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Link of Ecuadorian Universities with the Rural Sector through Pre-professional Practices

Keywords

- Ecuador
- High education
- Pre-professional practices

Aim

Analyze the link between pre-professional practices with the productive-rural sector in the training of agricultural graduates.

Conclusions

The linking of pre-professional practices with the productive-rural sector to train agricultural graduates, the results allow us to conclude:

- 1 The perceptions of the study groups show that the link between pre-professional practices with the rural productive sector has not been made visible.
- 2 The current linking regulations for the fulfilment of pre-professional practices has not managed to transcend the articulation between the university and the rural productive sector
- 3 It is necessary to integrate the variables of context and curricula to achieve knowledge in the sufficient inter-institutional articulation in the territories.
- 4 State and institutional policies could have failed to visualize the articulation processes between academia, the state and the productive sector to meet social demands.



Tropentag 2020

Introduction

The pre-professional practices and internships create a “bridge” between academy and society. However, putting into practice the acquired knowledge according to the needs of the territories still remains a challenge for the academy.

The rural sector in the different contexts of the territories demands the participation of competent professionals, capable of facing the challenges of the future. The Organic Law of Higher Education in Ecuador establishes that the relationship with society is part of the academic curricula, where the student must compulsorily complete 400 hours of community service practices according to their professional profile.

Knowing the perceptions of different study groups on the practical training of agricultural graduates in Ecuador and their contribution to the productive-rural sector was the interest of this research.



State as implementing actor of public policies...

Educational training...

Social needs...

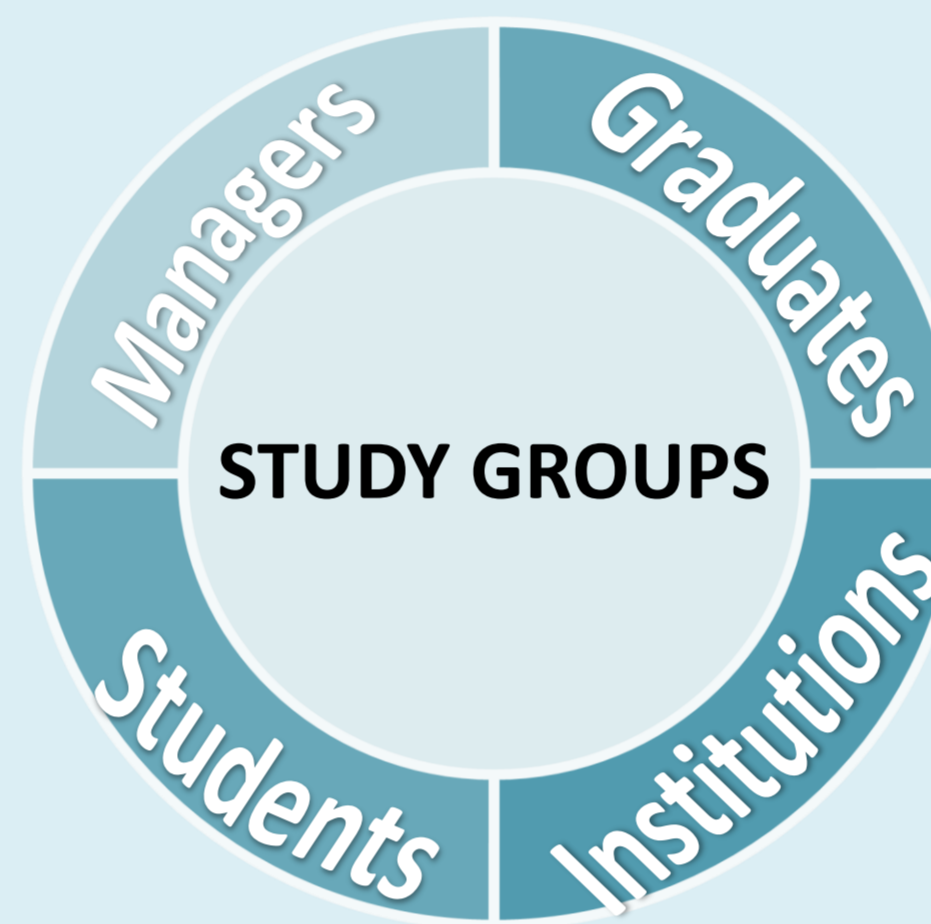


Key actors as drivers of social needs...

The academy should respond to:

- Train competent professionals to respond to the needs of the productive-rural sector.
- Enable a critical and proactive capacity to provide accurate solutions, adjusted to the economic and social needs of the country.
- To understand the agricultural production systems, more resilient, productive and sustainable.

Methodology



Variable selection

Link between the academy and the rural production sector

Survey design and validation

Survey application

Construction of the database

Cluster analysis

IBM SPSS Statistic 25

Cluster 1

Academic Formation of the Agricultural Professional

Cluster 2

Sustainable Development of the Rural Sector

The research is semi-quantitative, which analyzes the perceptions of four study groups in order to know the degree of linkage of the Ecuadorian University with the productive-rural sector.

PHASE I

Bibliographic review

- Organic Law on Higher Education (LOES) in Ecuador
- Models of pre-professional practice management
- Regulations for the implementation of pre-professional practices
- Linking university-state-agricultural sector

Selection of variables

- Study approach
- Selection of criteria
- Survey design and validation
- (Scales: 0=regular; 1=good; 2=very good; 3=excellent)

PHASE II

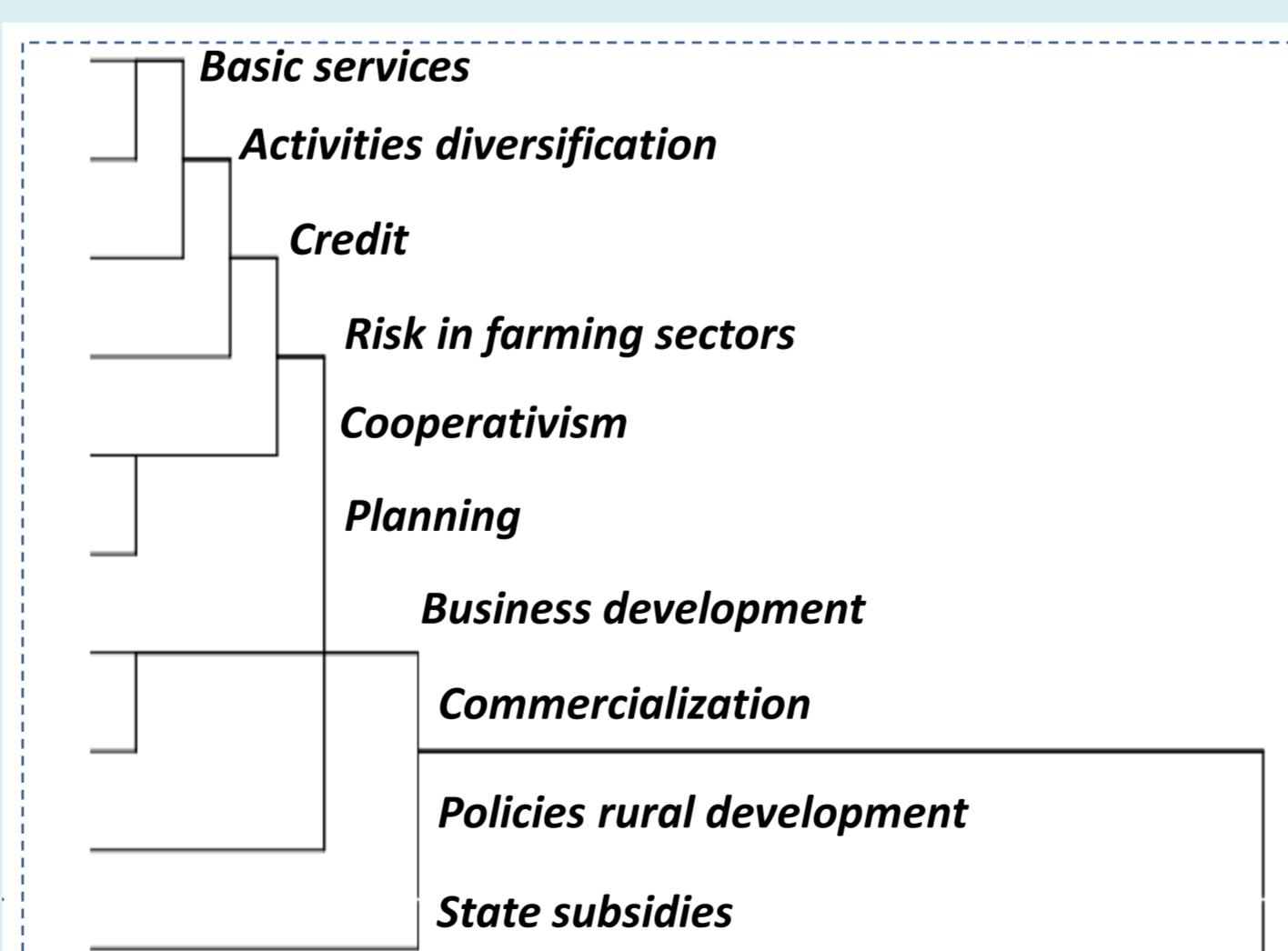
Survey application (5 Universities)

- 19 Managers
- 83 Students
- 84 Graduates
- 8 Public and private institutions

Cluster analysis-IBM SPSS Statistic 25

- Hierarchical group of multivariate techniques
- Ward's Method

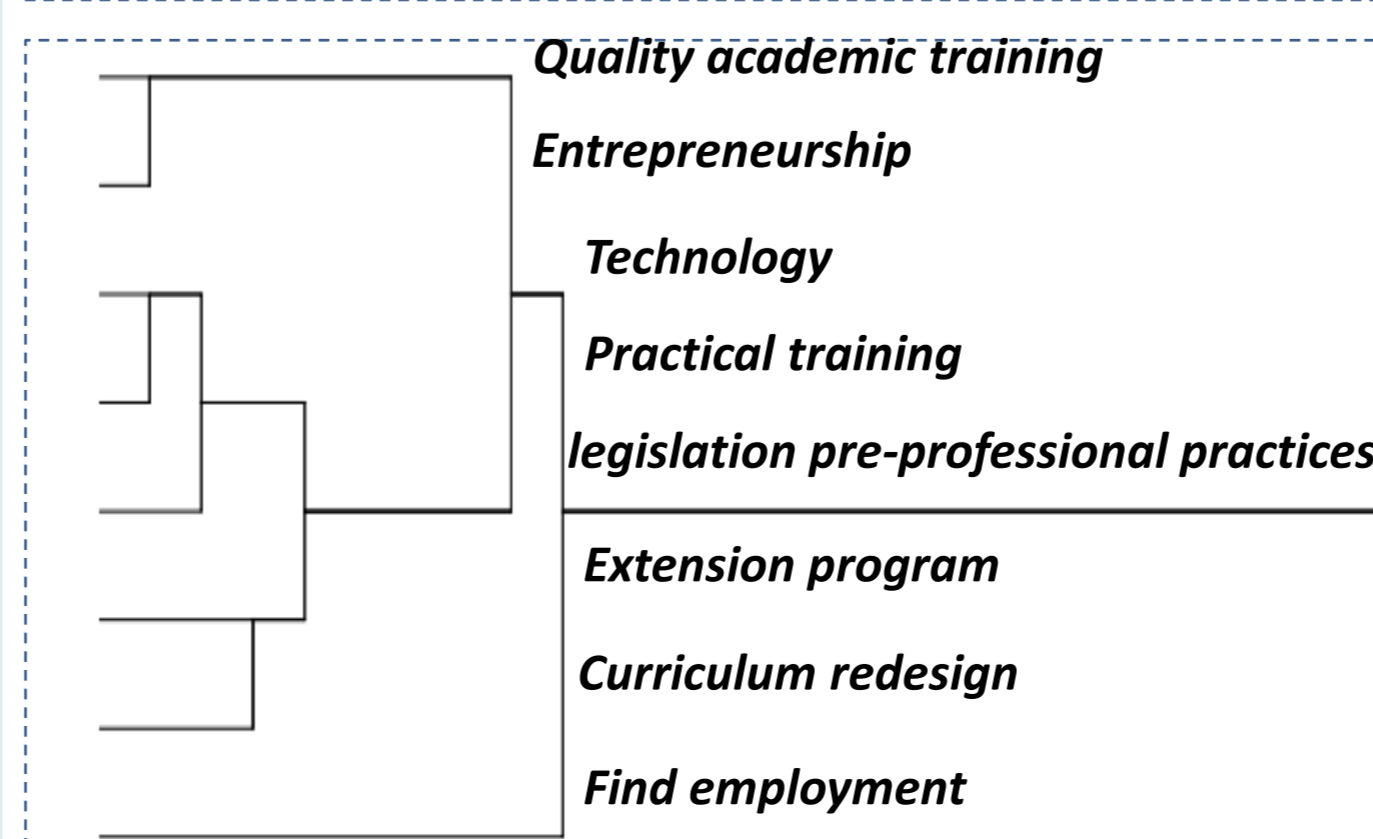
Results



CLUSTER 2
Sustainable development of the productive-rural sector

The variables are related to the fulfilment of the pre-professional practices in the training of the agricultural graduate. This cluster was grouped into two sets based on the degree of similarity.

Cluster 2 groups the context variables of the territory and the productive-rural sector, where the academy should establish strategic alliances to guarantee quality training.



CLUSTER 1
Academic training of the agricultural professional

Cluster 1 groups the knowledge variables, which reflect organization, teaching, research functions, planning of pre-professional practices in the curricula.