BINDING PROJECTS WITH THE UNIVERSITY SOCIETY UNDER THE CASE STUDY ORIENTED TO LEGAL TECHNICAL ANALYSIS AND ITS EFFECT ON LEARNING PROCESSES

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Abstract*: The link between higher education institutions and the environment where they maintain a social, economic or educational approach that is governed by higher education policies, laws or regulations. A comparison of the Ecuadorian situation with Latin America and Europe in higher education was made in order to know if the legal technical foundations of higher education contribute to the learning process. Through a descriptive documentary review, electronic reviews and search in books, thesis, magazines, papers and publications of congresses in order to research from its beginnings and relevant publications, as well as updated information, so it is concluded that a higher education institution intends comply fully with the regulations either internal or external in relation to the relationship with society, thus seeking bidirectional learning, that is, both teachers and students as well as transmitting knowledge to a beneficiary community or sector.*

Keywords*: Bonding, Higher education, Legal regulations, University bonding.*

1. INTRODUCTION

The relationship or link between universities and the environment, whether social, economic, regional and local from the perspective of higher education policies, laws or regulations.

By contrasting the Ecuadorian situation with Latin America and Europe in higher education, the intention is to answer if the legal technical foundations of higher education contribute to the learning process. Under the political approach, each university institution has regulations, laws and policies according to their country (Valarezo and Túñez, 2014).

In higher education at a global level, they seek to improve quality in the academic and labor field, so that the statutes and policies of the relationship with society have been reformed, thus maintaining verifiable indicators of compliance with regulations (Jara, 2017).

For what European Universities are considered as a strong point of comparison according to the Organic Law of Education Quality (LOCE), which seeks to promote the improvement of quality based on five axes (Rajoy, 2013). From the perspective in Latin America, a central and relevant point in education is Argentina, so the Secretary of University Policies reinforced the mission of universities and found the need to strengthen the construction of knowledge, (Di Meglio and Harispe, 2015).

On the other hand, Higher Education Institutions intend to design various strategies for linking with society with teachers and students, so there will be an effect on the learning processes so that in Ecuador it is managed under the concept of the Organic Law of Education superior (LOES).

This is mentioned by Estupiñan, Villamar, Campi, and Cadena (2018), where universities maintain a strong social impact as an institution where cognitive, research and academic aspects are complemented by social problems, thus seeking solutions to these problems.

With regards to linking, teaching and research as a Triple Helix model, there is a dependence on each other depending on the compliance of university management.

The importance of linking with society lies in university responsibility, so, it lies in the proportion of experience in the process of knowledge knowledge so that different perspectives are appreciated and thus favor the learning process since it is thus inserted new knowledge in social experience, (Rivas, Ángel, and López, 2017).

The relationship with society based on the learning environment and process, allows the development of the learning process based on the experiences, that is, the students select, organize and integrate different facts and thus establish a link with a sector (Acosta, Becerra, and Jaramillo, 2017).

Theoretical framework or background

The social linkage of belonging, UNESCO describes that the relevance of higher education must be considered in relation to place and society, in other words, in relation to education, teaching and research. It covers aspects such as the employment relationship

and the relationship with the state and financing with interaction and the different forms of education, (Unesco, 1998).

At the Regional Conference on policies and strategies Regional Conference on Policies and Strategies for the Transformation of Higher Education in Latin America and the Caribbean, which conceptualizes belonging in the role it plays and the place where higher education is related to the needs and demands of social sectors.

This is how social bonding starts with social relevance, since this is the way to get closer to civil society, companies, educational institutions or government, with the sole purpose of improving local development conditions, (Zellmer et al., 2004) . In a higher education institution, relevance is intended to set objectives within a project that benefits society (Ketele, 2008).

Technical analysis of the relationship with society

Higher education institutions maintain autonomy for what they have an independent internal structure, externally it refers to regulations, laws or regulations that normalize university actions.

In what was mentioned by the National Assembly in 2010, it describes the Organic Law of Higher Education stated in article 8 in the d and d literals of the Purposes in Higher Education, to train professionals responsible and capable of contributing to the development of educational institutions of the Ecuador stimulating social participation. It is intended to contribute to national and local development

continuously through community work or extension.

According to the Organic Law of Higher Education in article 87 describes, the prerequisite requirement to obtaining the degree: students must accredit community services through pre-professional internships or internships, duly monitored, in the fields of his specialty, in accordance with the general guidelines defined by the Higher Education Council, (CEAACES, 2018)

In article 82 academic regime describes the relationship with society, focuses on programs of continuous higher education, development, cooperation that allow the development of innovation, this article provides the power to educational institutions establish and manage the relationship with the society, with the purpose, in order to generate specific programs that are of interest CES Higher Education Council in 2013. For example, in Ecuador the Central University of the city of Quito has stipulated a Strategic Plan for Institutional Development, which involves the processes of pre-professional practices, continuing education and various community projects.

Review of the regulations for linking in Ecuadorian universities

With a clear and specific example, it is the Strategic Plan of the Central University of Ecuador, the university in conjunction with the direction of association with society maintains its legal regulations for compliance with the program outlined in Article 1, which describes to the link with society to academic, cultural, scientific and cooperation activities

for society where careers must be managed together with research and teachers in order to interact with society, institutions, whether public and private, or organizations that promote the social good through projects aimed at promoting service and solving problems by establishing or redefining knowledge or practices that future professionals obtain in their academic training (Universidad Central del Ecuador, 2018)

Category A and B Universities

In the legal aspect analysis and in the technical aspect of the link, the statutes proposed in different universities of both category A and category B are described, so that in the two categories there is agreement in the

sustenance to develop institutional policies, which are aimed at strengthening and directing activities linked to the relationship with society. As evidenced in the literary review in an approximation of 67% of the rules related to the linking of universities are met, due to the comparative analysis between the San Francisco University of Quito belonging to category A and the Technical University of Ambato corresponding to category B, see Table I (Murillo, Albarrasin, Bonilla, Caicedo, and Ramirez, 2017).

Analysis of relationship with society, comparison between universities (European university and Ecuadorian university of category A), see Table II**.**

Table I: Comparing universities of category A and B

Strategy	Category A	Category B
Statement	San Francisco	Technical University of Ambato
1 Support for planning policies aimed at promoting compliance with activities related to society.	X	
		X
2 Establishes union of the institution of higher education with society, through the use of technology and the application of knowledge, thus contributing to the resolution of conflicts in society and its effect on the development of productivity as a whole of the participation of the university members.	X	
3 Promote actions to link with the appropriate process for the contribution to society, with the induction of interdisciplinary and multidisciplinary programs, which contribute to productive and social development.	X	X
4 Induce the participation of higher education institutions to meet the needs identified in a society.	X	X
5 Encourage the change of attitude in the institution to direct university responsibility in relation to society in the fulfillment of activities.	X	X
6 Obtain the support of a beneficiary community, to work together to solve problems.	X	X
7 Compliance with solutions of social problems, forming attitudes of harmony in the institution of higher education through human capital and optimization of resources.	X	X
8 Generalize knowledge and access to communities to improve quality of life through knowledge, and thus build knowledge.	X	X

9	Relate the institution of higher education with identified communities that do not have free access to information.	X	X
10	Assign managers to maintain a previously structured operational management with the company and its relationship.		X
11	Implement strategies for all areas that generate knowledge such as the UC and PNBV objectives, with the purpose of guiding linkage activities in one direction.		X
12	To propose strategies in order to identify the positive effect of university life and its consequence in society.		X
13	Identify the needs of a national, regional or even local community or society, and suggest projects to meet identified needs.	X	
14	Comply with the requirement of pre-professional internships or practices.	X	X
15	Promote academic training through continuing education activities and both academic and scientific events.	X	X
16	Provide advisory or consulting services		

Source: Information obtained from the link with the university community, cases and strategies, (Murillo, Albarrasin, Bonilla, Caicedo, and Ramirez, 2017).

Table II: Comparison between universities (European University and Ecuadorian University category A)

	Strategy	Universities	
	Statement	European University	Ecuadorian University
		University College London	San Francisco University
1	Maintain strategic relationships	X	X
2	Invest in Change	X	
3	It has a directed research center	X	X
4	Promote entrepreneurship and innovation of the university community.	X	X
5	Knowledge is exchanged between the educational institution, governments and organizations.	X	X
6	It has a consulting center and entrepreneurship center	X	X
7	There are university programs that contribute to innovation.	X	
8	Maintains a cooperative social responsibility.	X	X

Source: Information obtained from the link with the university community, cases and strategies, (Murillo, Albarrasin, Bonilla, Caicedo, and Ramirez, 2017).

Learning Status

As described by Zapata-ros (2015), the learning process needs different environments and approaches, so it indicates that an educational institution does not depend solely on infrastructure or technology, but learning depends on the individual's ability to create, acquiring, applying and distributing knowledge, see Table III. The learning environment is where the student seeks to solve the activities, is empowered of events and their actions, from the perspective of the teacher is the place where the information is transmitted and processed. Learning mediates the application of strategies, where research is stimulated and where resources should be optimized (Beltrán, Iñigo, and Mata, 2014).

2. METHODOLOGY

A descriptive documentary type review was carried out, by means of the electronic review and search in books, theses, magazines, papers and publications of congresses in order to the topic of research from its beginnings and relevant publications, as well as updated information was taken between 2014 and 2018, through information sources such as Google academic, electronic journals such as Scielo, Latindex, Science and Labor, Interacoes, Pedagogical Orbit Magazine, database such as Redalyc, Dialnet and ResearchGate.

Fifteen publications were obtained that met the search criteria, including those to the pioneering authors of the research topic up to the most current publications, so the references were written according to the American Psy-

chological Association (APA) style, derived from the fact that it is In a structured way, the information is organized, from its collection to the record set out in the document generated by the work performed.

Table III: Learning Environments

Environment	Description
Physical learning	Space where the interaction between teacher and student exists.
Formal learning	Spaces for specific learning, adapted for specific subjects.
Virtual learning	Spaces that have the necessary equipment to transmit information.
Open learning	Space where several activities take place and where there is flexibility in the learning process.
Distance learning	Individual participation by the teacher or tutor, one-way communication is handled, but it has the use of technology.
Face-to-face learning	Active participation spaces.

Source: Information obtained from the effects of the relationship model with the society of the faculty of social communication of the central university of Ecuador, from the perspective of the learning environment, 2017.

Search terms:

Publications related to the relationship with society were taken; link with the university society, university link in Ecuador, university link in Europe, technical and legal aspect of the university link in Ecuador, Learning process and linkage and learning process.

3. RESULTS

The results obtained from the main documents as sources of information are see Table IV.

In Ecuador there is considerable progress in

Table IV: Results of literature review

Reference	Country	Type of Study	Origen Result	Outcome Measurement
Acosta, L., Becerra, F., and Jaramillo, D. Formación Universitaria, 2017.	Ecuador	Bibliographic review	Literature review research is exploratory, since its search was based on information systems and application at national and international level.	In higher education processes, management manages an area linked to information systems, strategies used for university linking, support, evaluations, planning and planning.
CEAACES 2018	Ecuador	Normative	Organic Law of Higher Education, LOES (Secretary)	Foundation of compliance with the relationship with the society of higher education institutions.
Di Meglio, M. F., y Harispe, A. Interações (Campo Grande), 2015	Argentina	Case Study	A documentation record of primary sources was maintained.	It was obtained on resolutions and the rationale for research and the links that universities maintain according to the agreements made.
Estupiñan, J., Villamar, M., Campi, A., & Cadena, L. Revista Órbita Pedagógica, 2018.	Ecuador	Bibliographic review	Systematization of theories	It is identified from class concepts to social responsibility of universities and quality.
Ketele, J. Revista de Curriculum and Formación Del Profesorado, 2008.	Spain	Bibliographic review	Knowledge evolution	Process of learning.
Murillo, F., Albarrasin, N., Bonilla, D., Caicedo, F., y Ramirez, W. II Congreso Universidad Ecuador, 2017.	Ecuador	Case Analysis	Technical and legal aspects of the link in higher education	Comparison between the legal technical compliance of national and international universities.
Jara, N. Universidad Autonoma de los Andes (2017)	Ecuador	Investigation	Theoretical methods and empirical teaching methods	Teaching and learning methods.
Rajoy, M. STECyL-I, 2013.	Spain	Normative	Organic Law 8/2013	Learning aspects for the quality guide in education.
Rivas, A., Ángel, M., y López, M. Revista de Ciencias de Seguridad y Defensa, 2017.	Ecuador	Investigative	Internal regulations for the fulfillment of the relationship with the UCE society.	Know the internal regulations of compliance with the relationship with the society of an Ecuadorian university.
Valarezo, K., y Túñez, J. Revista de Comunicación, 2014.	Ecuador	Case Analysis	University social responsibility	Compliance with actions in the university linking process.

Source: Prepared by the authors

linking with the university society, so that higher education institutions are changing their course to contribute to the solution of problems identifying needs, in compliance with legal regulations in Ecuador complying with the stipulated in the CONSTITUTION, Organic Law of Higher Education and Regulation of Academic Regime is checked and compares compliance with regulations in Universities of category A and B, based on the most representative articles for review, Table V.

Table V: Compliance of universities in the legal technical aspect.

Régimen	Normative	Compliance
CONSTITUTION OF THE REPUBLIC OF ECUADOR 2008	CONSTITUTION OF THE REPUBLIC OF ECUADOR 2008 Art. 425. "The Constitution; international treaties and conventions; organic laws; ordinary laws; regional norms and district ordinances; the decrees and regulations; the ordinances; agreements and resolutions; and the other acts and decisions of the public authorities".	Access to information and knowledge is generalized, transmitting them to communities thus acquiring a better quality of life, generating the adequate construction of knowledge. Access to internships or pre-professional practices.
Organic Law of Higher Education	Organic Law of Higher Education Art. 88. "Services to the community. - To comply with the mandatory services to the community". Art. 107.- "Principle of relevance. - The principle of relevance is that higher education responds to the expectations and needs of society". Art. 125.- "Programs and courses of association with society. - The institutions of the Higher Education System will carry out programs and courses of association with society guided by academic staff. To be a student of them, it will not be necessary to meet the requirements of the regular student". Art. 127. "Other study programs. - Universities and polytechnic schools may carry out continuing education courses and issue the corresponding certificates within the framework of the association with the community".	Relationship between educational institutions and institutions with sectors that do not have access to knowledge through training and information. Promotion of innovation and entrepreneurship of the institution.
Academic Regime Regulations	CES (2016) Article 78.- "Academic strengths or domains of higher education institutions. - An academic domain consists of the scientific, technological, humanistic and artistic strengths demonstrated by an IES, based on its academic and research trajectory, 78 highly qualified academic staff".	It has a directed research center. Information exchange between governments, institutions and educational institutions.

Source: Own elaboration based on the link with the university community, cases and strategies, 2017.

Therefore, when pointing out the indicators shown according to the regulations, it is identified that the training and updating is carried out continuous training through academic and scientific events.

The learning environment or environment considered open adapts flexibly, identifying its function of facilitating learning, because it is a defined structure of the learning process, so that the same structure will be the basis of learning and not in a way rigid, conditioning the meaning of the contents and their interpretations, see Table VI (Rivas *et al.*, 2017).

Table VI: Open learning environments

Moment	Place of execution	Results
Academic	Space (Aula)	Aprendizaje y el empoderamiento.
Process	Space (Open classroom and relationship with society)	Contribution to society
Product	Space (Classroom and Community)	Solution to the community problem identified.

Source: Information obtained from the effects of the relationship model with the society of the faculty of social communication of the central university of Ecuador, from the perspective of the learning environment, 2017.

4. CONCLUSIONS

When carrying out a bibliographic review, relevant information on the comparison between institutions of higher education in Latin America were identified, as a central point in Ecuador. It was compared to the most recognized university of category A and category B and a comparison reference were taken with an institution of Higher education in Europe and references to the legal regime were sought as a focal point for Ecuadorian regulations.

In the relation of universities and in response to that, if the legal technical foundations of higher education contribute to the learning process, based on the review of literature, it is analyzed cases where it was evidenced that when managing linking projects the universities are based on legal regulations both external and internal.

In Latin America or Europe there is a global objective which is to solve social and productive development problems, with the active and organized participation of the members of the university community for the benefit of an identified community or group based on a need.

The link with the university society seeks to have access to knowledge, as well as to transfer knowledge to the community, in many cases linking universities to sectors where they do not have access to training and information, so that one of the Most evaluated points in the fulfillment of the relationship with society is to promote knowledge as identified in the comparison of national and European universities.

The training must be continuous through scientific and academic activities, the linkage in the learning process starts from the learning environment in the academic aspect the open or closed environment (classroom) is encouraged learning and empowerment when driving in both environments.

When reviewing the documentation found, it is verified that complying with the process between the relationship with the open classroom and society generates a significant contribution to the learning of society and finally the product through the classroom and the community is the solution or contribution granted by the Community institution.

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