AUDIOVISUAL RECORD OF SERVICE-LEARNING SOLIDARITY TO STRENGTHEN CITIZENSHIP COMPETENCE IN PERUVIAN UNIVERSITIES

MARIELA LILIANA RAMOS-SANTAMARÍA¹, CRISTIAN JURADO-FERNÁNDEZ¹, LUIS ROGER RUBEN ZAPATEL-ARRIAGA², JUAN PABLO MORENO-MURO³, JULIO CÉSAR SEVILLA-EXEBIO⁴, IRENE MARICELA SILVA-SIESQUÉN⁵, LUIS ENRIQUE TUÑOQUE-GUTIÉRREZ ⁴

¹ Señor de Sipan University, Peru
² Universidad Católica Santo Toribio de Mogrovejo, Peru
³ Universidad César Vallejo, Peru
⁴ Pedro Ruiz Gallo National University, Peru
⁵ Universidad Tecnológica del Perú, Peru

KEYWORDS
Service Learning
Citizen competition
Citizenship
Solidarity service
University.

ABSTRACT
Given the growing unwanted social stages such as the abandonment of human beings and the growing social passivity to help them, the goal was established to Design and implement a socio-training program based on the Solidarity Learning and Service methodology, to strengthen the low citizen competence present in 36% of students at a private Peruvian university. Under a mixed approach, in a sample of 815 students from cycles I, II and III, the program obtained positive results by generating deep introspection, as well as clear commitments in the participants.

Received: 10/ 08 / 2023
Accepted: 11/ 10 / 2023
1. Introduction

In today's changing, diverse, globalized, individualized and multicultural society, educational entities must assume an active role in the formation of the subjects that develop in it (Gil-Gómez et al., 2015; Chiva-Bartoll et al., 2018). This leads to rethinking the development of the exercise of citizenship in students who are formed in university classrooms, seeking to form individuals capable of facing the diverse social and cultural realities that surround them (Blanco-Cano & García-Martín, 2021). Basically, a citizenship is required that is exercised in an analytical, critical and conscious way, capable of facing social problems and proposing actions for their solution. To this end, it is urgent to develop in university environments practices that link the teaching-learning processes with solidarity service actions that allow the development of professional and citizenship competencies in students for the benefit of the community. Thus, it is understood that the university has the requirement of the ethical formation of its students, through three fundamental aspects: ethical learning identified by observation, autonomous and personal construction of value matrices; giving answers to diverse learning and coexistence stimuli between students and professors (Martínez, 2008).

In the case of Peruvian universities, they lack a true dialogue with the community, which clearly and sufficiently consolidates the practice of citizenship competencies. On the other hand, it can be observed that local students are not committed to the social problems of their immediate environment, nor do they feel identified in the proposal of solutions to these problems. Despite the fact that the community in which they develop presents serious social problems such as crime, drug addiction, prostitution, poverty, low educational level, malnutrition, among others (Mesa de Concertación para la Lucha contra la Pobreza, 2018). In this regard, authors such as Fuentes-Moreno et al. (2019) point out "the social and citizenship dimension hardly reaches the maximum levels of its development among students" (p. 201).

Faced with this situation, the university is called upon to train young university students committed to their society, who participate in it through active citizenship. In this sense, the implementation of projects of experiences in solidarity learning and service will make it possible to train professionals who are knowledgeable about their reality and committed to the civic and democratic values of their society (Martínez, 2006 in Chiva-Bartoll et al., 2017; Blanco-Cano & García-Martín, 2021). Thus, the purposes of the university and the needs of the community can be articulated in a coherent manner, taking into account the problems of issues prioritized in each region and in the governance agreements proposed by each region's Round Table, in such a way as to ensure their effects on the well-being of the communities.

Service-learning is an educational methodology that combines the academic curriculum with community service, strengthening the sense of community identity, solidarity and social empathy (Asghar & Rowe, 2017). Educational institutions use it as a teaching-learning strategy, combining content, skills and abilities, attitudes and values to support vulnerable sectors. This arises in response to the demands of innovation in higher education and integrated to the formation of critical and reflective thinking in social action (CLAYSS-Red Iberoamericana de aprendizaje-servicio, 2015).

This methodology postulates that students have the integral and institutional commitment to look after the real needs of the community in terms of learning and their own academic performance (Tapia et al., 2016), they also have the commitment to work in the community and with its members (Ashgar & Rowe, 2016). Likewise, the exercise of projects of a solidarity service nature favors and fosters leadership, teamwork, the cultivation of values such as solidarity, self-esteem, mutual respect, responsibility, punctuality, empathy, and prosociality, thus improving their level of resilience and their ability to listen and empathize.

The main objective of this research was to design and implement a socio-educational program based on the methodology of solidarity learning and service (SSA) to strengthen the citizenship competence of students at a private university in the city of Chiclayo, Peru; in order to strengthen and generate an innovative proposal that allows not only the sensitization and awareness of the student on the importance of linking with the problems of their social reality, but also to build an educational culture based on civic values, which allows to build a true integral formation of the student, since this methodology allows the student to put at the service of society their academic knowledge and attitudes in order to contribute to the solution of problems and prioritized social needs. In this way, to form...
professionals who exercise their citizenship in a critical and reflective way, capable of committing themselves to their immediate environment.

2. Theoretical approach

Solidarity learning and service is a pedagogical methodology designed to meet real needs of a community, institutionally planned in an integrated manner with the curriculum, based on student learning (Tapia et al., 2016; Blanco-Cano & García-Martín, 202; Grotrian-Ryan, Ryan & Jackson, 2016). In the case of learning, the nature of the projects is linked to their formal academic impact on students' personal development; based on the study of educational risk improvements and degree of student participation in the design and development of the projects (Tapia, 2004).

Service-Learning is not an isolated methodology or one that arises without foundation. On the contrary, it receives a solid foundation from pedagogical currents such as Paulo Freire's critical pedagogy, John Dewey's learning by doing and Lev Vygotsky's social learning (Zarzuela, 2020). Thus, Dewey's Experiential Learning postulates the importance of learning and experience. This implies that, through a situation that needs to be changed, the student performs the service and articulates a process of experience, practice, processing and reflection that leads to the acquisition and/or reinforcement of useful competencies. Likewise, Ausubel's Significant Learning contributes to SSA by interrelating theory with practice based on a real need (Escoda, 2017).

According to Torío et al. (2014), the methodology is framed in three areas: the academic curriculum, values formation and the link with the community. The learning to learn technique requires ability and skill to take advantage of all our senses and interaction with the environment to build knowledge. Learning and experience are inseparable in SSA. It proposes the stimulus, initiative, creativity and capacity for participation of the student conglomerate. This type of project requires teacher leadership, teaching quality, and appreciation of the commitment to the community. Likewise, it is essential to establish a device for students to participate in all phases of the project, applying measures prior to the process (Tapia et al., 2016).

Solidarity service is a key element in the education of future citizens: children and adolescents with an early experience of their potential, and of their possibility to make a difference in their community, will not accept as easily as others to be considered "passive recipients". Thus, the development of this type of projects contributes to provide a Civic Education more focused on the exercise of citizenship and a proactive participation, leading to effective solutions to problems too long postponed. If every crisis is an opportunity, this may be a good time for service learning to become a contribution to the growth of a nation (Yupanqui, 2016).

Citizenship education seeks that the individual acquires knowledge, skills and attitudes necessary for the democratic life of his or her society. It should contribute to the development of fundamental intellectual and moral capacities for citizen reflection and action, ensuring that students understand their society, their culture and the cultures around them, so that they are able to coexist and participate in social and cultural life in conditions of equity (Bermel et al, 2014; Salazar-Jiménez, 2019). It seeks to strengthen the importance of intra-community relations, having the school and universities as formative elements and generators of legal, civic and historical knowledge of the peoples, with academic purposes, social projection and participation in public life (Ollarves & Salguero, 2010).

For Restrepo (2006), citizenship competencies are attitudes, procedures and effects that are exercised in a community and whose purpose is social change, economic and cultural development of its people, seeking critical and active participation. Citizenship competencies are strengthened through education, through the political and civic training that citizens receive in the educational system.

According to Gil-Gómez et al. (2016) citizenship competence comprises respect, acceptance of the rules of coexistence, social sensitivity and empathy towards others; help and collaboration, ability to defend rights and dialogue to solve conflicts; prosocial leadership that implies the ability to mobilize others, to suggest and contribute ideas; social responsibility to act in the face of social problems by accepting them as part of one and accepting individual responsibility and the ability to assume obligations.

According to Alvarado & Mieles (2012), citizenship competence seeks the interrelation between the social and cultural, in an ethical manner, with values and respecting the rules established in citizenship
competence, of duties and rights and in search of social justice. In other words, it involves cognitive, affective and social dimensions. Thus, citizenship competence is the capacity that the educational system seeks for the realization of an individual capable of making autonomous decisions, having a critical stance in the face of problems and taking a position in a political and social context that is adverse to community development and that seeks the benefit of minorities over the majority.

In short, the great challenge of the 21st century is to create this social citizenship, where the social responsibility of universities is the formation of citizenship. Therefore, the role of universities in the formation of citizenship competence is fundamental since it allows individuals to organize themselves and become aware of the political and social life that each one of them must achieve in the search for the common welfare (Campo-Cano, 2017; Bartolomé-Pina et al., 2002). When the educational system fails in this endeavor, we have anarchist, nihilistic citizens, who do not respect the rule of law or the condition of citizenship of others. For this reason, it is necessary to reestablish the link between higher education in Latin America with social and human development (Bartolomé-Pina et al., 2002).

3. Development of the research

The research was experimental in nature and combines quantitative and qualitative approaches, given that it seeks to measure the level of citizenship competence presented by the students of the Universidad Señor de Sipán and the impact of the workshops, as well as to issue a qualitative assessment of the perception of the workshops conducted, gathering through direct observation the feelings of the actors involved and their commitments based on the proposal of the socio-educational program of SSA.

The following methods were used:

a. Systemic-structural method. By means of which it has been possible to relate the sociocultural theories of Lev Vigosky, the theory of social conscience, meaningful learning and solitary service learning as the basis of the proposal.

b. Paradigmatic method. It has allowed us to take as a basis the proposal of María Nieves Tapia in the learning and social service of university students.

c. Methods of analysis and synthesis. By means of this procedure, the research results obtained from the surveys have been interpretatively and critically processed and related to the hypothesis and the established proposal.

d. Interpretative Method. By means of which the numerical and statistical information has been processed cognitively and empirically to be able to give it a scientific evaluation in accordance with the problem under study and the proposal put forward. It was convenient to begin by establishing the percentage intervals (quantitative) of the different levels of citizenship competence of the students in order to know in what range (qualitative) they are.

The population consisted of all students of the Universidad Señor de Sipán, from the first to the third cycle, for a total of 4,500. The sample consisted of 815 students from first to third cycle, as shown in Table 1.

<table>
<thead>
<tr>
<th>Faculty of Health Sciences</th>
<th>369</th>
<th>45.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Business Sciences</td>
<td>80</td>
<td>9.8</td>
</tr>
<tr>
<td>Faculty of Law and Humanities</td>
<td>151</td>
<td>18.5</td>
</tr>
<tr>
<td>Faculty of Engineering, Architecture and Urban Planning</td>
<td>215</td>
<td>26.4</td>
</tr>
<tr>
<td>Total</td>
<td>815</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Own elaboration

The selection of the sample followed a simple random design, within the probability sample. The sample elements were determined by random criteria, each one had the same probability of being selected and being part of the sample.

A Likert-type questionnaire was used as an instrument, which consisted of five dimensions: Student participation in the community context (x1,x2,x3,x4) Student participation in the university context (x5,x6,x7,x8), Practicality of learning and professional training (x9, x10), Organization in social projection activities (x11,x12,13) and Ethics and values ( x14,x15,x16). In general, it is composed of 16
items, the scale had as response the attributes Always, Sometimes Never, with punctual valuations of 3, 2 and 1, respectively.

The methodology was based on two procedures: sample selection and data collection. For data collection, a Likert-type questionnaire with 32 items was applied. The virtual questionnaire was sent to each student and then, after having the data, the data quality stage was carried out, in which the consistency of the questionnaire completion was verified. Univariate tables and graphs were used to process the data. Likewise, the respective interpretations were made. On the other hand, data processing was carried out using SPSS version 26.

4. Results

Based on the research carried out, the results are presented in which we sought to determine the level of development of citizenship competence, as shown in Table 2.

Table 2. Citizenship competencies according to dimensions in the students of the Universidad Señor de Sipán.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Under</th>
<th>Medium</th>
<th>High</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>304</td>
<td>241</td>
<td>270</td>
<td>815</td>
</tr>
<tr>
<td>%</td>
<td>37%</td>
<td>30%</td>
<td>33%</td>
<td>100%</td>
</tr>
<tr>
<td>Affective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>314</td>
<td>275</td>
<td>226</td>
<td>815</td>
</tr>
<tr>
<td>%</td>
<td>39%</td>
<td>34%</td>
<td>28%</td>
<td>100%</td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>343</td>
<td>250</td>
<td>222</td>
<td>815</td>
</tr>
<tr>
<td>%</td>
<td>42%</td>
<td>31%</td>
<td>27%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Own elaboration

Analyzing the responses obtained to the citizenship competencies instrument according to its dimensions, it can be affirmed that in Table 2, in the Cognitive sub-variable, 37% (304) of the students presented a low level of development, 30% (241) reached a medium level and 33% (270) reached a high level. Likewise, the review of the Affective dimension revealed that 39% (314) of the students presented a low level of development, 34% (275) a medium level, and 28% (226) showed a high level. In the Social dimension, 42% (343) of the students were classified as Low, 31% (250) as Medium, and 27% (222) as High.

Table 3. Citizenship competencies of students at the Universidad Señor de Sipán

<table>
<thead>
<tr>
<th>Citizenship Competencies</th>
<th>Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under</td>
<td>293</td>
<td>36</td>
</tr>
<tr>
<td>Medium</td>
<td>280</td>
<td>34</td>
</tr>
<tr>
<td>High</td>
<td>242</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>815</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Own elaboration

The results shown in Table 3 regarding the state of development of citizenship competencies in the 815 students of cycles I, II and III of the Universidad Señor de Sipán indicated that 36% (293) of them obtained a Low level of development of this construct, while 34% (280) obtained a Medium level, and 30% (242) reached a High level.
Table 4. Level of development of Citizenship Competencies according to Faculty of the students of Universidad Señor de Sipán

<table>
<thead>
<tr>
<th>Faculty of Health Sciences</th>
<th>Faculty of Business Sciences</th>
<th>Faculty of Law and Humanities</th>
<th>Faculty of Engineering, Architecture and Urban Planning</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>%</td>
<td>Students</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Under Citizenship competencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>107</td>
<td>22</td>
<td>47</td>
<td>215</td>
</tr>
<tr>
<td>Medium</td>
<td>132</td>
<td>31</td>
<td>52</td>
<td>280</td>
</tr>
<tr>
<td>Total</td>
<td>369</td>
<td>80</td>
<td>151</td>
<td>815</td>
</tr>
</tbody>
</table>

Source: Own elaboration

Table 4 shows that in the Faculty of Health Sciences, 35.8% (132) of the 369 students showed a Medium level, 35.2% (130) a Low level, and 29% (107) a High level. In the case of the Faculty of Business Sciences, 38.8% (31) of the 80 students showed a Medium level, 33.8% (27) a Low level, and 27.5% (22) a High level. In the Faculty of Law and Humanities, 34.4% (52) of the 151 students showed both a Low and a Medium level, and 31.1% (47) a High level. And in the Faculty of Engineering, Architecture and Urban Planning, of the 215 students, 39.1% (84) showed a Low level, 30.7% (66) a High level, and 30.2% (65) a Medium level.
Table 5. Level of development of Citizenship Competencies by Cycle of Studies

<table>
<thead>
<tr>
<th>Citizenship competencies</th>
<th>Cycle</th>
<th>I cycle</th>
<th>II cycle</th>
<th>III cycle</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Under</td>
<td></td>
<td>33.5%</td>
<td>40.9%</td>
<td>31.7%</td>
<td>36.0%</td>
</tr>
<tr>
<td>Medium</td>
<td></td>
<td>37.1%</td>
<td>30.5%</td>
<td>35.0%</td>
<td>34.4%</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td>29.4%</td>
<td>28.5%</td>
<td>33.3%</td>
<td>29.7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Own elaboration

In Table 5, the citizenship competencies examined by academic cycle indicated that of the 394 students in the first cycle, 37.1% (146) had a medium level, 33.5% (132) a low level, and 29.4% (116) a high level. Of those in the second cycle (298), 40.9% (122) had a low level, 30.5% (91) a medium level, and 28.5% (85) a high level. Subsequently, 35% (43) of the students in the third cycle (123) obtained a medium level, 33.3% (41) a high level, and 31.7% (39) a low level.

Taking into account the objectives set forth in the research, the design of the proposal was developed as shown in Figure 1.

Note: Design of the proposal for the socio-training program based on the Solidarity Learning and Service methodology to improve citizenship competencies.

Based on the proposal, the first phase of the program was implemented through the development of awareness workshops to improve the levels of citizenship competence of the students of the Universidad Señor de Sipán. The following are the evaluations collected during the execution of the workshops:
- Title of activity: Workshops to strengthen citizenship skills and cultural identity.
- No. of hours per workshop: 3 chronological hours/ total hours of training: 21.
- Average number of participants per workshop: 815 students, divided into blocks of 205 students, 10 teachers.
- Number of rooms organized per workshop: 3-6 team work rooms.
- Methodology: introductory motivation, prolegomena of contents, interaction of the workshop leader with students, homework with debate and discussion of results, product of discussion exposed by the students.

Impact on society/community

Through the application of the workshops, it was intended to apply the methodology of Solidarity Service Learning (SSA), strengthening the citizenship competence and cultural identity of USS students. In the same way, it seeks to sensitize and raise awareness of the social institutional responsibility of managers, teachers and students. The purpose of the workshops is to generate attitudes of an experiential approach of the student with the community, to respond to the social task and their vocation of service to society with their academic knowledge and attitudes in order to contribute to the solution of problems and social needs prioritized. In this way, it will allow the formation of professionals who exercise their citizenship in a critical and reflective manner, capable of committing themselves to their immediate environment.

Workshop No. 1: Learning Serves, Serving Teaches: Solidarity Service-Learning in Higher Education
- May 7, 2021. - Double day: 11.00 a.m. - 2.00 p.m. - and / 2.30-5.30 p.m. Sebastián Puglisi (CLAYSS-Argentina- Latin American Center for Learning and Solidarity Service) and Gerardo Bridi (CLAYSS-Argentina). Under the slogan "Learning serves, serving teaches", they explained the nature and essence of the SSA methodology, which stands as a new way of thinking about education and teaching, since it generates significant learning and allows students to connect with their community and the problems that affect it. The speakers pointed out that service-learning is an innovative pedagogical proposal that promotes student solidarity activities in which knowledge is applied to solve specific problems and needs of the community. Service-learning projects simultaneously contribute to local development and improve the quality of academic learning, the development of appropriate skills for insertion into the world of work, personal training in values and responsible citizen participation.

In this workshop, students were able to analyze the importance of SSA, reflect on the academic and social impact of this methodology and collaboratively propose ideas for projects that they could develop in their communities.

2. Workshop Nº 2: Transparency Portals - Friendly Consultation. Sonia Arteaga - Representative of the Technical Committee for the Fight against Poverty of the Lambayeque Region. - May 10, 2021. / 2.30-5.30 p.m.

Three thematic axes were worked on: Transparency, integrity and citizen participation, Access and use of public information systems for follow-up and monitoring, Access to the friendly consultation of the Ministry of Culture. The content of the axes addressed basic concepts on transparency, integrity and citizen participation, public information, investment monitoring systems, Controller’s Infobras, open data portal. Modeled applications were made to access the friendly consultation and access to each one of the aspects of the friendly consultation of the Ministry of Economy, describing each one of its aspects so that later in the group work they could do the practice. At this moment, the following searches were made in the system:

a) How much of the budget has been allocated to the Lambayeque Region
b) Analysis of the department’s public budget by levels of government
c) Weight of the Budgetary Programs in the overall Regional Public Budget

Workshop No. 3: Transhumanism and new citizenship competences - May 11, 2021. Dr. Mario Sagobal Aquino - Principal teacher Universidad Nacional "Pedro Ruiz Gallo"-Lambayeque.

A historical retrospective was presented, taking as examples the biblical creation and the definition of human being, passing through the Greek thinkers. As well as a self-critical look at the evolution of man, where we gave more strength to the reification rather than the philosophy and intellectualization of human development. A line of historical-labor-cultural and economic evolution of man was developed. It was urged to develop a redefinition of the profiles of both teachers and students in a process of transdiciplinarization, seeking the development of new citizenship, human and professional
skills from an awareness of service and social responsibility of students and the national teaching profession. Transhumanism is materialized in technology, in the improvement of the human being.


A conceptual and historical synopsis was made on corruption in Peru, as an organizational deficiency of our community that places us in a very uncomfortable position in international consideration. It was urged to initiate with the new generations an urgent policy of integrity, which will be the lifeline for the immediate future of the country. It was urged that each country should live articulated in a global society that will only admit those who do good business and act within the norms of good faith. The concept and value of integrity in acting as indicated in the laws and respecting others was addressed. It is therefore necessary to create a general climate of integrity. To this end, a distinction was made as to what is INTEGRITY, what is MORAL and what is ETHICS. It was emphasized that the laws are given, it is only a question of attitude. We cannot lose sight of the current environment in pandemic crisis that affects us seriously and at the same time becomes a trigger of opportunities. The pandemic has taken us to the virtuality from one day to the next but it has also placed us in a situation in which our decisions have to be taken by imposing values and avoiding falling into corrupt practices as it is being identified in these times.

Workshop No. 5: Look who I am: Dialoguing on the levels of cultural identity - May 14, 2021 / 2.30-5.30 p.m. Dr. Julio César Sevilla Exebio - Head Professor FACHSE Universidad Nacional Pedro Ruiz Gallo-Lambayeque.

Cultural identity is a construct that has a double dimension: personal and social. The social context influences the system of personal behavior and the attitude of acting in society. Globalization has generated a phenomenon of cultural alienation and influences people’s attitudes. The Sipanense students demonstrated -in their participation with the workshop leader-, to point out their image as their preferences of modern nature in their preferences of clothing fashions, music and food consumption. Cultural identity is deeply rooted in social, family and historical tradition. Personal self-esteem depends a lot on how proud and identified they are with their family, local, regional and national social environment.

Workshop No. 6: Personal Excellence and Success in Life. May 17, 2021 / 2.30-5.30 p.m. Armando Perleche Reaño, Master & Coach in P.N.L.- Executive Director of the Retreat House Santa María de la compañía de Jesús (Jesuit Fathers).

It focuses on personal and professional development based on the planning of goals and objectives in life to achieve success. The components of excellence and self-esteem were addressed as pillars of human development. The precept that excellence is built and that success in life depends on our attitudes towards life and others, with good human relations, strengthened self-esteem, assuming a commitment with our environment, taking on challenges, drawing a life plan.

The students assumed that their profile should be oriented not only to the development of their cognitive, communicative and investigative competence, acquisition of new humanistic and scientific knowledge, but also a citizenship competence. Therefore, they committed themselves to improve their attitudes and sense of belonging, their historical and customary cultural identity, thus showing responsibility towards their environment, respect for nature, their culture and differences, and being involved in the service of problems with real and relevant solutions.

The following results were obtained regarding the level of satisfaction with the workshops of the program based on the service-learning methodology:

**Table 6. Evaluation of the solidarity learning workshop to strengthen citizenship competence in students at Sipan University, 2021.**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Student</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>238</td>
<td>47.1</td>
</tr>
<tr>
<td>Excellent</td>
<td>267</td>
<td>52.9</td>
</tr>
<tr>
<td>Total</td>
<td>505</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Own elaboration
Table 6 clearly shows the rating registered by the workshop participants. It can be seen that 52.9% of the participants gave an excellent rating, while 47.1% gave a good rating. As can be seen from the results, the workshop has been able to meet the expectations of the participants; consequently, we can indicate that the workshop has been able to generate satisfaction with the topics developed.

5. Discussion

From what was obtained in the diagnosis it can be deduced that the level of citizenship competence of the students in the sample is predominantly low (36%) and medium (34%), accumulating 70% of the 815 consulted; evidence that corroborates the need for the implementation of the socio-training program. Meanwhile, the study according to its subcomponents revealed that in the social dimension it was more frequent (42%) in the students to find low values, while in the cognitive dimension 37% and affective dimension 39% repeated such level. These data showed the lack of training in citizenship competencies in university classrooms and the urgency of their development and promotion in their curricula.

In this sense, the diagnosis established on citizenship competencies must be addressed in order to be optimized, as indicated by Ramos (2017), university students show deficiencies in the development of their social awareness, resulting in limitations to address social intervention projects. But there is undoubtedly an urgent need for improvement, since it is impossible to build a just society, as indicated by Yupanqui (2016) who found that service learning allows building values and social awareness in university students. Or as Martínez (2019) sentences who indicates that it is necessary to encourage participatory processes of young men and women so that they can be pondered active subjects in the construction of citizenships. This implies the development of their citizenship competencies. In each
case, being able to generate a change in young students is the basis for the construction of a new, more humane society.

It was therefore inferred the urgent requirement for the development of suitable proposals that help the university student, within their academic and integral formation; that manage to potentiate their civic competence, their social sense and their human solidarity, establishing a reciprocity with what is expressed by Asghar & Rowe (2017), regarding the positive of combining and amalgamating the academic curriculum with the community service under the denomination of service-learning, and hoping to obtain the reinforcement of the feeling of belonging to the community, and the reinforcement of the sense of belonging to the community. Rowe (2017), regarding the positive of combining and amalgamating the academic curriculum with community service under the denomination of service-learning, and hoping to obtain the reinforcement of the feeling of belonging to the community, promoting solidarity and fostering social empathy; so that when they perform professionally in their community, they fulfill the social task that education demands of them: To be agents of change and human beings with an ethical profile.

The proposal of this research presented foundations such as the sociocultural one linked to the social task, pedagogical of learning and solidarity service, humanistic philosophical, social historical and axiological. Based on theories such as the sociocultural, the theory of learning and solidarity service, the systems theory, the theory of multiple intelligences and the citizenship approach, it proposes to place the trinomial university student, his community and the university as its main axis.

All of this must be supported by an exhaustive analysis and theoretical mastery on the part of teachers and university directors in order to incorporate these theories into the curricular plans of the courses taught. This is related to Clayss (2015), who postulates that service-learning is an educational methodology that combines the academic curriculum with community service. As well as Martínez (2008), who indicates that the university is a good space for ethical learning in which to learn democratic values and political socialization of its students.

From the results obtained on the implementation of the first phase of the socio-training program based on the methodology of learning and solidarity service, it can be deduced that it has had a positive impact and has contributed to the strengthening of citizenship competence and cultural identity of students, seeking to raise awareness and generate awareness in students from I to III cycle of the USS as it has allowed them to discover the need and importance of enhancing their citizenship competence. This has allowed them to discover the need and importance of strengthening their citizenship skills in order to respond to their social responsibility and their vocation of service to society with their academic knowledge and attitudes in order to contribute to the solution of prioritized social problems and needs, exercising citizenship in a critical and reflective manner that allows them to commit themselves to their environment, as expressed by the students in their commitments at the end of the workshops. In addition, all the participating students perceived as excellent and good the execution of these workshops, for the development of their citizenship competence. This agrees with Clayss (2015) when proposing that programs or plans based on SSA arise in response to the demands of innovation in higher education and integrated to the formation of critical and reflective thinking in social action.

6. Conclusions

A diagnosis of the level of citizenship competence of the 815 students of cycles I, II and III of the Universidad Señor de Sipán before the implementation of the program showed that 36% of them had a low level of development of this construct, while 34% (280) had a medium level, thus demonstrating a need to strengthen this competence. In the Cognitive dimension, 37% of the students presented a low level of development, while 30% reached a medium level. Likewise, in the Affective dimension, 39% presented a low level and 34% a medium level. Finally, in the Social dimension, the majority of students, 42% were at a low level and 31% at a medium level.

A socio-training program was designed based on the methodology of learning and solidarity service of María Nieves Tapia, to improve the citizenship competence of the students of the Universidad Señor de Sipán and through the execution of this program a positive result was obtained since the students analyzed the dimensions of their citizenship competences and recognized the importance of their development and assumed as a commitment to show greater responsibility towards their society and the problems that afflict it; as well as to develop greater respect for nature, for their culture and
differences and to be involved in the service to the problems with real and pertinent solutions. Because of the current situation caused by covid 19, it has been impossible to carry out the other phases of the program, since due to biosafety regulations the students cannot go to the community; however, it was possible to raise awareness among the student community so that they value the importance of these projects.

The first phase of the program was implemented through the development of awareness workshops to improve the levels of citizenship competence of the students of the Universidad Señor de Sipán. Students from I to III cycle of the Faculties of Health Sciences, Faculty of Engineering, Architecture and Urbanism, Faculty of Law and Humanities and the Faculty of Business Sciences participated. In these workshops the students were able to interact with various specialists on topics related to SSA and citizenship, identity and social commitment. At the end of the workshops, 52.9% of the participants rated the workshops as excellent, while 47.1% rated them as good. This indicates that the perception of the impact of the workshops has a very positive level and a certain degree of impact.
References


