every student, seen individually as economic agent or «external customer». In fact, formation in audiovisual production is an appropriate space for these dichotomies.

The audiovisual performer could be a highly qualified professional or technician to whom humanistic formation possibly is superfluous because the why or what for of every project where he/she is finally involved will depend at least in a determinant manner, on the organization or entity financing or requiring him/her. This latter is the scenario where

it is used to talk about the instrumental professional, someone competent to do what his/her contractors ask him/her very well or what better fits to his/her personal economic interests.

In view of the negative impact generated by aggressive and low collaborative models in social fabrics, it seems a contradiction preserve this trend to instrumentalization of formation offered to the student in audiovisual communication. Is it worthy to continue forming audiovisual communicators to mechanically respond to the customer's needs? What does differentiate the university from a private organization only training in the use of equipment? It is unthinkable that educational centers do not provide systematic spaces that enable every student to question and reflect on which is the social benefit regarding his/her respective profession. In this sense, universities linked to the SPRING project, precisely for being understood as formation spaces of future leaders, investigation and transference of knowledge, based their collaboration on assuming, as consortium and autonomously, a more active role in social behavior to cooperate in response to complex Latin American problems such as inequity in the access to working world.

To appease possible doubts and justify the position –institutional, in the case of UNAD– about the main guidance of formation offered to students of the audiovisual production course, it is enlightening the rescue of a conference of Carmen Bohórquez referred by the Ph. D. in education, Gracia Navarro Saldaña in a presentation adopted by participating teachers of the Spring Project as work material during the self-formation in social responsibility. In accordance with Bohórquez, Navarro says:

*Education should be focused on formation of cooperative and supportive aptitudes exceeding individualism and other forms of social intolerance, as well as internalization of those values that allow fighting against exclusion, oppression and any type of discrimination. (Navarro, 2013: 17).*

At least from this perspective, it is clear where is the higher interest for educational exercise in the formation of the individual and how he/she supports in a mission of social responsibility of those who constitute agents of education.

From some perspectives one could think in the submission of the person, in its role of student by those who assume teachers' role when abrogating the function of deciding which values and contents to prioritize in a formative process, moreover, in the frame of experiences of distance education, where precepts of the autonomous learning have special relevance. Facing such concerns, it could be healthy to evoke the expressions made by Louis Not when he stated his initial proposal of education in second person: "Non directivity has always failed (...) at best, it leads to grant more importance to the experience of freedom that the acquisition of knowledge" (Not, 1992: 22). It must be clarified that for Not, of course, this relationship is not co-active, and the student's role is not passive under any circumstances. The student will always be "a being in transformation, forced towards a rather original realization of themselves" (26). No obstante, its function of subject of learning, clarifies the same author in some cases and specially at a not so old age, "he/she lacks of information, experiences, intellectual and technical means required to be updated of the knowledge he/she needs (or will need), and even more, he/she lacks of certain conceptual contents, which existence he/she does not even suspect" (22). In other words, if no counseling agent is required, teachers' functions and, in general, those of educational institutions would no longer have sense.

Meanwhile, in a less abstract plane in direct relation with formation in audiovisual production, the effects of a very early standardization of cinematographic language and its production dynamics must be noticed, a phenomenon that Noël Burch called «institutional representation mode» –MRI–, which in terms of Mauricio Durán Castro is "the historic form industrial and commercial cinema acquires that, although determined by its social ideology, was assumed as the unique

cinematographic and as such, it is taught in cinema schools" (Durán, 2012: 105).

Needless to say that audiovisual language in all its contemporary variants has deep and undeniable roots in the cinema and that said representation mode is equally preponderant as trend, both in specialized formation centers of cinema, television or video production, and in subsidiary centers or those dependant from other educational programs of technical, technological or professional order. In order to induce a more graphical understanding of the subject, it is important to say that almost all audiovisual products issued by private international, national, regional or local TV channels, through their different disclosure windows, are made by professionals, technologists and technicians who have been instructed in the MRI in the type of the above mentioned centers. As a result thereof, one same language, one same form of making audiovisual, one same universal aesthetic in the apparent diversity of a numerous offer (more than one hundred of channels in the widest plans of some TV suppliers per subscription) is perceivable. It must be mentioned gradually through the constant exposure to the subject-matter «institutional representation mode», media users have been educated in their way to see, listen and consume audiovisual products. In consequence, the constant generation of experts in that same mode of representation seems to be a social need. It is an ideal example of the reproductive social function of education.

It is worth asking why that same efficacy of the MRI has not been used in a meaningful and sufficient manner in order to leverage formulae to reduce indexes of social inequity to those referred to in Report 2014 on human development of the PNUD? A very singular answer was expressed several years ago by Paulo Freire:

*It would be a naivety to expect that a TV station from the group of dominant power informing about a strike of metallurgical workers says that its comment are based on interests of the employer's company. On the contrary, its speech would try to convince that its analysis of the strike*

*is considering the interests of the nation. (2010: 121).*

The reality proofs competence and efficacy in the function mentioned by Freire of people servicing audiovisual producers and programmers of higher audience and coverage. It is noticed that, although it is not surprising, part of them are professionals titled in social sciences –including social communicators and psychologists– related to content production departments, which is the field to which the course relates directly analyzed herein. In consequence, it could probably be another naivety to think that with a higher dose of humanistic formation technicians, technologist and professionals related to mass media of commercial television had help contributing to inform in a different manner or had contributed to reduce the breach of social inequity in their countries in a better way. Nevertheless, reducing the formative activity in the audiovisual field to the development or reproduction of the subject-matter model (MRI) would result in what has had permanent effectiveness and has not been efficient to overcome a more equitable human development.

In attention to the foregoing, with el new curricular design curricular of the PCS of UNAD, and from the communitarian approach that characterizes it from its creation and with the on-going renewal of formation for the use of the media in harmony with the postulates of the Spring Project, it is expected to achieve that the professional performance of future graduated students encourage with its multiplying effect, less vulnerable audiences more willing to real citizen participation in social processes and more decisive in public policies. In other words, the Program, as an integral whole, it is proposed to increase compliance with social responsibility that correspond them as educational community and as academic facility of a public university. Therewith it is encouraged to formation of professionals in social sciences, qualified for the use of communication media based on the attention to concrete needs –not only informative– of their social contexts and from dialogue and participating interaction experiences with real communities; something very different

to distance exercise, of conjunctural or specialized intervention, offered by experts performers with technical emphasis.

Thus, for the complementary effect of the curricular renewal process resulting from the participation in the Spring project, the audiovisual production course is engaged in the purpose of sensitizing students in social responsibility underlying in the production of medias contents, which implies, among other things, to face personal interests with the needs of local, national, and cross-border environments. Needless to say, a permanent reflection with no superfluous character. Something that not only harmonizes with the objectives of the Program, but that is an essential factor to achieve them, because we must remember that the autonomous learning promoting UNAD is sustained in an education focused on the student, following Dewey, Not and others.

In addition, from a more specific optic than discipline, formation in audiovisual production proposes to take distance of the MIR as it is intended the student appropriates of resources and languages of audiovisual production as tools for its social participation –which implies to acknowledge oneself as participant of one of the various concrete social contexts–, for the investigation in social sciences – ethnographic, anthropological, cultural, sociological, psychological, political; with their necessary inter and trans-disciplinary variants– and for expressive experimentation –understood as practice of inquiry and tested of potentialities of audiovisual languages, and also as a deep reflection opportunity about the individual and collective being fostered with technologies for listening and observation. Thus, approximation to audiovisual language stops being first and foremost technical, in the mechanical and utilitarian sense; otherwise, it is proposed to adopt a pedagogical emphasis – based on the stimulus of curiosity as cognitive impulse– and a sensitive approach – from the perspective of empathy, respect to dignity of others and social responsibility

## PRO-SOCIAL QUALITY COMMUNICATION AND ITS INCIDENCE ON PEDAGOGICAL INTERACTIONS

In the appropriation and implementation of the three transverse axes of the curricular innovation model of Spring, the most challenging in the case of the audiovisual production course of UNAD has been communication of pro-social quality. On one hand, its relation with the field of social communication would seem obvious. However, its theoretical construction originated in the domain of psychology, reason why its predominant guidance towards the sphere of interpersonal relationships could – at first sight – be considered extremely limited – of domestic scope– for the purposes of a professional formation program which, as it has been expressed, is aimed at having an broad incidence on the social transformation, addressing high impact problems and with consequentially political perspective.

On the other hand, it relates to an attitudinal and practical component of immediate manifestation in everydayness spaces; namely, a direct requirement to habitual behavior of teachers in the pedagogical interaction to materialize declarative formulations, regularly promising and plausible – but also mind-blowing frequently –, of institutional academic projects, student regulations and *syllabus* of courses. Thus, teaching self-formation process in communication of pro-social quality, in the frame of the Spring Project, meant above all an alarm to address neutralization of the so-called «hidden curriculums» that mostly pervert formation in values, if not educational processes as a whole. In other words, to empower teaching practice with communication of pro-social quality implies commitment to prevent the appearance of communication problems in the educational classroom, even though it is virtual.

In fact, for the subject-matter issue it is preponderant the form on the content. It is not casual that one of the basic documents consulted in the self-formation process states::

*Apparently there is certain agreement on the benefit contained in a communication based on the dialogue, more participative (collaborative, horizontal) for the sustained decision-making, at least at a level of declaration of principles or at a theoretical level (ISO 26000, 2006). However, that way of how putting into operation this communication is a question on which, in these same documents, there is no deepening. (Cirera, Escotorín & Roche, 2008: 12).*

In a complementary consultation document, Pilar Escotorín includes an exhaustive bibliographic and documental review on the communication pro-social concept. There, the researcher synthesizes and analyses, among others, contributions of Scott Myers on this respect informing that it approaches to the «communication pro-social (CP)» concept “as antonym of aggressive communication”, which addresses it in the context of teaching-learning relationships and that its CP valuation states that: “When instructors use communication pro-social conducts (*Argumentativeness*), students’ motivation, their learning and satisfaction increase” (Escotorín, 2013: 96). Therefore, the achievement of these benefits is precisely the teaching concern generated during the self-formation process, persistent in the curricular design of the audiovisual production course of UNAD and revaluated with the tutorial supervision thereof. In other words, if necessarily students’ motivation is adopted as validation indexes of an academic course, the pertinent generation of learning and correlated satisfaction of their participants, communication quality in all interactions is determining –mainly because they are the teacher-student(s) relationship.

It must be mentioned that concern does not originate in the lack of guidance or methodological tools. In fact, to put into operation a communication based on dialogue, where “antagonisms, always existing, do not result in situations stagnant or violent situations”, Cirera, Escotorín and Roche propose a model of fifteen points exhaustively broken-down and delimited. As illustration, the check list for the

teacher (and, indirectly, for the participant student) implies a constant reflection about questions that go from «Am I always available (for dialogue)?», passing through «Do I empty myself to totally receive others?» to «Do I compare meanings (generated in the dialogue)?» (Cirera, Escotorín & Roche, 2008: 13-18).

In such terms, practice communication of pro-social quality implies the construction of strong habits of predisposition to dialogue for interpersonal interaction. Discussion on achievements on this respect exceeds the scopes of this document. Now well, in the frame of the teaching exercise, the curricular redesign process of the audiovisual production course, with la synergy of guidelines of the two above mentioned guidance sources (UNAD and Spring), has been able to refine learning strategy (per project), restructure with basis on the ecology of learning the didactical material and redesign activities and the evaluation system based on invigorating more appropriate and efficient interaction spaces.

In this aspect, it must be noticed that, although participation indexes are far of reaching 100%, implying that the expected motivation level has not been reached, manifestations of interpersonal conflict in the virtual classroom of learning have been minimal in the two academic periods of 2014 (two events of verbal aggression: one towards the teacher and the other from one student to another; in both cases situation was overcome positively).

On the other hand, it must be noticed that although the pedagogical strategy adopted (learning per project) still generates organizational difficulties (specially of time) for some students, interest towards development of skills is increasing and evident for audiovisual production in contact and in agreement with communities and organizations external to the university. Thus, both in certain satisfaction level for the dynamics of the course and a favorable symptom of appropriation of recommendations shared for the communication of pro-social quality are perceived, especially in the relation with environments

addressed to produce audiovisual projects. In a particularly significant manner, it must be stated that during the period 2014-2, for example, two projects conducted relate to geriatrics attention centers, one with social services focused on population under imprisonment condition, one with support activities to indigenous community affected by a natural disaster and two with visualization of problems affecting street inhabitants.

## IN CONCLUSION

Although SPRING project completed its phase financed by the European Union in regards to the audiovisual production course, the project has been a creative space proposing operative alternatives for virtual didactics. The next objective is the challenge to strengthen formation for audiovisual production with methodologies focused on generating –more than professionals, producers who respond to market demands– pro-social, critical and creative leaders, capable of proposing and invigorating strategies of transforming communication as contribution to the positive social fabric of different locales and regional contexts of the country.

The audiovisual production course drives the link of academic community of the PCS of UNAD to a perspective of university social responsibility, facing social-cultural contexts where it is proposed to act and involve not without knowing and carefully listen before to the corresponding communities. Namely, in the practice, it takes again the approach of Navarro Saldaña referring to the need of “educate systematically and intentionally for social responsibility (...), involving both mind and body, both intellect and emotions” (2003: 29).

The problematic curriculum model adopted by UNAD in Colombia and the curricular innovation model proposed by the Alfa III Spring Project have formed convergent influxes, complementary and favorable for the design of the above mentioned audiovisual production course. Articulations of both models are evident between them and from them

to pedagogical concerns that have directed both the design of the course and the curricular renewal of the Social Communication program of UNAD.

The three years of the SPRING project have enabled to move forward in a curricular design that intends to reply coherently with the mission of a public and open university. There is still the challenge from 2015 of being capable to generate new study cases, model products, good practices in experiences of professional practices, in order to increase corpus of cases to be analyzed in order to enrich the theory that justifies the project.

From teaching in audiovisual production, it is possible and necessary to stimulate culture changes that make feasible the formation of critical and politically participative citizenships. As Martín Barbero defines “without citizens we will not have competitive society in production nor democratic society in the political aspects” (Martín Barbero, 2003: 30), universities as educational institutions and social actors have the mission commitment and pedagogical resources to invigorate those changes.

For the audiovisual production course of UNAD (officially called Media – Video and Television Production, 401114), Pro-sociality and development of pro-social behaviors are not only an excuse or a thematic referent for the development of audiovisual production projects. It also relates to integrating such attitudes and behaviors to all possible interactions inside the virtual classroom and extending Pro-sociality manifestations to the relationship with communities and social groups with whom cooperation relationships are established that make feasible the development of audiovisual production projects..

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## PROSOCIAL QUALITY COMMUNICATION IN VIRTUAL LEARNING ENVIRONMENTS: A CONSTRUCTION MODEL

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Project III Spring is co-funded by the European Union and developed by the Pontificia Universidad Católica de Valparaíso, Chile and the Laboratory of Applied Prosociality Investigation of the Universidad Autónoma de Barcelona (LIPA), together with six universities of countries such as: Germany, Bolivia, Mexico, Ecuador, Colombia and Argentina, where the Universidad Nacional de San Martín (UNSAM) is its representative.

This three-year work provided us with and made us discover a series of realities, views, aspects, approaches, dynamics, ideas and concepts before unknown and related with Prosociality and University Social Responsibility.

The relationship between both concepts made us reconsider University Social Responsibility within interaction field in order to generate not only one socially responsible university graduate, but a communication network among employers, professors and students, that will facilitate the development of citizens socially committed to their university, their region and the country.

Based on the huge potential and the various aspects involved, for example, the curricular innovation of subjects and careers for the above mentioned purpose and the development of entrepreneurial and academic prosocial responsibility, in the following



paragraphs we will focus on prosocial interactions between professors and students. This reasoning will be developed as long as both parties are aware of the reality given by François Vallaeys stating that the student learns “in and from the university”. This means that not only technical or scientific knowledge is incorporated, but young students mostly continue the socialization process they began in the family, the school or high school, for example, in the university.

For that reason, university’s social responsibility is not about thinking actions for a society conceived as an undetermined amount of people to which address specific social actions, but it is about thinking in a set of 10,000 students (in the case of UNSAM) that are not “outside there”, but inside the classrooms, laboratories, halls, buildings or in the university’s campus.

This new way of observing the society, which the university is responsible for, implies that the social “action” should be transformed into “interaction” among persons, i.e., at least within the pedagogic scope, couples of professor-professor, professor-student, student-student.

Recapitulating: if the objective is to produce a socially responsible graduate and if it is bear in mind that university students’ socialization is completed in the university structure, the professor not only has to facilitate a learning process of specific aspects of a discipline, but the professor has to facilitate the relational learning process of the future technician or professional with the beneficiary of his/her work, either it is a productive organization, an institution, a citizen or maybe a, by now undetermined, but always present human being in every professional duty.

However, nowadays the problem is that within this healthy scheme, various education stages are performed remotely, i.e. through the network, where the student develops the two aspects of training not in classroom, but using a virtual platform where the communication with the other is not directly perceived, but through written dynamics in the form

of text messages, videos or exercises seen on a screen.

**THEN, HOW CAN WE DEVELOP  
A PROSOCIAL QUALITY  
COMMUNICATION  
(CCP, COMUNICACIÓN DE CALIDAD  
PROSOCIAL) THROUGH INTERNET  
WITHIN AN EDUCATIONAL CONTEXT  
AND FOR THE PURPOSES STATED  
ABOVE?**

It is a whole challenge that should not only be limited to this scope, but to persons’ life in general, if we consider that most of our interactions with others are through internet.

When making a simple estimation of the amount of e-mails that an economically active person answers or sends daily, the result won’t be less than four or five, i.e., between at least 20 or 25 weekly, more than 100 monthly and between 1,200 and 2,000 yearly. If we compare this with the work meetings or interviews developed by a person with the same characteristics, in which the interlocutors are “present”, we will see that the number is noticeably lower. According to the latter we may state that nowadays most part of the university and human work, in general, is through the network.

The above statement is not a unsupported adventure if we consider that today the persons buy, sell, relate, have fun, meet, get informed, etc., through internet before a screen and without direct interaction with their peers.

If we observe that this way of human interaction is not performed with the other, but, with a few exceptions, with an internalized image of the other person, we may conclude that it derives from some kind of relational impairment of some social sectors, within the context of an impoverished relational learning. For this reason, we should bear in mind that communication should be also addressed by

the Prosocial Quality Communication (CCP) if we at least seek the education of socially responsible students, without considering other needs, such as for example, harmonic labor relationships, nice work environments, etc.

Let us agree also on the fact that the problem is not new and that it was subject of several style rules for the communication by e-mail, what represents advancement towards human understanding and the improvement of relationships.

Anyway, the scheme seems to be insufficient, at least in relation to the education field, where a professor manages a learning platform of at least 30 students that do not know among them, that barely introduce themselves in ten lines and that scarcely may know something about the other through what they post in their personal pages such as Facebook, Linkedin, etc.

Data depositions, attributions, communication noises, misunderstandings, terms interpreted in a way different to the desired by the sender, etc., are possible situations present or that may arise in the virtual classrooms of any university.

In UNSAM, a university with a long experience in virtual education and with four virtual campuses for the professor’s different needs, the situations described have not been rare and the professor have had to act as a mediator between two students for the only reason of misunderstanding an idea or opinion, what generates a delay in the dynamics and devices implemented.

From the Degree in Social Community Leadership, one of the outcomes of project SPRING, we implement two ways for improving the relationships in the network:

- a) recommend to the students the incorporation of certain communication habits, based on Prosocial Quality Communication
- b) and draft all the inventories appropriate of that degree program, containing actions that

can be performed for improving the quality of communication, based on the same scheme.

The student should think and reflect about how he/she would like the expression of his/her ideas, thoughts and opinions to be treated by the group, in order the group of study to fix the prosocial communication pattern based on respect and on the consideration of the other person in the network.

Seventeen variables or principles of Prosocial Quality Communication were taken and actions were proposed and jointly thought, which basically follow the same pattern, but with the new aspect of the network as intermediary, without the presence of interlocutors.

The “triggers” on which the students reflected were, for example:

**1) Availability as receiver:**

Do I open frequently the mailboxes and network accounts for answering the messages? Do I answer every message? Is that a way of ignoring the persons that want to tell me something?

**2) Opportunity as initiator:**

Do I take into account holidays, weekends or the time when I send the messages? Do I use open communication channels for other agreed purposes?

**3) “Self-emptiness”:**

Do I read messages without prejudices and in a calm emotional state?

**4) Live the present:**

Do I keep prejudices from some past experience with the person that is writing to me? Am I ironic and mention some other situations when I write?

**5) Empathy, reciprocity and unity:**

Do I answer every question? Do I try to make comments showing my interest in the other person?

**6) Confirmation of the dignity of the other person:**

Do I just send the e-mail? Or do I ask for receipt acknowledgement when it is about something

important? Do I say hello before beginning the written dialogue?

**7) Positive valuation of the other:**

Do I answer in positive terms? Do I explain that I agree and think that what was written is right?

**8) Quality listening:**

Do I read several times before interpreting a sentence? Do I ask explanation regarding a paragraph that I didn't understand?

**9) Quality emission:**

Do I use terms and styles appropriate for the environment and addressees?

**10) Acceptance of the negative aspects:**

When I receive an aggression, do I answer with more aggressions? Do I ask to have a communication in the corporeal world when the virtual one gets complicated?

**11) Conflict resolution from a positive standpoint:**

Do I transform problems in dilemmas (me or him)? Or do I look for options alternatives, creative escapes, mediations, different strategies in the messages?

**12) Shared elaboration of the decisions:**

Do I fix rules before developing a subject (whom will I share the information, who will be copied, whether confidential or not, etc.)?

**13) Enough, not excessive, appropriate, relevant and frequent information:**

Am I repetitive? Do I write too much, do I beat around the bush?

**14) Openness and assertive revelation of positive and negative emotions:**

Do I consider that the text message may be copied and used by anyone in any network? Am I careful when I expose difficult or compromising situations?

**15) Verification and control of the communication process:**

Do I ask for explanation when I don't understand a mail, a dialogue or a piece of information? Do I try to moderate the dialogues on internet, so as not to be interpreted as cries, orders, pressure, menaces, warnings, etc.?

**16) Make rules explicit in a prosocial way:**

Do I think if my mail may be misinterpreted or misunderstood by the receiver? Do I make questions that can help the group to reorganize the way of working or of solving difficulties (for example, who has the last word, how the disagreements will be communicated, who leads the process, how we would like to be informed about the delivery terms, how we would like to be corrected when we do something not appropriate)?

**17) Cultivate a concrete empathetic object:**

Do I use the network and its resources as a work tool for acting in the corporal world? Do I give feedback after interaction for showing appreciation for the good idea of a classmate, even when the work had been already presented and evaluated?

For sure, the seventeen comments on the Prosocial Quality Communication patterns are not definitive. They should be appraised as the simple work of a group of students helped by their professors, through which they developed and elaborated strategies for such a complex subject like the Latin American social leadership. Its value is on the creativity and ability of questioning and going beyond what is institutionalized for building the human being's dignity in this region of the planet, so punished with poverty, inequality and injustice.

The supreme value of this kind of creations, although they do not always coincide with the elaboration of academic models, is the fact of being the expression of young students, most of them with a social vocation and "otherness" awareness, which make questions with the superiority that the question has over the answer.

Because who makes questions advances, evolves, grows; on the contrary, who has certainties and securities do not need to move from the state where he/she is for improving.

## AUDIOVISUAL INTERVENTIONS - NOTES ABOUT THE METHODOLOGY OF THE PROSOCIAL DOCUMENTARIES WITHIN PROJECT SPRING<sup>9</sup>

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Figure 1 Meeting of the project SPRING's communicators in Buenos Aires, Argentina. Photography: Walter, 2012.

## INTRODUCTORY SUMMARY

For the last three years and with the support of project SPRING, we have developed a film methodology called “prosocial documentary”, an hybrid that mixes documentary and fiction, that, on one hand, uses the cinematographic tradition of ethnofiction and, on the other, the typical social interaction tools of Prosociality. In more simple terms, it involves the joint use of a video camera to build a story with some characteristics of reality.

This way, many film projects have been developed in SPRING’s partner countries, which only rule has been the horizontal participation of professors and students, and, in some cases, employers. For that purpose, we carried out weekly and also “express” workshops. We also added virtual meetings in order to support the audiovisual projects- or prosocial documentaries- being carried out in Argentina, Chile, Colombia, Ecuador, Spain and Mexico.

Below you will find some notions about project SPRING and its audiovisual derivatives..

### What is SPRING?

During the last three years, many times people asked us what our work was about. Many times we answered the following: it is an interuniversity project that aims to generate equal opportunities for the graduate students that enter into the labor world. Once we realized that most of our interlocutors didn’t understand and changed the subject, we arrived to the conclusion that project SPRING is not easy to explain in a few words. So we opted to describe at least one thread of this big hank of good intentions and urgent convictions called SPRING.

We started telling that this was a project that aimed to generate a sincere dialogue between an employer and an applicant to a job, i.e., a conversation in which no question was made about the place where the applicant grew up, or whether he/she had any family relationship with some well-known person, but in which the personal skills of the young applicant could be revealed- no matter how transient and sometimes diffuse the work interview may be.

In other opportunities we said that SPRING was a project that provides tools to communicate in a better and supportive way, i.e., a set of practical and applicable methodologies used for establishing a dialogue and that allow a reliable understanding. Some of them still didn’t understand, but when we used the example of a married couple they rapidly understood.

Some other times we said that we aimed to stretch the classroom out, including professors and students. We know that if we don’t pull wills together for a mutual and daily learning, we will continue deepening the education crisis. In Latin America we exceed on examples about that.

However, we have always said that we were working with a group of persons spread along Latin America and Europe, which strongly believed- and believe- that all what we’ve described is possible. For that reason it is so easy to get involved in this big hank full of good intentions called SPRING.

### THE PROSOCIAL DOCUMENTARY AS A CONCEPT

On one hand, the prosocial documentary is a film product, an audiovisual production, and, on the other hand, it is a process, a prosocial intervention.

First, we have to state that we didn’t invent the prosocial documentary without inspiration. It is based on the concept of ethnofiction, a methodology created by the French anthropologist Jean Rouch during the 70’s, in which the documentary’s protagonists act their own characters (see Rouch, 1967). Shortly before the independence of Ivory Coast, Rouch asked his students to write a fiction script based on their own lives, in order “white” and “black” students to be mixed with one another, and, at the same time, for them to face their prejudices regarding the other group.

We tried to repeat the same idea along project SPRING. In our visit to Quito, Ecuador, we attended a first year university class of Universidad de las Américas (UDLA), composed by students of high and low social sectors. This social separation became very evident to us when we entered into the classroom: the students with a clearer skin and wearing colored and supposedly more expensive clothes were at the left side, while those students with a darker skin, obviously coming from lower social sectors, were at the right side. The people in charge of project SPRING in Quito have already told us about the existence of this social schism inside the classrooms, highlighting that the major problem lied in the fact youth of different social classes don’t mix and don’t talk to each other.

Mainly, we attended that class for practicing a

prosocial intervention, i.e., generating a dialogue on the basis of a film exercise. However, we had to face an important problem: we would only have two sessions of 90 minutes each to perform the activity and, moreover, the students didn’t know us.

We planned every minute of the exercise. We started with an icebreaking question for generating empathy. Every person in the classroom had to describe briefly the happiest day of their lives. Many of them talked about the day their brothers or sisters were born, among other personal events. Then, we asked about their experiences in the university, both good and bad experiences. We divided the class in small groups and we asked them to choose the major problem inside the class. Most of them mentioned the division between the different social groups.

Subsequently, and in a few minutes, we explained them the prosocial documentary concept, i.e. how could we tell a story mixing the documentary and fiction methods, on the basis of a real case. Writing down every idea on the whiteboard, we all elaborated a fiction script, which recreated reality, and which should become an audio-visual registration. We suggested a role playing game, i.e., they had to perform the antagonistic characters, since, according to our standpoint, this methodology allows a greater closeness and, at the same time, a higher empathy towards the “other” group. We may say that this concept is a prosocial intervention, for another reality is created through a fiction. This methodology is based on the concepts of Zamorano (2009) and it applies the ideas of *media on cultural twining* (Walter, 2012; Walter, 2014).





Figure 2 Ethnofiction with students of UDLA in Quito, Ecuador. Photography: Walter, 2013.

One of the most mentioned ideas- and the most annoying for them- is that some students always arrive late to classes, interrupting the class and the learning process. Some said that many times those who arrived late are the students from the low social level, because they have to travel a longer way to the university, since their homes are commonly at the outskirts of the city and public transportation does not work well.

That simple fact increased the distance between the groups. Some were always sitting down at the left side, and the others, at the right side. Segregation was such that many of them didn't even know the names of their classmates after months of having shared the same space daily.

So, delay became the idea for starting the prosocial documentary. First, they had to discuss how to tell the story. A basic list of actions and shots was made and the first session ended. There were only 90 minutes left for recording with the video-camera.

The following day all the students arrived: a clear sign of interest. A group was in charge of the camera and sound; others, performed the principal

and secondary characters. Owing to the limited time, they wouldn't be able to participate in the edition, so we did an immediate edition for the students to be able to see the audiovisual work and share their experiences.

In our opinion, it was a very impressive work, and also many students expressed that it was a good experience, because they learned a little bit more about how to make a movie. Nowadays, audiovisual knowledge may improve their possibilities of finding a job, for example.

But the most important within this context is not the final product, but the film process. Through this fiction they created a new reality where they were able to get to know their names and start to understand a little bit more about the other group's world. The film was the excuse for dialogue.



Figure 3 Students of UDLA in Quito, Ecuador. Photography: Walter, 2013.

This film exercise is part of a compilation work of project SPRING, which will be published in the project's web site in December 2014. Please, be part of the discussion in <http://www.spring-alfa-pucv.cl>

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# SOCIAL RESPONSIBILITY OF UNIVERSITIES AND SOCIAL INCLUSION: EXPERIENCES FROM LATIN AMERICA - AN OUTLOOK FOR EUROPE?

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**Keywords:** prosocial behavior, social inclusion, social responsibility of universities and employers

The present publication describes experiences from the European Project SPRING (Social Responsibility through PROsociality based Interventions to Generate Equal Opportunities, 2012-14) in Latin American Universities, but right from the outset it seemed that the design and instruments of SPRING could be discussed in a broader context, not limited to a specific region.

The data concerning the situation in Europe, i.e. high youth unemployment, uncertainties about the quality of publicly financed education, the increasing levels of tuition fees in some EU countries, indicate that the questions raised in SPRING and the strategies proposed may be appropriate to throw a light on current and future developments in Europe. This future often seems unclear when it comes to issues such as equal access to universities and subsequent job opportunities for young people, or when considering the inclusion of citizens with a migrant background not only at work but in the broader social network of the respective countries.

The economic crisis in Europe has provoked a change of perception in large parts of the population and changes with respect to a number of realities: changes in the certainty of what to expect, changes in the kind of opportunities and changes- unfortunately- in

the definition of poverty. Restricted access to higher education, due to increasing tuition fees, e.g. in Spain, bring about scenarios where studying at university could be no longer an option of individual choice but a question of individual purchasing power.

SPRING, in this sense, can be seen as a call for universities to adopt a more active role as agents of social change, innovation, knowledge transfer to citizens and not only to private sector businesses and scientific journals. Those persons and groups who are in a leadership position at University could change their way of looking at higher education and implement the important values that public universities represent. They should transform universities into social agents which involve stakeholders such as students, lecturers, employers, university officials, providers, the local community, NGOs and public authorities through trust generating methodologies seeking common good and promoting equal opportunities.

Although SPRING is being implemented in Latin America only, it constitutes a valuable laboratory, and we invite those involved in higher education in Europe and other parts of the world to observe it.

## SOCIAL INCLUSION IN AND BY LATIN AMERICAN UNIVERSITIES: A NEW LEADERSHIP ROLE?

During a three year period, Universities in Chile, Argentina, Bolivia, Ecuador, Colombia and Mexico dealt with crucial aspects of their social responsibility that may be relevant for higher education institutions in general. These aspects were: Can Universities take a role as social leaders and involve students, lecturers and employers to tackle social exclusion? To which extent do lecturers, students and employers belonging to all the different social backgrounds can learn adequate instruments and personal capacities to transform social heterogeneity into an opportunity for development? Can prosocial behaviors and prosocial interpersonal communication between these groups drive such transformation?

The starting point in SPRING is the widely

diagnosed social inequality on the continent (OECD, 2014). While in recent years universities in Latin America are increasingly accessible for students coming from disadvantaged socioeconomic backgrounds, the principle of equal opportunities often fails when they graduate and enter the labor market. It is a common feature of Latin American societies that people from different social backgrounds do not mix, as segregation by class, ethnicity or other socioeconomic categories are often being maintained (Hoffman and Centeno, 2003). When graduates enter the labor market, previous personal networks play an important role. Universities, however, are not sufficiently connected with the labor market in order to bridge the lack of such contacts with employing organizations (Inter-American Development Bank). In addition, once students manage to enter employing organizations they often experience the same social restrictions known from other contexts of their society.

## PROSOCIALITY: A MEDIUM TO BUILD TRUST RELATIONS AND GENERATE EMPATHY

The European Project SPRING has been designed to respond to this challenge by implementing a strategy based on the psychological concept of prosocial behaviors as well as on the previous institutional experience of Chilean Universities with the concept of University Social Responsibility. The methodology of SPRING, applied to six universities and 57 employers, is in line with research emphasizing the role of psychology to explain the motivation underlying Corporate Social Responsibility (Rupp, Williams & Aguilera, 2011), as well as showing the influence of prosocial behaviors on the capacity of organizations to reach social goals (Halbesleben, Bowler, Bolino, & Turnley, 2010; Grant & Mayer, 2009; De Dreu, & Nauta, 2009; Kumar, Jha & Vaidya, 2007).

The participating Universities- i.e. faculties and degree courses- integrate Prosociality in vital parts



of their academic functions and at the interface between higher education and the labor market. In this setting, Prosociality is a medium to generate trust relations between the involved groups. As a complex construct, Prosociality describes helping behaviors in interpersonal relations, in which the initiator benefits another person without expecting material compensations and thus increases the chances for mutually beneficial relationships to evolve or for a positive social goal to be reached (Roche, 2010; Brief & Motowidlo, 1986; Caprara, 2006; Penner et al., 2005; Hocking & Lawrence, 2000; Greenberg & Baron, 1997; Stiff et al., 1988; Eisenberg y Mussen, 1989). Among the factors for prosocial behavior is empathy, sharing the negative consequences of difficult situations, assisting in order to facilitate solutions, to give and share, to appreciate and confirm the other person in a positive way.

During the project, Universities pursue a strategy on 4 levels:

1. State of art. Personal process of each participant
2. Organizational dimension SPRING
3. Innovation of syllabus
4. Dialogue among stakeholders, organizing internships and establishing Trust Centers

The implementation of these strategies has an experimental character:

Lecturers, students as well as representatives of employing organizations are being trained in the same prosocial actions and communication style. The expected result of this phase is that the three groups develop the ability to understand empathically the diversity and the need to collaborate with people and personnel from different social backgrounds. As a second result, Universities facilitate encounters and communication between students of the various social backgrounds during the courses guided by the newly trained lecturers. As a scheme for equal opportunities on the labor market Universities provide access to the recently trained employers through an internship program.

Employers therefore are considered “co-educators” in SPRING. The project postulates that by increasing the capacity to apply prosocial values in interpersonal relations, the three stakeholders involved, lecturers, students and employers, will change their behaviors and therefore the respective organizational culture, resulting in an increase in professional opportunities for graduated students from all different social backgrounds.

**SOCIAL INCLUSION OF UNIVERSITY STUDENTS AND GRADUATES: NOT AN ISSUE FOR EUROPEAN HIGHER EDUCATION?**

When dealing with a topic like social inclusion of disadvantaged groups in society, Latin America as a continent seems to offer little transferable experiences for European societies. However, when discussing specific phenomena, e.g. ways to generate equal opportunities for university graduates on the labor market, this view may change and the otherwise stark contrasts between the regional realities may blur. The understanding of the term social inclusion or social integration as framework concept “to create *“a society for all”, in which every individual, each with rights and responsibilities, has an active role to play* (United Nations, 1995) or to describe *“the process of improving the terms for individuals and groups to take part in society”* (World Bank) can be discussed across the geographical and socio economic differences. Questions can be raised such as: Which phenomena does the respective society we live in identify as relevant in terms of inclusion and exclusion, and can the respective reality be described by a multidimensional approach, meaning that a group or individual may be continuously included in as well as excluded from different fields of social participation (Seifert, 2013)?

University students from disadvantaged social backgrounds in Latin America and also in Europe have better access to higher education than before, thanks to sometimes recent national scholarship schemes. But for different reasons it is hard for many

of them to finish their degree. Examples from SPRING in Ecuador show that university lecturers work extra hours in order to teach students from the poor, rural areas basic secondary school contents in order to prevent them from aborting university. In a country like Germany almost half of those university students having a migrant background, quit university before graduating. The reasons identified are a previous lack of attending the special linguistic needs of migrants in secondary school and a lack of contact with German students at University, as well as their often weak economic background (German Higher Education Information System, 2010 and Cologne Institute for Economic Research, 2013). Therefore, it appears to us that the question remains the same for societies and their educational systems in both regions: where exactly runs the dividing line between areas of inclusion and exclusion and how can “the process of improving the terms for individuals and groups to take part in society” be shaped in this case?

The same question is valid for University graduates coming from disadvantaged social backgrounds. They indeed have been included into the system of higher education and have successfully finished it. By

doing this, they even transcend their social origins. But when these origins are a reason for employers not to consider them for a career in their organizations or deny them the same conditions to build their careers within this organization, these graduates cannot fulfill the role they have been prepared for and which they qualify for. This can be true for a member of an indigenous group or someone with a surname that identifies him as coming from a lower social class in a country in Latin America, or for a graduate belonging to any so called “underrepresented group” referred to by the EU communication on “Supporting Growth and Jobs-Agenda for the modernization of Europe’s higher education system” (COM (2011) 567 final).

Again, it seems to us that there are a certain similarities in the tasks ahead for Universities of both regions. With this in mind we present the instruments and experiences described in the following chapters by our Latin American partners in the European project SPRING, and bring them up for discussion regarding their transferability to the reality of European universities.

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# 04

## PROJECT SPRING FROM THE STANDPOINT OF THEIR PROTAGONISTS

Thirteen micro-stories of Ecuadorian professors, employers and students about their experience in the project.

## THIRTEEN MICRO-STORIES ABOUT PROJECT SPRING

*Luz Ulloa and Catalina Hinojosa*  
*Universidad de las Américas, Quito, Ecuador*

As described in the previous chapters, Project SPRING has generated several publications in external media. Likewise, it has generated a series of own publications with a theoretical (Gamboa & Avendaño, 2014; Gamboa, Jiménez, Jiménez & Lombardo, 2014) and methodological emphasis (Escotorín, Brundelius & Izquierdo, 2014), as well as this volume that focuses on the project's design.

Our SPRING team of Ecuador was entrusted the task of explaining the project from the theory applied in the life of the participants. For that purpose, in this series of publications we have built the book *Relatos del Proyecto SPRING: La equidad y la calidad de la educación universitaria desde la óptica de los estudiantes, docentes y empleadores* [Stories about Project SPRING: Equality and university education's quality from the standpoint of the students, professors and employers] (Ulloa & Hinojosa, 2014), which proposes an experiential reading on the basis of the theory that lays the foundations of the project. The following brief experiences maybe are the 13 most representative ones- their complete versions, together with other stories, are published in the above mentioned book. Every experience refers to an aspect of SPRING that has been significant for the person that expresses it. They are stories of persons that belong to a university community and that have found in the Project an opportunity to develop their dreams, values, skills and objectives in a common systematic space.

This small mosaic of looks and voices aims to illustrate the deep essence of a Project that above all has tried to benefit the quality of life and the opportunities of real persons. As already stated, this chapter is the synthesis of a book that the reader may also look up on the Project's web site (<http://www.spring-alfa-pucv.cl/>).

## MICRO-STORIES OF PROFESSORS



## PROSOCIALITY: A TOOL FOR THE INTEGRAL EDUCATION OF UNIVERSITY STUDENTS AND FUTURE PROFESSIONALS

**Raquel Meléndez**, professor of the career of Agri-Industry

Participating in project SPRING has been a very nice experience in my continuous training as a professor. It has permitted me, an educator of new professionals, to promote the awareness of the human being that lives in society, a human being that contributes to a less selfish and more collaborative community life.

Personally, I was lucky to have the opportunity of participating in various aspects of the project, along which I have observed my student's change of attitude. As it is an inclusive project, the students that in general have problems to communicate with others, suffer a very positive attitudinal change. It has been very nice to observe how this kind of students become sensitive with respect to their environment; they allow the others to be part of their educational process and even they assume the responsibility of giving something to the other and of demonstrating that they are persons able to give a big contribution to the society.

Within the frame of project SPRING and of the ethnofiction methodology, I worked with one of my classes in the production of a video oriented to develop a simulation that permitted to highlight and search a solution for problems of daily university life. For this activity, I chose an especially heterogeneous

group, characterized by having students from different social levels, including economic and origin differences. In this group, there were students with low economic resources and students from families with high purchase power, belonging to rural areas and urban zones, respectively.

The students wanted to put on screen a shot showing that there was no communication between the two different kinds of students. Many of them really didn't know each other, though they have been in the same classroom for three months: despite seeing each other three times a week, they didn't know their names, their interests and their likes, among others.

It was really nice to see that the group unanimously chose the problem of lack of communication and lack of interest in the person that is different, in order to solve it through the development of a video in class. The students showed an almost childish fascination with the art of cinema and the project was much motivating for them. Suddenly, all the students were participating on an equal basis for solving the posed problem and the communication inside the group improved considerably, mainly thanks to teamwork. On the basis of a simple project, the students obtained a lesson of solidarity, fellowship, tolerance, interest and respect for the others.

Another nice experience in Project SPRING was the production of a second video oriented to show the significance of the effective listening inside a classroom. In this case, I got the same impression: firstly, the fascination that the art of cinema causes on people and, secondly, the importance that we have to give to effective listening and direct communication (face to face) in this time invaded by technology. It is easy to see how our students are immerse in unconventional communication systems, using, for example, social networks that transform personal communication into something extremely impersonal. In my opinion, this largely deletes people's ability to interpret the interlocutor's reactions and mood.

Therefore, in my opinion, it was very important to develop together with the students the video that revealed the loss of direct communication and the effective listening of the interlocutor, not only observed among classmates, but also among professors and students.

The methodology used to show the problem and generate learning was a collaborative project. This improved even more the results of learning, because the method used showed the significance of communication, teamwork, and, especially, the importance of respect for the participation of every member of a work team.

I want to thank SPRING team's staff very much. I feel part of it, because I like very much to be part of the processes of improvement of the integral education of socially responsible and tolerant professionals that respect the difference of others.



## HIGHER INVESTMENT LOWER DROPOUT

**Ana Parra y Janeth Proaño**, professors, career of Agri-industry  
Interview performed by **Luz Dary Ulloa and Catalina Hinojosa**  
Universidad de las Américas, Quito, Ecuador

The professors of the Department of Chemistry of the faculty of Agri-Industry and Food of Universidad de las Américas have become Posociality leaders, implementing actions that have proven that investing additional time in the students- beyond the professor's duties stated in the labor contract- reduces course dropout.

Ana tells us about the initiative of leveling tutoring: "After the first evaluation, the students obtaining less than 6/10 may be at the risk of failing the course. Students carry cognitive problems from schools; for that reason we, the Chemistry professors (on the permanent desire of educating integral persons and students of excellence) have decided to invest our time in leveling the students at risk, in order every student to have the same level of knowledge. As a result of this action, we have observed an increased self-esteem in the students and the creation of a relationship of mutual confidence and commitment among the different actors."

Another initiative developed by the professors is the implementation of a follow-up system for the students at risk of failing a subject. Ana points out that for building trust-based relationships with the students, the Chemistry professor listens to the student profoundly; enquires about the reasons of his/her low performance, and identifies the causes that may generate his/her poor grades such as personal problems, demotivation with respect to the career, low concentration, among others.

The most significant aspect of this experience is the implementation of a follow-up process. Ana says that "it is important to call them by name, motivate them and correct them respectfully and kindly. This way the student will commit him/herself to improve his/her performance."

The results of this process speak for themselves. The follow-up and leveling system through tutoring was implemented in the Department of Chemistry during the four last semesters, with a 20% decrease in dropout and repetition rates. According to the professors, the achievement of these results needs a well-balanced relationship between the professor and the student, and they affirm that this can be achieved through Posociality, that promotes giving without expecting anything in return, being tolerant and empathetic with the others, identifying the other's actions and emotions so as to value his/her dignity as a human being.

## WHAT'S THE MOST IMPORTANT FOR ACHIEVING THE RESULTS?

Be humble, friendly, solidary, with clear and well-oriented addressing.

## HOW DOES PROSOCIALITY CONTRIBUTE TO TEACHING?

Working every day applying the categories of Posociality works like a boomerang in life. You feel that everybody around you is synchronized, everybody shares the same purpose: **helping humanity**, not for obtaining professional or monetary revenues, but simply because that should be the main objective of every human being, be happy in a balanced world.





# PROSOCIALITY BROUGHT ME DOWN FROM THE CLOUD

**Marcelo Salvador**, professor, career of Agri-Industry

I graduated from university eight years ago. Since then, I've devoted half of that time to teach at schools and universities. I have always thought that in addition to academic formation, we, the professors, also need to teach values to our students, values that are disappearing nowadays. Guide and explain them in a few words how to approach and treat people, what is an essential complement for the formation of our students as future professionals of the country. In my opinion, prosocial responsibility not only falls on the students' homes, but also on the places where they receive academic education. University completes students' training".

My uncle Juan Esteban used to tell me that I have to do things well, always having the others in mind; and I have always had this service conviction. Likewise, when I am in a conflict situation, I always try to listen to the other and put myself on the other's shoes in order to understand him/her.

My encounter with Prosociality made me fall down from the cloud. I always thought to be right. When I committed a mistake, I acknowledged it, but I didn't perform any corrective action. Now I am more attentive to someone who may need my help.

Being part of project SPRING of UDLA, with the continuous support of this team, has been an interesting and innovating proposal and challenge for me, since not only the academic or technical formation makes the man within the society, but also

integrity and proactivity in front of the circumstances or problems that may arise.

Being an essential part of the society is at the base of the essence of a person. For this reason I try to perform a professional work based on the values acquired and learnt both at home and at the university, generating this way a more solid, reliable and long-lasting union among students, professors and the industry.

During my class hours, I socialize and inform my students about the professional aspects the industry requires today. I also tell them that we all are part of a great mechanism called society and that we are important gears of the same. I always remind my students that when we implement the knowledge learnt in classes, this implementation should be complemented with the prosocial values needed and required by our current society.

Listening to others, supporting a group of persons asking for help, teamwork and, especially, a positive attitude, have been significant factors within the subjects I have imparted during the semester March-July 2014, with the following result in my students: persons more committed to their obligations and jobs, very communicative, very proactive and trying to perform their jobs based on the values learnt during this time.

## MICRO-STORIES OF STUDENTS



**Gabriel Pazos**, student of Agri- Industry

Spring taught me that there is much more than a simple well-remunerated job. It is the feeling of gratitude that remains after doing something for other person, regardless of the opposing views; always with the clear group purpose of making people happy, doing your job for them and not for a natural selfish purpose. Making people happy without expecting rewards. Rather than leaving your work in the company, you may leave YOUR LEGACY.



**Carla Lara**, student of Agri-Industry and Food

This project allowed me to know more about the problems you may find in a company and how to manage it appropriately, based on the well-being of every person involved, sharing my knowledge for the improvement of the company and receiving a feedback regarding every aspect that intervenes in my professional and personal education.



**Nicolás Aguirre**, student of Agri-Industry and Food

I learnt that not only the workers are responsible within a company, but also the internship students, assistants and every person that makes part of the company. People trusted in my work and they taught me that the value of responsibility is very important.



**Gabriela Guijarro**, student of Agri-Industry and Food

At the beginning of the internship I only interacted with one person in charge of finances, who also was assigned the responsibility of receiving internship students. We visited two branches of the company in different parts of the city and, as a student, it wasn't easy to tell her that there were things that should be improved; but when I talked with the person in charge, she made me feel confident and I could tell her my recommendations; even she was the one to ask for suggestions. Therefore, I learnt that communication and the way you express your ideas is very important for not transmitting to the others that you want to impose your ideas.

It was a wonderful and unique experience for me, because being able to express my point of view as a student and being taken into account is very valuable for my professional training.



**Patricio Mejía**, student of Agri-Industry and Food

Some days I was in charge of the laboratory of Physics and Chemistry. My work there was to test the daily incoming milk for its acceptance or rejection. I felt really bad when I had to tell a supplier that the raw material he brought was not good and that it wouldn't be accepted, because many times it involved between 200 to 500 liters from only one supplier. I usually thought that behind that person there was a complete family and that this business was his principal source of economic income. On the other hand, there is the responsibility of not letting that milk to be consumed by other persons.

Now, after that training I feel part of this company, because they have trusted in me and helped me to grow both intellectually and personally. For example, they like football very much and thanks to that I have strengthened friendship links. I'm in charge of organizing football games and I feel this has contributed a lot to avoid labor stress among the staff.



**Andrea Sevilla**, student of Agri-Industry and Food

At the beginning I felt disoriented and nervous, since I didn't know how to act in a formal job. But, thanks to the support of my colleague, the tutors and the staff of the company, my fears began to disappear and I could enjoy being there and thinking that my work could be in some way a contribution to the company.

This experience has been really inspiring. Now, I have a clearer idea of what motivates me in this career and what are my goals, without forgetting to approach the persons around me prosocially.



**Alonso Orozco**, student of Agro-Industry and Food

The truth is that I thought I was going to perform a traditional internship at a company, in which usually the recommendations coming from a student are not taken into account and you have to do small jobs or jobs that have nothing to do with your career or with what you learn at the university. However, in my first day here I interacted with two shareholders of the company. They showed me the whole factory and in that moment I realized that I could contribute with my knowledge, but always in a humble and non-arrogant way.

At the end of the internship we had a meeting with the entrepreneurs and, in a horizontal and circular dialogue, we submitted all our recommendations for improving the factory. All of them were written down and analyzed by them, in order to improve the company's conditions. They even questioned their role inside the company.



**Daniela Delgado**, student of Agro-Industry and Food

During the internship we didn't only do our job, but also we got to know something about every worker, listened to them when there was something wrong and even gave them some little advice. We built a good relationship within the work environment. We celebrated the birthday of one of the employers, what was enjoyed by everyone working there. Despite the problems that sometimes arose, the employers made me feel very good and feel that we are ready to work under the requirements of any company, since our technical knowledge and our training is a big support when performing any activity.

At the end of the internship, we had a meeting with the manager, the professor and the SPRING team. We had a coffee and a very strong confidence relationship was built and I was able to give my recommendations and receive feedback regarding my internship within an environment of horizontal and circular dialogue.

# MICRO-RELATOS OF EMPLOYERS



## WORKING WITH PROSOCIAL RESPONSIBILITY

Engineer **Guillermo Báez**, Vice-President of the Food Sector of the Chamber of Small and Medium-sized Enterprises of Pichincha –CAPEIPI

In my opinion, Prosocial Responsibility is going beyond the law, in the sense that we should not only be content with paying taxes, respecting minimum wages and obtaining operating licenses. It is going forward the improvement of the quality of life of every inhabitant, and this involves the family, economic, cultural, development, recreation and entertainment levels. It is a new way of doing business, through which the company manages its operations in an economically, socially and environmentally sustainable form. But, the most important is the attitude of people, because it makes the difference within this process.

The students, under the guidance and supervision of the professors, propose a whole and careful process of socially responsible improvement to the companies. The companies, in turn, provide the students opportunities for implementing their knowledge, while they learn the techniques and strategies of the company, in a mutual fortification and exchange of knowledge. The hours invested by the students in the analysis and elaboration of new codes of hygiene, quality, processes and controls for the company, are hours in which they can apply their knowledge as future food professionals and complete a number of experimental hours that they require to obtain their degree.



## PROSOCIALITY AS A CONTRIBUTION TO QUALITY

Engineer **Marco Navarrete**, T. Avirico Cía. Ltda.

Although the students we received in our facilities are young and are in the first levels of their university career, showed a high level of cooperation, responsibility and initiative. They put no obstacle in going out of the city and travel more than one hour in public transportation, what became worst after the big earthquake that affected the province of Pichincha, with the trip time increasing to more than three hours.

Their contribution to the purpose pursued was well planned, methodical and legally based. They did a great job, mostly in accordance with the company's requirements and following the established guidelines.

The relationship with the workers and executives was friendly and respectful, based on good communication and showing respect for other's opinions and attentive listening, as well as the desire of searching the best solution to the problems arisen, always pointing to the objective of providing high-standard products to the consumer.

## A SECOND HOME

Sagrario Angulo, CAMARI



CAMARI is the Solidary System of Commercialization of the Social Group FEPP. It is a social enterprise which mission is to support the development of popular sector through the commercialization of the products of the small producers and peasant organizations, in order to improve their life conditions. It has been a member of the World Fair Trade Organization (WFTO) for approximately 20 years, adopting the principle of social and solidary economy.

The friendship relationships built are not limited to the thirty days of internship. It is a fellowship relationship built between the staff and the students, what is verified with the subsequent visits. This motivates us to continue sharing the experience especially with the young students that want to be "leaders with a heart". The communication has been a positive, quality and empathetic communication. These characteristics affirm our feeling that CAMARI has not only been a new place for them, but their second home.

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## Collaborators

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- **Daniel Avendaño Caneo:** Journalist with a Master degree in History of Chile. Co-author of the biographical book *El rebelde de la Burguesía. La historia de Miguel Enríquez* (Cesoc, 2001). He was editor of the newspaper *El Observador* of Viña del Mar; he also worked as a researcher in the Library of the National Congress, where he was one of the writers of the books *La ruta chilena hacia el Sol Naciente y De los Andes a la Gran Muralla. 40 años de relaciones entre Chile y China*. He also is the co-author of the book *Historia del 11 de septiembre de 1973* published by Editorial Catalonia in 2013. He is the Director of Studies of the career of Journalism in Universidad Viña del Mar.
- **María de los Dolores Ayala Velázquez:** is a Doctor in Science (Physics), professor of Universidad Autónoma Metropolitana de México. She has a Degree in Physics and Religious Sciences, as well as a Diploma in Counseling and Social Responsibility. She has participated in different international forums and workshops on Physics, Education and Family. She was a member of the Academic Committee on the Quality of Higher Education; coordinator of the program for the improvement of Physics Teaching in Secondary Education; co-author of the chapter of Audition and inclusion in the book *Políticas públicas inclusivas*, published in 2010. A Coordinator of Project SPRING in Mexico, has many publications in specialized scientific journals, as well as in science magazines.
- **Hernán Benavides:** psychologist with a Degree in Music of the Pontificia Universidad Católica de Valparaíso. Devoted to research and improvement in school and university education in Chile, he has participated as a co-researcher for doctoral theses of Universidad Ramón Lull performed in Chilean territory. He was also a member of the research group of project ALFA Spring in the PUCV. He currently lives in New York where he is attending a Master degree course in Music Therapy in NYU.
- **Marc Brundelius:** has a Degree in Political Sciences of the Freie Universität Berlin and is an advisor and a researcher in Corporative Social Responsibility and the applications of Pro-sociality in the organization world. He works with companies, associations of interest NGOs in Spain, Germany and various Latin American countries. He has participated as an expert in the international process of elaboration

of the social responsibility guidelines ISO 26000. He has a specialization in prosocial counseling and coaching prosocial of the Universitat Autònoma of Barcelona and a post-degree of the Technische Universität Berlin in adult professional education management. Since 2007 he is a member of the Laboratory of Applied Prosocial Investigation of the Universidad Autónoma de Barcelona.

- **Josef Bordat:** is an industrial engineer, psychologist and philosopher with a Doctoral degree in Philosophy of the Technische Universität Berlin. During project SPRING he worked at the Institute of Social and Cultural Anthropology of the Freie Universität Berlin. Nowadays, he works as a writer, journalist and *blogger* (jobo72) in Berlin. His principal topics are History of Philosophy, Ethics and the relationship between Faith and Science, between Christianity and Secular Society, respectively. His most recently publication is the book *Das Gewissen* (2013).
- **Mayka Cirera Amores:** is a psychologist and professor of Developmental and Educational Psychology in Universidad Autónoma de Barcelona, with a Master Degree in Communication Psychology and a candidate for Doctor in Prosocial Leadership. She has specializations in Interpersonal Communication of University of Reading (England) and Intercultural Communication of the University of Technology of Sydney (Australia). She is co-Director of the Laboratory of Applied Prosocial Investigation (LIPA, *Laboratorio de Investigación Prosocial Aplicada*) where she has developed intervention plans in organizations for the promotion of the Quality Communication.
- **Pilar Escotorín Soza:** has a Doctoral degree in Communication Psychology, a Degree in Social Communication. She is a journalist and professor of Language and Hispanic Literature. She has worked as a secondary education teacher and as a professor at the university. She has a specialization in prosocial interpersonal communication. She has been a professor of Language Sciences in the Pontificia Universidad Católica de Valparaíso, Chile, and of Developmental Psychology in the Universidad Autónoma de Barcelona. She has developed research on dialogue strategies for the solution of conflicts in social organizations and, as an Advisor in Chile, Dominican Republic, Italy and Spain, has performed conferences and workshops about interpersonal communication and prosocial quality communication. She is co-Director of the Laboratory of Applied Prosocial Investigation (LIPA), where she is a professor in the specialization programs of LIPA and is in charge of the European projects and of the academic coordination.
- **Nancy Flechas Chaparro:** Psychologist, specialist in Family Health and with a Master Degree in Bioethics. She is a researcher professor of the Universidad Nacional Abierta y a Distancia– UNAD. Co-founder and member of the research group Psychology, Emotional Development and Education. Author of the article “*La emergencia del Sujeto Político para la psicología en la UNAD*”, published in the Journal Desbordes of the School of Social Sciences, Arts and Humanities of UNAD; Co-author of the redesign of the Line of Investigation "Psychology and

Construction of Subjectivities” of the program of Psychology of UNAD. Author of the article “*El ciber bullying en la educación virtual: propuesta de una ciber ética prosocial*”.

- **Andrés Gamboa Jiménez:** is a Secondary Education Teacher with mention in History and a Degree in Education and in History with mention in Political Sciences. As a secondary education teacher, it stands out the implementation of Projects of Investigation and of connection with social and natural environment with students at social risk. She is a member of the general coordination team of the Interuniversity Project ALFA III within the SPRING Team of the Pontificia Universidad Católica de Valparaíso; she has participated as an advisor to processes of curricular innovation in six Latin American institutions and in the construction of an integral model of education in Social Responsibility for undergraduate students. She has also participated in different investigation projects related to the Local History of the Region of Valparaíso, focused on the study of its intangible heritage and the configuration of popular groups from political and economic perspectives.
- **Franco Gramagna-Tota:** has a Degree in Physics. He is an expert in design, project financial management and technical- scientific monitoring of processes. Together with the LIPA team he has managed the projects *White (Da Vinci)* for blind persons; *Most (Comenius)* for the study motivation in teenagers; *Change (Grundtvig)* for changes in the lifestyle of elderly. Together with the Pontificia Universidad Católica de Valparaíso he has coordinated the financial aspect and the technical-scientific monitoring of project SPRING (ALFA) implemented in Latin American Universities.
- **Catalina Hinojosa López:** has a Degree in Political Sciences and International Affairs. She worked as the coordination manager of Project ALFA III Spring in Universidad de las Américas, Quito, Ecuador, from its beginnings. She has participated as advisor to students, professors and employers during the students' pre-professional internships. She also collaborated in the curricular mapping of UDLA's competencies, incorporating Prosociality as a teaching and learning method. She carried out the third meeting of SPRING's partners within Universidad de las Américas in the year 2013 and she also collaborated in the execution of the SRPING Dissemination Event in 2014, in which the three-year results of SPRING were presented.
- **Conrad Izquierdo Rodríguez:** senior professor of UAB; Doctor in Psychology. Coordinator of the doctoral degrees "Communication Psychology: Social Interaction and Human Development" and "Psychology"; Promoter of the program of interuniversity Doctoral degree in Communication Psychology and Change; Professor of Developmental, Educational and Prosocial Psychology; Researcher of communicative interaction and author of book and articles on the subject and Director of Doctoral Theses; Responsible for the line of investigation "Psychology

of the personal and social change" of Universidad Autónoma de Barcelona; Investigation methodology advisor.

- **Gladys Jiménez Alvarado:** is a Physical Education teacher, candidate for Doctor in Physical Activity and Sports Sciences of the University of Granada. In the Pontificia Universidad Católica de Valparaíso (PUCV) she was the Vice-Rector of Professor and Student Affairs, Dean of the Faculty of Education and Director of the Directorate of Curricular and Formative Development. She led the process of curricular innovation in University Social Responsibility in PUCV. She is an external assessor for the certification of university programs related with her speciality. In project SPRING she and her team led the processes of Curricular Innovation in the six Latin American partner universities of Bolivia, Mexico, Colombia, Ecuador, Argentina and Chile.
- **Maite Jiménez Peralta:** Food Engineer and candidate for Doctor in Psychology of the Pontificia Universidad Católica de Valparaíso (PUCV). She worked in the management of higher education, exploring the field of Sociology of Education on issues such as pre-professional internships, social responsibility education and post-graduate education quality. Professor of the Food School and responsible for quality up to 2014 in the Directorate of Advanced Studies of the PUCV, se has gained experience in the labor and investigation fields.
- **Fernando Juárez Acosta:** Psychologist, MBA and PhD in Psychology. Author of more than 70 scientific publications and more than 200 technical documents, as well as several books and chapters of books on issues, such as health, life quality, aggression, biofeedback, leadership, corporative finances from the point of view of complexity and chaos and about the relationship of the organizations with the environment and marketing. Founder and editor of the international journal *Journal of Psychological Research*, until 2009. Member of editorial boards of different scientific journals. Coordinator/consultant of projects of health, personnel selection based on competencies and attention to victims. Evaluator of post-graduate programs. he belongs to different research centers and has designed different specialization and master degree programs. he is currently working as a professor and researcher in Universidad del Rosario in Bogotá, Colombia.
- **Claudio Marcelo Prado:** eis a professor with a Master Degree in Social Psychology and in Social Doctrine of the Church of the Faculty of Political Sciences and Sociology «León XIII» of Universidad de Salamanca, Spain. He is an academic coordinator and the professor in charge of the organization of the Diploma in Community Social Leadership of Universidad Nacional de San Martín, which advises the same university on issues regarding educational legislation and has carried out numerous university educational and training projects independently or in association with other universities. Nowadays, he is a consultant to educational institutions for the development of projects.

- **Eugenia Rivieri:** Graduate in social communication, journalist of Universidad Austral de Chile; Master in Communication of Pontificia Universidad Católica of Valparaíso; specialized in informative quality of Internet sources and management of social projects; coordinator of interdisciplinary teams and devoted to the transfer of investigation to mass media. She has been one of the coordinators of the process management of Project SPRING.
- **Robert Roche Olivar:** Doctor in Psychology. Emeritus professor and lecturer of Universidad Autónoma de Barcelona since 1972 in Psychology of Couples and of the Family, Prosocial Optimization, Quality Communication and Prosociality, Prosocial Optimization of the Emotions, Attitudes and Values; Coordinator of Development and education Practicum (insertion of the psychologist in educational centers and social organizations). Since 1982, scholar of prosocial behavior. One of the first introducers of the concept, study, optimization and dissemination of Prosociality in Spanish, Italian, Slovakian and Czech languages; consultant to the Ministries of Argentina and Slovakia in the curricula of Ethics for primary and secondary school. Author of 10 books and hundreds of articles, two of them disseminated in all the Argentinian and Slovakian schools. Inspiring person, director, advisor or promoter of dozens of Prosocial Intervention Programs in Spain, Italy, Slovakia, Czech Republic, Croatia, Macedonia, Ukraine, Cuba, Argentina, Mexico, Colombia, Chile, Peru, Venezuela, Brazil, Bolivia. He has imparted more than one hundred courses and seminars or workshops in these countries. In LIPA, he likes to be identified as a thinker or prosocially creative. His main responsibility is the direction of interpersonal and group quality.
- **Luz Dary Ulloa:** Master in Administration with mention in Projects and Strategic Direction. Design and Implementation of social projects in Ecuador and several countries of Latin America. Coordinator in Ecuador of the interuniversity project ALFA III-SPRING, creating an innovating education model aiming to consolidate the quality of education and students' well-being through strategies for equal opportunities and labor access based on university and entrepreneurial prosocial responsibility. International coach for companies and organizations. Skill Construction under pedagogical mediation methodologies and strategies for the creation of rights policies for children and adolescents.
- **Florian Walter:** is an anthropologist and doctor in philosophy, video-maker and assistant professor in the Latin American Institute (LAI) of the Freie Universität Berlin. He is part of the editorial committee of the journal Anthrovision of the EASA (European Association of Social Anthropologists); especially devoted to indigenous media and collaborative visual anthropology, exploring processes of transcultural understanding; among his regional approaches stands out Chiapas, Mexico. His doctoral thesis is titled *On the Road with Maruch. Filming Culture and Collaboration as a Transcultural Partnership Process*.



This volume develops and explains the design of project SPRING and proposes a selection of until now not published and published articles of interest within the project's context.

The material compiled in this volume may be helpful both for specialist in intervention projects and for a public interested in knowing and getting a better understanding of social innovation and its contribution to the problem of equality in Latin America from the standpoint of social responsibility and Pro-sociality.

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## What is Spring?

Project Spring (Social responsibility through Prosociality based Interventions to Generate equal opportunities), co-funded by the European Union, promotes an equal access to work through the development of an educational model of disciplinary and professional curricular innovation for social responsibility, using methodologies of prosocial intervention that allow a real horizontal reciprocal knowledge and the esteem for social diversity among students, professors and employers.

Focused on the integral education based on social values and the development of intra-, interpersonal and group skills, SPRING improves the quality of the link between the educational institutions and the labor world.