

La educación superior en México, una demanda con compromiso social

Higher education in Mexico, a claim with social commitment

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Resumen

Encontrar respuesta a los diferentes planteamientos con respecto a la importancia y calidad de la educación superior, y comprobar la hipótesis de que solo y a través de la educación se puede construir el futuro cognitivo que la sociedad demanda —en el sustento de que lograr un alto nivel de enseñanza se traduce en pertinencia y equidad para dicho nivel—, nos llevó a analizar la pertinencia de la educación superior, la forma como se relaciona con la economía y su función social. En general, se encontró una realidad virtual inacabada; basta observar la equidad y la oportunidad para encontrar serias inequidades en términos de oportunidades para todos, nos referimos a los que no tienen acceso a disfrutar de la función social de la educación en general y a la educación superior en particular, lo que por excelencia debería ser el más elevado de los valores y la más significativa e inteligente inversión con futuro sustentable.

Palabras clave: educación superior, demanda, compromiso social, México.

Abstract

Finding answers to the different approaches regarding the importance and quality of higher education, and test the hypothesis that only through education you can build the cognitive future that society demands -in support of achieving a high level of education translates into relevance and equity for that level-, led us to analyze the relevance of

higher education, how it relates to the economy and its social function. In general, an unfinished virtual reality was found; simply observe the equity and the opportunity to find serious inequities in terms of opportunities for all, we refer to those who do not have access to enjoy the social function of education in general and higher education in particular, what par excellence should be the higher of the values and the more meaningful and intelligent investment with sustainable future.

Key words: higher education, demand, social commitment, Mexico.

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Introduction

It seeks to have different approaches social, of equity and relevance of higher education that Mexico requires in particular, and the reforms required in general education demands. This is part of the actions for a future sustainable basis and under the hypothesis that only and through education how the cognitive future that society demands is build. It is also claimed that achieve a high level of education translates into relevance and equity for higher education, the main objectives of the Public University.

One way to do so is through the development of programs which allow, on the one hand, make certain the purposes of higher education institutions: increase the quality of the learning process, increase the academic performance of students, reduce the reproach and student drop-out rates to achieve satisfactory use and terminal efficiency rates and, on the other hand, make certain the thesis of higher education, which is: that education is fundamental and priority part for the social, economic and political development of society; that is the context about which and in function of which the education must act, as part of the system of higher education in Mexico; and that the process of training human resources with relevance to professional practice reaches its greatest expression when this translates into productivity; to achieve the purpose of the formation of highly qualified human resources and thus certified pro the Mexican development, is a priority for everyone; that aspire to the levels of quality and relevance for the professional in the sciences that the country requires, through education, upgrade, training and information, the way how you will create the infrastructure for

sustained growth and vision for the future; the character of models of higher education on the major problems of the world, which are greatly informative (science-technologymanagement) and content learning (attitudes), are not yet assumed or seen of minor transcendence in those models.

Therefore and on the basis that one of the more complex problems faced by institutions of higher education is desertion and low terminal efficiency rates, which are due to a large number of factors that affect students, it is also necessary to consider that many of these problems that result in a low terminal efficiency are due to the imbalance of the Higher Education Institutions (HEIs), considering first the primary teachers that integrates academic infrastructure, because they withhold the vision and mission of the HEIs. Additionally, these must comply with the objectives for which they were created, therefore regarded science and education as engines of social development that leads to an education with equity for human development, hence we consider in the first instance the relevance of education, in a second stage, to higher education and its relationship with the economy , and at a third to the social function of higher education in Mexico.

Method

To achieve this contribution a descriptive-analytical study on the subject to be developed will be applied, consulting and analyzing various sources both print and digital.

Fundamentación y análisis de la pertinencia de la educación superior

UNESCO (1998), the "World Declaration on Higher Education in the XXI Century", states that a transformation and substantial expansion of higher education, improving its quality and relevance, and the way to solve the main problems the stalk, require the strong involvement not only of governments and institutions of higher education, but also of all stakeholders, including students and their families, teachers, the world of business and industry, public sector and deprived of the economy. Parliaments, the media, professional associations and society in general, require higher education institutions to take more responsibility to society and accountable for the use of public and private, national and international resources.

They also stress that higher education systems should enhance their capacity to live in the midst of uncertainty, change and bring about change, address social needs and promote solidarity and equality, preserve and exercise rigor and originality with fair spirit, as this is a key requirement to achieve and maintain an essential level of quality, and place students in the forefront of their concerns in the perspective of education throughout their lives, so they can be fully integrated in the global knowledge society of the next century.

Cooperation and national and international exchange are major avenues for advancing higher education throughout the world mechanisms. Based on this point of discussion, proclaimed in mission and functions of higher education that:

- a) The relevance of higher education should be assessed in terms of the fit between what society expects of institutions and what they do. This requires ethical standards, political impartiality, critical capacity and at the same time, a better articulation with the problems of society and the world of work, establishing long-term orientations on societal aims and needs, including respect for the cultures and environmental protection.

The aim is to facilitate access to a general, comprehensive and specialized training for certain careers, often interdisciplinary, focusing on skills and aptitudes, both of which equip individuals to live in different situations and to change activities.

- b) Higher education should reinforce its role of service to society, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, mainly through an interdisciplinary approach and transdisciplinary to analyze problems and issues raised.

- c) Higher education should enhance its contribution to the development of the whole education system, notably through improved teacher training, development of curricula and research on educational plans.

Continuing with the analysis of higher education by international organizations find that the world declaration on higher education in the XXI century, in "vision to action", states in its Article 11 regarding the evaluation of quality:

- The quality of higher education is a multidimensional concept, which should embrace all its functions and activities: teaching and academic programs, research and scholarship, academic staff, students, buildings, facilities, equipment, services to the community and the university.
- The internal self-assessment and external review, conducted openly by independent experts in specialized in international as possible, are essential for improving quality.
- Independent national bodies should be established and defined comparative standards of quality recognized internationally. In order to take into account diversity and to avoid uniformity due attention to specific institutional, national and regional contexts it should be paid.
- Stakeholders should be an integral part of the process of institutional evaluation.
- Quality also requires that higher education is characterized by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, even when cultural values are duly taken into account and national situations.

On the other hand, Article 12 states:

a) Engaging in networks, technology transfer, training of specialized human resources, developing teaching materials and sharing experience of applying these technologies to education, training and research, allowing everyone access to knowledge.

b) creating new learning environments, from the distance education services to virtual establishments and higher education systems.

c) Make full use of information technology and education for educational purposes, while striving to correct the serious inequalities between countries and within them.

. Similarly, in Article 13 mentions "strengthening the management and financing of higher education," which in turn states:

a). Diversification requires both public and private resources, diversification reflects the support that society provides funding and must be further strengthened to ensure the development of this type of education to increase its efficiency and maintain its quality and relevance.

Furthermore, in Article 15, paragraph

b) notes that we should ratify and implement the regional, national and international normative instruments for the recognition of university studies, including those relating to the certification of skills, competencies and skills of graduates, in order to allow students to change courses more easily and increase mobility within national and international systems.

Rationale and analysis of higher education and the economy

A great way to meet the economic level of the countries, in addition to general economic indicators such as gross domestic product (GDP) per capita income or the value of its currency; It is much more real level and quality of higher education, as the degree of prosperity of peoples.

More and better universities, with more and better libraries, laboratories and infrastructure in general; more teachers, better equipped and better paid is, roughly, the mechanism for advancing higher education.

In short, increased government and private support to higher education is the foundation of economic development.

However, Aranda (2004) mentions that "certain indicators show that the problem of poor education in Mexico is not due to lack of resources invested in education, but the way they invest," for countries like France, Canada, Britain, among others, invest almost the same of GDP with completely different with respect to the quality of education outcomes.

What is missing from this point of view to the Mexico-Latin American education ?, certainly lacks the cognitive quality infrastructure, lack the academic staff of any level that is really assume with responsibility the role that corresponds to Education in truth a development concept for life; lack leadership, courage, nationalism and a huge social commitment.

In another vein, Delors (1996) in his work "The Treasure Within" says that when we see that the world has experienced unprecedented progress, these have been achieved through science and education who are considered and qualifies as engines of development, immediately affirm that as higher education there is and will be more and better social and economic development, however, when we look more closely at this development are great disparities, with high social costs and ecological, as can be seen clearly that the model of global education is and continues being designed primarily for economic development of a country, as the great advances parallel to economic development have created new technologies in all fields, whether these in the product, technological, social or educational, they have also led to disparities between the haves and have the economic capacity to appropriate this progress.

This does not amount to a disqualification of the educational model but to rethink that along also be included as permitted through education, ensure human development, as a universal principle of education, or as the report still points UNESCO: "the goal of economic growth is insufficient to guarantee human development".

In a way, it puts into question for two reasons: not only because of its inegalitarian character but also by inducing high costs, especially on environment and employment. "

Similarly, the rate of current production resources called nonrenewable risk scarce, it concerned energy resources or arable land, as occurs in drinking water, deforestation,

the greenhouse effect, transformation oceans and rivers into true dumps, threats that generally affect and deteriorate the living conditions of our planet.

For all this, it is necessary that education is directed to human beings only and exclusively as an economic agent but in turn also incorporate education aimed at development, where its ethical, cultural and ecological dimension to allow some concept sustainable growth and thus complement the human development. Otherwise, we hardly look like long-term viability of this development process, and therefore, neither improving the living conditions of future generations and even less respect for the natural resources of the which life depends.

Challenges of education in Mexico

Under the impact of globalization, higher education faces unprecedented challenges, such as economic growth based on knowledge and the telecommunications revolution.

Countries and willing to take advantage of these new factors can not afford to remain passive and static educational institutions. On the contrary, they must be proactive in launching reforms and the creation of an efficient, highly dynamic and intelligent educational system, so as to achieve meet the rapid changes that are producing economic globalization.

The universities, which by definition are the brains of societies, should be able to reasonably explain the past, but even more to shape the future. You can not hope to build a country where all have the opportunity of a high standard of living, if its population lacks education, creativity and imagination needed for a competitive international environment and evolution civilization plan their destination.

It is clear that for us to do some of the above necessarily must include the process of education, as the report of UNESCO. To be able to take advantage and use throughout their lives every available opportunity to update, deepen and enrich this knowledge and adapt to a world in permanent changes, this in the sense that the individual is not

enough to accumulate at the beginning of his life a reserve of knowledge which can use later without limits.

So that to fulfill the tasks to which you must face permanently, he must include in their learning process what UNESCO calls the four pillars of knowledge, namely: learning to know, ie purchase instruments of understanding; learning to do, to influence one's environment; learning to live together, to participate and cooperate with others in all human activities; and finally, learning to be a fundamental process that includes elements of the previous three.

Moreover, the 1996 opinion by experts from the Organization for Economic Cooperation and Development (OECD) states that higher education in Mexico has among others the following:

- Procedures equivalences between higher education institutions (HEI) are long and complicated. About half of students who enter and leave the race can not revalidate their studies.
- The general education is excessively encyclopaedic, with practical work are often only descriptive.
- Half of graduates of degree not titled.
- 3% of tuition corresponds to graduate and not necessarily a training for teaching or research.
- The high student dropout rates do not seem to worry the teachers, students transferred responsibility for desertion or disapproval.
- 80% of teachers in upper level has only a bachelor's degree.
- There is a lack of continuing education.
- There is no tracking of graduates.
- The policies of the universities are limited to the period of the rector in turn.

As already mentioned, according to data Aranda (2004), the budget allocated to education in Mexico in terms of GDP is 4% in the basic and medium level and 1.1% higher for the level of tertiary education, where 71% of educational expenses are borne by the state, 13% is particular, 11% is from the federation, and 5% is autonomous.

From here then noted that the budget of Mexico is very similar to the budgets of countries like Spain and Great Britain, however, the level of development in terms of quality of education and development in general in these countries is very different of Mexico, and seen so quickly, the issue is not budget but the way of distribution in terms of investment quality to the education sector.

Based on the above and with regard to the quality of education, and under our particular point of view, we note that, among the most complex and frequent problems facing the country HEIs in the undergraduate level, are dropping out, student lag and low rates of terminal efficiency.

Both desertion as the backlog are conditions that affect the achievement of a high terminal efficiency of the institutions, as provided Rosales and Avila (2004), noting that one hundred students who start graduate studies, between 50 and 60 conclude all subjects five years later and only 20 get the title, and only 2 are entitled to do so at the age considered desirable (24 or 25), others do between 27 and 60 years.

Recent information from the University of Veracruz in the Mexican states that IES, about 25 of every 100 students drop out in the first half, most of them also started a career marked by failure and averages by low grades, what which helps in the third semester attrition reach 36% of total revenue, a figure that increases with semester semester up to 46% at the end of the period.

This points to the enormous need to carry out studies regarding the factors that influence their school, such as income, retention, and graduation path.

The social role of higher education in Mexico

Academia and thinking freely deployed produce knowledge and proposals that we can raise new cognitive incessantly breaks and discover new possibilities for social transformation in which human values are at the center and aim to achieve.

Public universities have a great sense of people and are able to think of themselves in their relationship with the excluded. Most universities have the sensitivity required to respond to injustice and deprivation.

Of course there are also university with a strong proclivity for personal advancement, individual success and the coupling of the guidelines of those in power; also for themselves and those who govern these reflections are addressed.

Considering the thought of Villaseñor (2003) showed that precisely the great challenge that lies ahead IES, as social commitment, is to transcend and to Mexican society (see article 3) and not the one assigned by the neoliberal orientation to work efficiently through its own activities, so that their products promote proper integration in our country with regard to globalization according to the dominant view. Under this view, the social function of the ES is placed in the field of dependent variables of the market and international production, reason that allows us to continue stating that:

We are convinced that it is essential to draw a new social role for the higher education system and institutions, because we are at a historic juncture in which the change of time and multiple transformations in all spheres that has brought, demand a redefinition of our educational social identity as individuals and as institutions, to ourselves and to other social entities; especially when agencies and distant instances of everyday life of higher education, already have advanced to assign us a definition of our new identity, in accordance with its vision and values, without effective and direct participation of most of the actors educational and university.

This is due to the change of time implies a redefinition of the relationship between the IS and society. Therefore further notes that intends to keep in mind that any social function assigned has a historical character in the sense that it seeks to respond to the specific historical circumstances of the time-space situation that is developing and which generally comprises temporary short projections medium term; but also it has a synchronous character that allows to combine the temporality of its various components into a single beam movements. Consequently, we must take as changing social function as a point of arrival to continue, not as a final glimpse situation that more qualitative changes.

So much for the social feature called "original", as long as the axis of knowledge as a service to society; It is aimed at society as a whole and not to some more important

sector under consideration, social function that suggest translates into institutional factors that have the strength and clarity necessary to play the leading role it deserves, both for decisions and actions to be undertaken within the IES, to those decided in other sectors of society related to ES, axes IES seeking to recognize the existence of a significant amount of knowledge accumulated through history, and that value their significance for the current situation of the SE, and the need to increase them with the scientific rigor that provide us with new media.

That institutions are recipients of a scientific, cultural and educational heritage, to preserve it, pass it and increase it, also to the generation of a scientific environment in search of overcoming the knowledge, encourage questioning and falsification based on what already known in any of the fields and cognitive forms, and thus permanently open the possibility of access to new knowledge.

This allows us to point out that it is urgent that such knowledge is not, and under the syndrome of the right answer, but we start to work on the constructivism to the effect that the actual construction of the individual because of the relationship you have every day with their environment, whether it is, from the point of cognitive or social, found that as the quality of that relationship is like will be formed or taking behaviors that necessarily respond to the context of their training.

If so, it is clear that from the point of view of the application of this definition in the education system results would correspond to the aims and objectives of education.

This situation leads us to resume those reported by López (2004), in relation to: "There is no doubt that the nature of the University's conditions to generate knowledge; however, the university work represents an unfinished task while not spread "; aspects or signs that may well lead to the statement by Estevez (2002) indicating that "one of the most valued and pursued in education through the ages goals is to teach students to become autonomous learners independent and self-regulated, able to learn to learn.

Conclusion

According to the revised and in relation to the vision outlined in our Constitution of the United Mexican States, competitiveness and relevance of education in general, and in particular education in Mexico, in relation to the hypothesis that this, including science as pointed out by various authors, are the key drivers of human development and hence, social, political and economic development of society as a whole, being observed a virtual reality unfinished, it suffices to pay attention to the fairness and opportunity to find serious inequalities in terms of opportunities for all. We refer to those without access to enjoy the social role of education in general and higher education in particular, that quintessential should be the highest of the values to pursue.

As you can see, there is a lot of inherent to education necessarily have to change in all senses and levels elements if we want real progress towards education for life or, as education is pointed out repeatedly, for human development.

For all this, it is necessary that education is directed to human beings only and exclusively as an economic agent, but in turn also incorporate education aimed at development, where its ethical, cultural and ecological dimension to allow certain the concept of sustainable growth and thus complement the human development. Otherwise, we hardly look like some long-term viability of this development process and, therefore, neither improving the living conditions of future generations and even less respect for the natural media which life depends.

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