

Rescue of ancestral knowledge: Linkage Project, Faculty of Pedagogy Universidad Luis Vargas Torres-Esmeraldas

Rescate de saberes ancestrales: Proyecto de Vinculación, Facultad de la Pedagogía Universidad Luis Vargas Torres-Esmeraldas

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ABSTRACT

The objective of this outreach project, developed at the Faculty of Pedagogy-University Luis Vargas Torres in Esmeraldas, is to rescue and preserve ancestral knowledge of the Afro-Smeraldas culture, which has a deep-rooted cultural tradition, whose knowledge, transmitted through generations, is currently threatened to be lost into oblivion due to the lack of recognition and the advances of globalization. The objective is to promote its preservation and appreciation, while training university students for the development of pedagogical practices linked to society. The methodology of action research, empirical, with a qualitative approach of bibliographic review, allowed gathering the information to present this article; establishing as a result the valuation of the Afro-Smeraldean culture in the university community, allowing to acquire an understanding of the importance of cultural diversity, equity and inclusion. Finally, this linkage project is significant for the promotion and preservation of Afro-

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Esmeraldean ancestral knowledge, contributing to the educational and cultural development of the province of Esmeraldas, strengthening the relationship and transmission of knowledge between academia and society; therefore, the continuity of this initiative is essential to ensure the preservation of this invaluable cultural treasure for future generations.

Keywords: Afroesmeraldeña, culture, ethno-education, link with society.

RESUMEN

El presente proyecto de vinculación, desarrollado en la Facultad de Pedagogía-Universidad Luis Vargas Torres en Esmeraldas, tiene como objetivo rescatar y preservar saberes ancestrales de la cultura afroesmeraldeña; la cual posee una tradición cultural arraigada, cuyos conocimientos transmitidos a través de generaciones, en estos momentos están amenazados de perderse en el olvido, debido a la falta de reconocimiento y los avances de la globalización. El objetivo es fomentar su preservación y valoración, al tiempo que capacita al estudiantado universitario para el desarrollo de prácticas pedagógicas de vinculación con la sociedad. La metodología de investigación acción, empírica, con enfoque cualitativo de revisión bibliográfica, permitió recabar la información para presentar este artículo; estableciendo como resultado la valoración de la cultura afroesmeraldeña en la comunidad universitaria, permitiendo que se adquiriera una comprensión de la importancia de la diversidad cultural, equidad e inclusión. Finalmente, este proyecto de vinculación resulta significativo para la promoción y preservación de saberes ancestrales afroesmeraldeños, contribuyendo al desarrollo educativo y cultural de la provincia de Esmeraldas, fortaleciendo las relaciones y transmisión de conocimientos entre la academia y sociedad; por lo que la continuidad de esta iniciativa es primordial para garantizar la conservación del invaluable tesoro cultural para las futuras generaciones.

Palabras clave: Afroesmeraldeña, cultura, etnoeducación, vinculación con la sociedad

INTRODUCTION

At present, there are countless challenges facing universities in Ecuador, in a world characterized by the rapid advances of globalization and technology, because the traditional and ancestral knowledge of Afro-descendant and indigenous communities have gained space and inestimable importance, so that this knowledge that has been transmitted through generations over the years, have been a source of wisdom and invaluable cultural heritage that enriches the understanding of people existing in the context; However, this unique cultural treasure is in danger of disappearing due to the influence of migration, modernity and marginalization of the inhabitants of the communities that carry this knowledge, thus promoting an integral approach that involves the participation of the students of the different careers of the Universidad Técnica Luis Vargas Torres.

In this sense, the expression rescue of ancestral knowledge for all the above mentioned, becomes an academic and ethical imperative, with a multifaceted approach, which emerges from the Linkage project developed in the Faculty of Pedagogy (FACPED) of the Technical University Luis Vargas Torres (UTELVT), located in the beautiful province of Esmeraldas, Ecuador. It should be noted that this project stands as an inspiring example of how Higher Education can play a crucial role in the revitalization and preservation of ancestral knowledge, highlighting the active integration of knowledge in the educational, cultural, recreational, recreational and community development development; also promoting respect for diversity and the construction of an inclusive, equitable and above all sustainable future.

It should be noted that this project in its interdisciplinary approach, involves students from the careers of: Early Education, Basic Education, Pedagogy of Language and Literature, Physical Activity and Sports, Experimental Sciences of Chemistry and Biology, Experimental Sciences of Mathematics and Physics of the Faculty of Pedagogy, who work in collaboration with local educational institutions, fostering understanding in the existing relationship between education and ancestral knowledge; promoting the valuation of culture as a valuable legacy that enables the enrichment of the educational experience. Therefore, this article will explore in depth the Linkage Project planned, organized and executed to date by UTELVT, considering the objectives, context, methodology and results; furthermore, this process will reflect on the relevance of this initiative for the global context and its importance for Pedagogy, as it seeks to preserve cultural identity for the sustainable development of ancestral communities, analyzing how the inclusion of ancestral knowledge in educational development, culture, recreational activities and community development contributes to maintaining cultural heritage, empowerment and the promotion of a strong identity. Thus, through this document, we intend to report on how the academy, taking into account the initiative of the aforementioned University, can contribute significantly to the promotion of intercultural dialogues that are enriching and to the empowerment of the communities that carry the knowledge.

However, the rescue of ancestral knowledge is not only a representation of justice in its cultural aspect, but an effective strategy to address the challenges of the contemporary era also related to health, community resilience and environment; so, at this time in which humanity faces a major crisis and advances bring more interconnected population; It is important to review the past to try to find innovative solutions, where the role of universities in the rescue of ancestral knowledge is necessary and imperative; therefore, this article presents through this project the active, participatory and exemplary collaboration of the UTELVT, offering valuable lessons and perspectives that can inspire other academic institutions with similar initiatives, thereby trying to promote the reevaluation of ancestral knowledge as a vital resource to build a more harmonious and equitable future.

For a better understanding of this article, it is necessary to analyze the components that are considered in the FACPED's Partnership Project.

It covers a wide range of aspects related to improving educational practices in order to achieve specific quality goals, considering efficiency and equity in education; therefore, it is relevant since education plays a very important role in the development of societies, because it seeks to fully comply with the formation of fair and competent inhabitants, who are ready to promote social and economic growth (Avilés Franco and Delgado Lino, 2023).

In this sense, an explanation of educational development is shown, highlighting the aspects considered in this component and detailing its importance:

This aspect refers to the need to incorporate respect for practices, knowledge and traditions that have been transmitted from generation to generation by different communities and ethnic groups through education. In this sense, the context implies the active inclusion of ancestral knowledge in the different national and local educational systems, this is achieved through the incorporation of content established in the curriculum, which is related to traditional knowledge and culture that should be promoted and inculcated in educational institutions and universities, whose process leads students not only to internalize this knowledge, but also to develop a true appreciation and respect for the cultural richness of their population. Castiblanco Venegas and Perassi (2020), express that this requires the promotion of:

Cultural diversity: since it is necessary for students to understand the ethnic and cultural diversity of a population and the great wealth of knowledge they have accumulated over centuries, which has its own perspective that can enrich education.

Integration in regular education: whose sole purpose is to incorporate ancestral knowledge in the different educational institutions; that is, in the formal educational system, from the sub-level of Early Education to the Higher Education level; all this, through the inclusion of contents in the micro-curricular planning, which are related to the history of the Afro-Smeraldean culture.

Promotion of identity: it is necessary to recognize and value ancestral knowledge, promoting a sense of identity among the different members of the community, a fundamental aspect for the preservation and revitalization of culture.

Justice: ancestral knowledge is linked to justice, as it seeks to correct the historical discrimination that Afro-Smeraldean communities have been victims of; it seeks to promote equal opportunities, educating future generations in the educational system.

This aspect Alcívar Macías et al. (2018) consider the importance of dialogue and interaction between different ethnic groups and cultures in education, whose objective is to seek the promotion of inclusion, equity and respect for diversity; taking into account that an essential part of the educational development in this study is the adoption of an intercultural pedagogy; This aspect implies the creation of learning spaces where traditional ways of teaching and ancestral perspectives are valued and respected, whose methods are adapted to foster intercultural dialogue and evidence cultural diversity among students and community, which are bearers of ancestral knowledge; for this step to be possible Durán Gamba (2020) highlights that the following is needed:

Recognition of diversity: since societies are diverse, composed of different ethnic groups, cultures and groups, it is important to respect and value diversity and the best way to do this is through education.

Equity and inclusion: strives to foster an inclusive environment where students, regardless of their origin, feel that they are being treated with equal opportunities for their development and learning.

Communication and dialogue: promotes effective communication between different cultures, which implies fostering empathy, understanding, comprehension and respect among the actors of the educational system.

Community participation: an active participation of all the protagonists of education is needed, recognizing in this process the priority role in the development of learning and appreciation of culture by the students.

Stereotypes: intercultural pedagogy considers the stereotypes that have been culturally transmitted and with this background it tries to promote an education based on respect for the diversity of criteria.

Student participation in the collection and documentation of knowledge

It is an approach in which students participate in the research and recording of traditional knowledge transmitted by older adults or members of Afro-descendant communities; in this sense, FACPED students play an active role in the collection and documentation of ancestral knowledge; Vernaza Arroyo and Cruel Preciado (2022) mention that the experience not only enriches education, but also contributes to the preservation of traditional knowledge, becoming agents of change by collaborating closely with educational institutions and communities carrying the knowledge for its registration; this practice makes it possible:

Empowerment on the part of the students: their active participation in the collection and documentation of ancestral knowledge empowers them as they contribute significantly to cultural preservation for the strengthening of relations between the academy and the community.

Heritage and cultural preservation: as an aid for the preservation and transmission of culture as a heritage of the communities, thus avoiding the loss of very enriching and

valuable knowledge as the generations of adults grow older and traditions gradually weaken.

Experiential learning: enables a meaningful and practical learning experience, since learning by participating and doing research is enriching and motivating.

Valuing and fostering respect for culture: offers the opportunity to immerse oneself in the cultural activities with which one is working, promoting respect for diversity and valuing traditions and culture.

Connects theory with practice: applying acquired academic skills and concepts, strengthening their understanding and capacity for subsequent application in everyday life.

Collaboration with educational institutions and the community: the collection of knowledge fosters respect and collaboration between academia and society, benefiting them in the promotion and exchange of knowledge.

This is responsible for the development and design of ethno-educational resources relevant and adapted to the specific characteristics and needs of the environment in which the implementation of the linkage project takes place, as an essential aspect to ensure that such materials are suitable for the students for whom they are intended; In other words, educational development as a main component implies the elaboration of educational materials and resources in tune with ancestral knowledge, facilitating not only teaching-learning, but also guaranteeing the selection of culturally relevant contents, thus reflecting the richness of the culture and allowing the students to connect directly with ancestral knowledge.

Therefore, the rescue of Afro-Smeraldean knowledge and the work of university students in the different educational institutions, becomes a crucial element for the success of this linkage project, since the development of teaching materials with resources from the environment, not only contributes to the revitalization and cultural preservation, but will enrich the educational experience of the participants, promoting the appreciation of the traditions and diversity of their environment. The following topics allow for a detailed breakdown:

Cultural research: research is carried out in collaboration with the Afro-Smeraldean communities to compile and document ancestral knowledge, traditions, stories, songs, practices, rituals, traditional medicine, spiritual beliefs, among other significant aspects.

Integration of cultural elements: it is necessary that educational didactic resources reflect Afro-Smeraldean culture in a timely, accurate and respectful manner.

Interdisciplinary approach: these cover all areas or subjects in educational institutions, as well as from the approach of the Afro-Smeraldean tradition, it analyzes agriculture, music, traditional medicine and oral history; in this sense, the educational didactic materials adopt the interdisciplinary approach.

Constant feedback and evaluation: these must be subject to constant evaluation, with the collaboration of the teaching staff and the community, carrying out the feedback process for the required improvements and adaptations considering the needs and interests of the students in the classrooms.

Teacher training: university students, through the development and creation of teaching materials, assist in the training of teachers on how to efficiently and effectively use the educational resources developed and how to integrate them into their didactic unit plans.

Fernández Chiriguaya et al. (2018), express that the critical promotion of these aspects in terms of ancestral knowledge, allow exploring from diverse and varied perspectives considering the impact on the promotion of cultural identity, sustainable development and community resilience; promoting the generation of deep understanding and new knowledge about the importance of ancestral knowledge in a contemporary society, in which university students in various institutions participate, playing a crucial role in the contextual understanding and continuous improvement for the rescue of ancestral knowledge. The following is a detailed description of how these aspects can be specifically addressed:

Collaborative and meaningful research: collaboration between teachers, students and members of the community, working as a team to share perspectives and experiences; they should be guided in the formulation of meaningful research questions, relating and identifying areas of interest, methodologies on Afro-Smeraldean ancestral knowledge.

Sources of information: it is important to have access to sources and resources of important information to carry out the research, including oral records, historical documents, archives and the possibility of direct interaction with the bearers of ancestral knowledge.

Research ethics: promoting ethics in research is important for students to understand that informed consent must be obtained from the people who will participate in the research, respecting ethical norms and values in carrying out this activity.

Critical reflection and communication of results: students must reflect critically on research findings and data, including the identification of trends, patterns and questions that currently involve ancestral knowledge; that is, in this process they must learn to communicate effectively in the academic world, in educational institutions and in the community, including the presentation of reports, preparation of materials and active participation in events organized by the community.

Culture and ancestral knowledge refer to the values, knowledge, traditions, practices and beliefs transmitted from generation to generation in a specific society; these are important for the cohesion and identity of the community, representing the accumulation of experience and wisdom accumulated over time. Therefore, it constitutes a main element of the identity of a human conglomerate, defining how they are, who they are and how they relate to what surrounds them; however, aspects such as religion, language, dance, music, clothing, gastronomy and social norms are included (Escudero Sánchez and Pacheco Montoya, 2023). In this sense, cultural diversity intervenes, where each cultural group has its own unique culture, contributing to cultural richness, manifesting itself in the multiplicity of traditions, languages, cultural practices and customs, which are transmitted from one generation to another through education,

active participation and socialization, taking into consideration myths and rituals as a means for this transmission.

It is worth mentioning that the wisdom accumulated through culture over time changes and evolves with the passage of time, all as part of the influences of the environment, adopting new practices modifying cultural traditions; however, it cannot be forgotten that this plays an important role in the formation of collective and individual identity, promoting a sense of belonging to a specific cultural group, providing a frame of reference for understanding the world (Orellana Orellana and Rivera, 2019).

In this sense, ancestral knowledge includes techniques adapted to a particular environment, including effective agricultural methods in a specific climate of conservation of natural resources, involving the understanding between people and nature, manifesting itself in environmental conservation practices, mythology and beliefs related to nature; all of which contribute to the continuity of culture and authenticity of cultural traditions and rituals, which represent the accumulation of richness of cultures around the world.

It is a process through which people integrate and participate actively and voluntarily in leisure activities in a pleasant and relaxed manner, with the purpose of resting, having fun and revitalizing themselves, seeking mental, physical and emotional well-being; it can vary including games, sports, exercises and outdoor hobbies, as part of entertainment whose experiences offer an escape from routine activities offering the opportunity for fun, relaxation and learning.

However, playful activities refer to recreational experiences that involve fun, play and active participation; characterized by being voluntary, allowing enjoyment without external pressures; therefore, in terms of these are considered playful actions such as sports, puzzles, cultural events, theater, storytelling, among others; that encourage interaction, creativity and personal satisfaction; it should be noted, that in addition to the welfare that are promoted with them, they can also be useful as tools for learning, personal expression and relationship building (Guzmán, 2022).

Nivela Cornejo et al. (2019) emphasize that it is a collaborative process, which through the use of strategies involves the members of a community in the planning, identification and execution of actions that are aimed at improving the quality of life throughout a social context, seeking the strengthening and empowerment of the community and its whole, also promoting their participation in the implementation of projects and decision making that seek to address aspirations and needs; taking into consideration the approach of the deep knowledge that communities have about their resources and problems resources, with the objective of working together to enable solutions and continuous and constant improvements of their weaknesses in an equitable and egalitarian manner; that is, it becomes a collaborative and multifaceted activity that seeks to improve the quality of life and well-being of a specific community, focusing on empowerment and strengthening by identifying their challenges needs and resources, implementing actions that achieve the addressing of their problems (González Castañeda, 2019).

Finally, it should be noted that community development promotes the approach to a wide variety of areas such as health, education, employment, housing, culture, infrastructure, among others; facilitating the needs of a people to local governments, non-governmental organizations, educational-academic institutions and community leaders, in order to improve the quality of life of the community by promoting civic participation and social cohesion (Torres Pantoja, et al., 2021).

MATERIALS AND METHODS

For the development of this article, Action Research with a qualitative approach was carried out, considering also the empirical and documentary research in relation to the theoretical contributions that allowed a bibliographical review of sources that supported the scientific veracity of the information obtained, which made it possible to have solid bases to support this research; taking into account that the objective of this document is to present an analysis of the project of linkage with society carried out by the Faculty of Pedagogy, according to the pedagogical and curricular foundations of the UTELVT; specifically in the scenario of the practices of linkage with society, focused on characterizing and basing the training of the future teacher, from a sociocultural perspective.

It should be noted that for the realization and execution of this process, the analysis of the components established in the project was carried out, which were implemented with the respective objectives, activities, methodologies, resources to be used and the respective evaluations; all this responds to ethno-educational elements, specifically for the rescue of the Afro-Smeraldean tradition, for the strengthening of cultural identity in students of the different careers of the Faculty of Pedagogy. In this process, the students fulfill the objectives proposed in each one of the careers, which allows them to be linked to the different activities in the communities where the educational institutions are located, with the respective supervision, guidance or orientation of the university teachers in charge of supporting each one of the components of the project; therefore, these activities allow their active participation.

RESULTS

However, with the socialization of the background, objectives, purpose and strategies to comply with the execution of the components of the project, it was possible to analyze and reflect on the importance of knowing, rescuing, empowering and promulgating the customs and traditions, seeking the strengthening of the Afro-Smeraldean cultural identity, thus awakening interest and predisposition on the part of the students to collaborate with the established schedule. All this allowed to establish the following information for a better understanding of the activities in the promotion of the ancestral knowledge of the Afro-Smeraldean culture, defining the objectives pursued by each of the careers of the Faculty of Pedagogy of the UTELVT.

Table I *Careers and their objectives, for the rescue of the Afro-Smeraldean culture*

Career	Objectives
Initial Education	<ul style="list-style-type: none"> - Incorporate Afro-Smeraldean knowledge in the micro-curricular planning of Early Education. - Sensitize students to the importance of Afro-Smeraldean ancestral knowledge in early education. - Promote recreational activities that foster the appreciation of Afro-Smeraldean culture among children.
Basic Education	<ul style="list-style-type: none"> - Integrate Afro-Smeraldean cultural elements in the micro-curricular planning of Basic Education. - Encourage student interaction with the Afro-Smeraldean community. - Develop research projects on Afro-Smeraldean culture.
Language and Literature Pedagogy	<ul style="list-style-type: none"> - Analyze and promote Afro-Smeraldean literature in the teaching of language and literature. - Develop pedagogical strategies that rescue and value Afro-Smeraldean orality. - Encourage creative writing inspired by Afro-Smeraldean culture.
Physical Activity and Sport	<ul style="list-style-type: none"> - Introduce elements of Afro-Smeraldean dances and sports in the curriculum. - Encourage community participation in traditional physical activities and sports.
Experimental Sciences of Chemistry and Biology	<ul style="list-style-type: none"> - Research and document traditional knowledge about medicinal plants and environmental conservation practices. - Develop research projects that contribute to the preservation of the natural environment and the health of the community.
Experimental Sciences of Mathematics and Physics	<ul style="list-style-type: none"> - Apply mathematical and physical concepts in activities related to Afro-Smeraldean culture. - Promote the importance of science in solving local problems.

Note: Careers of the Faculty of Pedagogy of the Universidad Técnica Luis Vargas Torres-Esmeraldas and the objectives set for the rescue of the Afro-Smeraldean identity, prepared by the authors of the article.

The following table provides a general structure for the realization of the work with students belonging to the different careers of the Faculty of Pedagogy, through the approach of culture, educational development, ancestral knowledge in the province of Esmeraldas; each component has objectives, activities adapted to the resources needed to achieve the desired results, considering the constant evaluation to ensure the achievement of the objectives set which are specified in the expected results, detailing the components and elements considered to promote the cultural, educational

development of ancestral knowledge in the province of Esmeraldas through the training of university students of the Faculty of Pedagogy.

Table 2 Cultural promotion for the rescue of Afro-Smeraldean culture

Component	Specific Objectives	Activities	Methodology	Resources	Evaluation
Educational Development	Design innovative pedagogical strategies. Apply pedagogical strategies in educational environments.	Research on effective pedagogical methodologies. Design of lesson plans. Implementation of the strategies in the classrooms of educational institutions.	Project-based learning. Linkage practices in local institutions.	Educational Material Access to classrooms of the educational institutions where the project is carried out.	Performance evaluation in the implementation of strategies.
Culture and Ancestral Knowledge	To value and rescue Afro-Smeraldean ancestral knowledge. Promote cultural and ethnic diversity.	Cultural awareness workshops. Research on Afro-Smeraldean culture. Collaboration with local cultural leaders.	Experiential and participatory learning. Qualitative research. Interviews with cultural leaders and senior citizens.	Cultural resources library. Spaces for workshops.	Evaluation of participation in workshops and research projects.
Recreation and leisure activities	Promote the importance of recreation in the integral development of children, adolescents and young adults. Design and implement inclusive play activities.	Research on recreation and play in education. Design of recreational activities. Implementation of recreational activities in different educational institutions in	Project-based learning. Teaching practices.	Didactic/play material. Access to educational institutions for implementation.	Evaluation of the effectiveness of play activities in the development of children and adolescents.

			the city of Esmeraldas.			
Community Development	Encourage active participation of students in community projects. Develop leadership and teamwork skills.	the	Identification of community needs. Design of community service projects. Implementation of projects in collaboration with the community.	Project-based learning. Teamwork. Collaboration with community organizations.	Access to local communities. Resources for project implementation.	Evaluation of the impact of the projects on the community. Evaluation of leadership and teamwork skills.

Note: Synthesis of the cultural promotion, within the framework of the Linking Project promoted by the Faculty of Pedagogy of the Universidad Técnica Luis Vargas Torres-Esmeraldas, prepared by the authors of the article.

DISCUSSION

It is worth mentioning that the article with the theme Rescue of ancestral knowledge: Project of linkage with society promoted by the Faculty of Education of the Technical University Luis Vargas Torres-Esmeraldas was developed by the need to publicize the activities that are carried out for the development of the practices of linkage with society, the same that is carried out by students of different careers of the Faculty of Education of the UTELVT. These allow to generate awareness and awareness about the importance of rescuing, promoting, disseminating and preserving the Afro-Smeraldean culture, for the respective empowerment in values, traditions and cultural enrichment; that is, through training and explanation of the objectives of this activity, identifying the referents of Afro-Smeraldean cultural identity as part of the knowledge of the students. This project offers an ethno-educational proposal to rescue ancestral traditions and use them to improve the educational quality of the UTELVT; this cultural identity is accompanied by significant elements that allow the community to personally recognize its identity for the construction of meanings, promoting diversity for its contribution and cultural preservation. In this regard, Villacis Zambrano et al. (2021); Barcia Arboleda and Caicedo Pérez (2020); Cobo, and Paredes (2019), establish that cultural transmission as an instrument of communication guarantees quality education to the members of a community, establishing opportunities to access spaces for reflection that enable dialogues to contribute to an evolutionary and competent formation where the tools transmitted in the classroom are useful as solid and sufficient bases for the achievement of goals and life projects, determining the profile of the ethnoeducator teacher, which will help to guide the pedagogical processes; He/she will be constantly committed to the integral formation of his/her students, being the promoter of research in areas of Afro-

Smeraldean culture and will be willing to contribute to the construction of cultural identity, based on the promotion of values, equity and respect for diversity.

However, the purpose of these activities is that students in the training stage to become professionals in the different careers, strengthen the mastery of strategies for the implementation of activities that promote constant practice in promoting Afro-Smeraldean culture; In this sense, the student body in the training stage must strengthen innovative methodologies that can be translated into activities in order to exercise new skills that, supported by teaching techniques, didactic procedures and the use of resources, will bring into effect the planned purposes and thus achieve effective development, motivating their students to carry out ethno-educational activities (Torres Pantoja, et al., 2021; Escudero Sánchez and Pacheco Montoya, 2023; Vernaza Arroyo and Cruel Preciado, 2022).

Regarding the process of research and investigation in bibliographic sources and search of older adults and people knowledgeable on the subject, as part of the activities developed in the linkage project, it was found with the difficulty that there is no wide variety of documented information, in addition there are few people who have knowledge of customs, traditions, legends, myths, stories, poems, décimas, chigualos, alabaos, arrullos and coplas, games and toys, as important elements in the rescue of Afro-American culture, traditions, legends, myths, stories, poems, tenths, chigualos, alabaos, coos and coplas, games and toys, as important elements in the rescue of the Afro-Smeraldean culture, focusing only on the older adults of the family since the current situation was intense the search for these characters, because there are really few left; However, despite the difficulties in collecting the required information, this problem allowed the students to reflect on the existence of Afro-Smeraldean traditions in our environment as an opportunity for learning, healthy coexistence and good practices.

With the above, this linkage project promoted by FACPED is a tool that seeks cultural promotion for ethno-education and empowerment of the Afro-Smeraldean identity, based on education and human diversity as an opportunity for socio-cultural interaction, thus transforming reality through the design of activities oriented by playful-didactic procedures for the rescue, strengthening, empowerment and preservation of the Afro-Smeraldean oral narrative as an essential aspect for education.

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