

**Orientación educativa, mercado laboral y globalización:  
perspectivas de empleo de los programas educativos que  
ofrece la Universidad Autónoma del Estado de México a los  
jóvenes universitarios**

*Educational orientation, labor market and globalization: employment  
prospects of the educational programs offered by the Autonomous  
University of the State of Mexico to university students*

*Orientação educacional, mercado de trabalho e globalização: perspectivas  
de emprego dos programas educacionais oferecidos pela Universidade  
Autônoma do Estado do México a estudantes universitários*

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**Resumen**

En este artículo se presenta una aproximación al estudio de las relaciones entre orientación educativa, mercado laboral y globalización. Para esto se analiza el vínculo entre el empleo y la oferta profesional de las carreras que ofrece la Universidad Autónoma del Estado de México. La intención es reflexionar teóricamente en torno a las corrientes que explican y sustentan el discurso de la orientación educativa hacia el mercado de trabajo profesional y determinar si existe una relación funcional o conflictiva que requiera generar, si es necesario, otra perspectiva de estudio e intervención de la orientación con base en la información empírica obtenida. Esto a partir de las transformaciones técnico-estructurales que ha provocado la globalización económica en el campo de trabajo.

**Palabras clave:** educación superior, globalización, mercado laboral, orientación educativa, orientación vocacional.

## Abstract

This article presents an approach to the study of relationship between educational guidance, labor market and globalization, to know the professional employment careers offered by the University of Mexican State. The intention of this research in addition to meet the labor demand of its educational programs offered by the institution, and to support the choice of a career of the bachelor students, is to theoretically reflect the currents that explain and support the discourse of educational guidance and education to market professional work, establishing whether a functional or conflicted relationship, generating if necessary, another perspective of analysis and intervention of guidance from the empirical information obtained. Everything from the technical and structural changes that have generated economic globalization towards the field.

**Keywords:** higher education, globalization, job market, educational orientation, job orientation.

## Resumo

Este artigo apresenta uma abordagem ao estudo das relações entre orientação educacional, mercado de trabalho e globalização. Para isso, analisa-se a relação entre emprego e oferta profissional de carreiras oferecida pela Universidade Autônoma do Estado do México. A intenção é refletir teoricamente sobre as correntes que explicam e sustentam o discurso de orientação educacional para o mercado de trabalho profissional e determinar se existe uma relação funcional ou conflitante que exija gerar, se necessário, outra perspectiva de estudo e intervenção de a orientação baseada na informação empírica obtida. Isto é baseado nas transformações técnico-estruturais que a globalização econômica causou no campo de trabalho.

**Palavras-chave:** ensino superior, globalização, mercado de trabalho, orientação educacional, orientação profissional.

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## Introduction

Higher education in our country has had a significant growth since the late seventies of last century, when product of the social pressures exerted during the movement of 68 began to offer greater opportunities for people to pursue university studies. Since then, education has become an essential mechanism for channeling national development and promoting social mobility among social classes, mainly middle and lower classes.

In this sense, the scientific and technological advances that were generated after the second world conflagration to face the so-called Cold War served to make universities the ideal place to contribute to the improvement of the living conditions of a population that began to resume democracy as the predominant political model. In this context, the productive and economic processes were benefited by the techno-scientific development, which was used to transform and generate the goods and services required not only by the new vision of capitalism, but mainly by the country that sought to satisfy their needs and promote its growth.

This caused the middle class, mainly, to look for ways to access higher education institutions (HEIs) -principally public- with the purpose of improving their living and working conditions. From that moment on, these study houses began to take an interest in evaluating the future of their graduates, that is, what was related to their employment possibilities, the levels of remuneration, the qualification requirements, the productive sectors where they could be locate, etc., this with the purpose of creating policies of income and distribution of enrollment in accordance with the demands and reality of the social and productive sector.

For this reason, the need to inform new generations about the different educational and occupational options offered by the university is opened, which has led to the emergence of guidance, in principle, professional and, subsequently, educational. In effect, the educational orientation<sup>1</sup> It was born to meet the socio-economic demands of an emerging population that seeks education in a real possibility to mobilize in the social structure and to satisfy the productive insufficiencies of the country's economic sectors.

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<sup>1</sup> La orientación educativa es un concepto que tiene un surgimiento histórico diferente. Lo *vocacional* —del latín *vocatio*, que significa ‘llamado’— se refuerza en el Medievo con la invitación a la formación religiosa en los monasterios. La industrialización generada en el siglo IX promueve el surgimiento de la orientación profesional para la ubicación laboral de la fuerza humana de trabajo. En cambio, la orientación educativa busca integrar las distintas formas de orientación en la escuela, por ejemplo, vocacional, escolar, profesional, familiar, etc. En México, en la década de los ochenta del siglo pasado, la Secretaría de Educación Pública, por mandato presidencial, establece el término *orientación educativa*, el cual agrupa a los distintos tipos de orientación trabajados en la educación formal.

In this sense, it is important to study and characterize the relationship between university, labor market and orientation in order to identify their properties and generate information more in line with the structural reality of the market to determine the possibilities it offers to different professional careers.

Based on the above, students must be trained -and not just inform- about the variables they should consider when choosing a career that will be part of their life project. For this, however, one must first reflect on the task that educational guidance (OE) must fulfill in the vocational field in order to incorporate other theoretical-methodological perspectives that allow the student to have a broader view of the employment possibilities that has each of the university careers.

However, it is true that this information has been provided through professional tools, such as career catalogs, brochures, brochures and professional conferences. However, these are only used to gather information, and not to problematize the complex relationship that exists between education and the market in this context of economic globalization, which would allow to form a theoretical, conceptual and methodological scheme not only to understand and explain it, but essentially to intervene in the career choice process of the high school student.

For this reason, this document presents an approach to the study of this relationship to try to substantiate the way in which they are articulated as socio-academic and economic practices in a context of crisis such as the one experienced today.

### **Problems of the relationship between orientation, labor market and education**

Since the beginning of the eighties of the last century it has been recognized in official documents that one of the causes of the growth of enrollment in higher education -especially at the undergraduate level- is the lack of systematic information on the different options both educational and work that are offered in each of the states (Hernández Laos, 2012). This has caused that it has been suggested to reinforce the guidance services in each of the educational institutions so that the student, upon completion of their studies and prior to their professional choice, can count on the essential arguments to decide in the most appropriate way possible. career that will develop professionally.

The results of this warrant, however, do not seem to be the ones indicated, since this unprecedented growth has led to the concentration of enrollment in a few races where more than half of the students are concentrated, which has generated an oversupply of students. qualified work that tries to incorporate itself in a labor market that has been unable to absorb all the graduates of education not only of the superior level, but even of the terminal average levels. In addition to this, many of the higher-level options that have been expanded in HEIs are careers with low demand or little recognition in the labor market, so the graduate sees the need to open work spaces for disciplinary fields. known. In other words, the proportion of students who demand, enter and complete their studies at the higher level, mainly in careers with higher enrollment rates, does not correspond to the employment options available in the market.

In this regard, different studies indicate that only one in ten young people entering the productive sector do so in stable conditions (Gandini, 2004). Moreover, these reports point to the gap that has been widening between the demand for admission to the institution and the demand for professionals by the labor market. This problem has served to specify different investigations that try to explain and determine the causes of unemployment and professional underemployment. In this sense, studies have found that the education-employment link goes beyond a simple functional relationship, since the labor market presents a heterogeneous and segmented structure that imposes certain mechanisms of insertion that most of the time is outside the scope of the graduates (Magaña, 1992, Muñoz and Hernández Garibay, 1992).

As mentioned above, the transformations of capitalism worldwide can not be ignored by economic globalization, which has led to a significant contraction of employment due to the difficulties of the productive sector to "locate" their products in a market in which the income levels of the working classes have been devalued and barely allow access to the basic family basket.

Likewise, the effects of economic globalization and the development of information and communication technologies (ICT) have been on a par with a recomposition of markets in which the production of goods and services has been fragmented in different countries and Companies tend to merge to obtain better economic returns. Indeed, the development of the fourth industrial revolution (Castells, 1994) has been accompanied by an increase in the mechanization and robotization of the production of labor, which has displaced labor and forced employers to modify their criteria for the selection of personnel, among which

schooling stands out, since it is one of the processes that allows obtaining competences to form the human capital required by the new productive processes (Muñoz Varela, 2012).

This situation has been expressed in the changes in the world economy, whose tendency towards economic globalism has resulted in adjustments and policies tending to form regional economic blocks that allow the integration of different countries with better tariff conditions to be able to trade with less barriers (Dettmer, 2004). However, the tendency of powers such as England and the United States to modify their economic policy does not correspond to this initiative, since relations with the blocs that those same countries promoted only a few decades ago have been abandoned or modified.

In the case of our country, the signing of the Free Trade Agreement with the neighboring countries of the north left the neoliberal policy that gave the pattern to the globalism of the region, which became the spearhead to establish a common market Latin American that, however, with the arrival of Donald Trump to power has led to adjustments in policies and established regulations.

Despite this, our country has continued with the policy of opening and granting concessions for foreign capital to invest in our territory, as happened with the recent energy reform carried out in the current federal administration. These and other actions, such as the participation of transnational financial capital in banking operations or the privatization of state and parastatal companies, represent the entry into a more competitive context in which the labor structure of the country will modify the conditions and requirements for market access. of work, among which those of an educational nature stand out.

In this way, Mexican education -especially at the higher level- has a challenge before it to train the skilled labor that will face the new vicissitudes that are expected in this decade, in an increasingly competitive and restricted market in which scientific and technological development requires new competences at an international level (Muñoz Varela, 2012). Therefore, it is important to know the dynamics of employment to try to predict the possibilities that graduates have of accessing the labor market, since economic openness has become a long-range policy whose immediate results must be constantly examined (Dettmer, 2004 ).

This means that the task of the OE, in its vocational-professional area, should focus on studying this phenomenon in order to inform and reflexively train middle and high school students about their vocational profile and their life and career plan. career (Alles, 2005;

Castañeda, 2014). To do this, we must not only raise awareness about the alleged relationship between higher education and socioeconomic promotion, but also engage them in the search for objective data that will allow them to know the different economic sectors and the criteria for job placement.

This, of course, also implies working in the training of the educational counselor, since this professional is responsible for explaining to the high school students the different educational options of the higher level, as well as the possibilities of professional employment in the national, national context. and international. With this task, the aim is to break the anchored patterns in the guiding practice and in the counselor's own practice. That is, it is essential that this specialist masters other theoretical-methodological perspectives that allow him to revitalize his practice to become a subject of support and transformation of the student's life and career plan. In short, the role of the EO should not be left alone in the collection of information through psychometric tests to describe the vocational and professional profile of the student, but should seek to assess reality to identify the factors that determine it.

## **Theories that explain the relationship between orientation, education, labor market and globalization**

### **Neoclassical paradigm**

The first works that began to recognize education as an element closely linked to production were made in the fifties of the last century. Of these stands out the study of Theodore Schultz, who analyzed the relationship between spending on education and training in physical capital in the United States during the period 1900-1956. In his work, this researcher showed that investment in education was 3.5 times more attractive than investment in physical capital (Carnoy, 1988). From then on the theory of human capital (HCT) emerges as an initial theoretical approach for the study of the relationships between orientation, education and the labor market.

Denison, on the other hand, when considering the factors that influenced the rate of growth of the gross domestic product (GDP) of the United States, detected that there was a residual factor that was linked to a greater productivity of the labor force, which was the result of a better education. Human capital, therefore, began to be considered as a variable that until now had not been taken into account in production (Navarro, 2014; Pescador, 1985).

Now, the TCH carries implicitly an "individual" decision to obtain high educational levels, which are based on a vocational choice that seeks to match the personal characteristics of the individual with those of the profession that he / she intends to study. This suggests, in principle, that individuals "enjoy a free choice to maximize their utility under certain restrictions [and that] their behavior is configured as if they were acquiring education in the form of human capital investment that will allow them to maximize their income for the rest of his life "(Pescador, 1985). It is not by chance, therefore, that professional guidance appeared formally and systematically at the beginning of the last century in North America with the work of Frank Parsons *Choosing a Vocation*, that is, at the height of capitalism worldwide, which served to create a guidance office that worked from an empirical-practical point of view (Mira, 1980).

In this sense, the implications of TCH have not only been aimed at education-income, but have covered other dimensions, such as the role of scientific and technological progress in education and work. For this reason, it is considered that the main role of the educational system is to serve as a social mechanism in the accumulation and transmission of functional scientific-technical knowledge for the needs of production.

In effect, scientific progress has increased the level of qualification of the workforce by virtue of the tendency to reduce operational and repetitive work as a consequence of the automation process. As the qualification requirements for all occupations increase due to continuous scientific and technical progress, the articulation between training and occupation becomes increasingly necessary, which reinforces the postulate that the role of the educational system is to effectively fulfill a function technical in production. In other words, granting the knowledge required for each occupation as defined in the division of labor, as well as associating employment and productivity of the workforce with the type and level of educational accreditation acquired.

In this sense, the neoclassical approach establishes that economic underdevelopment is largely explained by educational underdevelopment, which is defined in terms of the degree of imitation of the parameters of educational development in the industrialized countries. As can be seen, this approach is strengthened in the process of economic globalization in emerging countries such as ours. It also explains the growth of educational demand as a consequence of the postulates of economic growth and income distribution in a population that until then had been very limited in their labor and economic expectations.



## The orientation and the neoclassical paradigm

The previous postulates are assumed by the EO as it seeks to adjust the personal profile (interests and aptitudes) to the characteristics of a profession (Gutiérrez, 1999). This vision is assumed as a linear, functional and adaptive relationship that omits the structural complexity of higher education and the labor market. This is how the actuarial, psychologist and professional approach (Bohoslavsky, 2000; Nava, 1993; Osipow, 1996) is situated, in which only personal characteristics must match those of the chosen profession. In the words of Taylor, one should only look for "the right man in the right position" (cited by Prawda, 2002), because in this way the supply of human capital required by the material production of society can be guaranteed to the market (theory adequacy).

From this conception, in the sixties of the last century, there is a need for vocational guidance to inform students at the intermediate and higher levels of the range of professional opportunities that exist in universities, so that it is not exclusively referred to the careers that emerged in the post-war period in the modernization and socioeconomic "development" of the country, such as Law, Administration, Accounting, Medicine, Architecture, etc. In this sense, the National Association of Universities and Institutions of Higher Education (ANUIES) is the institution that began to promote - at the end of the seventies of the last century - the development of orientation not only raising the need to create and strengthen the vocational guidance services in each of the institutional campuses, but also generating professional tools (career catalogs, posters, brochures, graphic exhibitions, videos, lectures and psychometric-vocational tests) to support the student's career choice. This initiative, however, has not achieved the expected results, because at present the aforementioned careers continue to be those that group a greater percentage of enrollment.

Indeed, in the Autonomous University of the State of Mexico (UAEM) this reality has been found in studies on the demand for higher level careers, which have shown that more than 50% of the enrollment courses only ten careers, among which Outstanding Public Accountant, Administration, Law, Surgeon and Architecture (Gutiérrez, 2015). Moreover, the main reason why applicants prefer to study these careers is related to obtaining a secure job and high income, which would allow them to maintain or mobilize their socioeconomic status. That is to say, in the social imaginary of the baccalaureate student, educational investment guarantees entry into the labor market.

As seen, from the postulates of the neoclassical paradigm, the problem of career choice is reduced to an informative issue, in which the orientation should be responsible for generating and providing professional and psychometric data so that the student knows their personal characteristics, as well as the educational offer of higher level, with the purpose of specifying a "rational" choice that fits the individual and social purposes. This means that the orientation would be aimed at supporting the rational distribution of the professional workforce to meet the needs of the productive sector and, consequently, promote development in a context in which the productive sector appears to work balanced and equitably for all (Cortada, 1980).

This guiding vision is part of the functional development model proposed by Bilbao (1986), since it seeks to adapt the future professional to the needs that the social, political and economic development of the country requires. For this he provides information not only about his personal characteristics, but also about the different options of higher education so that he arrives at a "rational" career choice (Nava, 1993).

### **Critical paradigm**

Contrary to the neoclassical vision, the critical paradigm establishes that the relations between education and the productive system are the result of a long historical and systemic process of struggle, contradiction and conflict between interests of antagonistic social groups and classes, where "decisions free" of the individuals reflect the decisions of those social classes. In this paradigm, the productive system is determined by links that define what, how and for whom production is socially distributed, hence the nature of those social relations that establish the technical and organizational options in production (Gómez, 1982). . In this regard, Carnoy (1988) points out the following:

Increases in school instruction have not led to higher rates of development, but rather to the replacement of less educated labor with a more educated workforce and the increase in average school education among the unemployed, since the number of jobs It has not increased as quickly as that of educated people.

In the capitalist system, the most relevant production relations to understand the articulation between the productive system and the educational system establish that the majority of the population does not own production goods, so it is forced to sell its labor force

to the owners. of these. In this sense, the labor market is the necessary institution for the purchase and sale of a heterogeneous labor force and for its distribution in the different occupations and trades. As a result, educational accreditation increasingly plays a predominant role in the selection and exclusion of access to work.

Thus, decisions in production are dispositions whose technical specificity depends on sociopolitical aspects derived from the nature of dominant social relations of production. This means that even when the school is the institution that provides the qualifications of the workforce, the selection of this is determined by mechanisms exogenous to the educational, such as the socioeconomic level of the applicant, the job offer, the selection practices of each company, the organizational norms of the company, the occupational segments, sexual and racial discrimination, etc. Therefore, it can be said that it is not the education system that establishes the global volume of employment in the economy, and neither are educational particularities that explain economic inequalities. Education, therefore, is only a variable that can increase the probability of access to certain occupations, but this does not mean that it guarantees employment or the quality of this (Ruiz del Castillo, 2001).

Given this reality, it is worth asking, then, about the role of educational institutions. In the words of Carnoy (1988), the school becomes the instance of "elaboration and diffusion of values, attitudes and behaviors congruent with the social relations of production that serve to strengthen and legitimize the existing social structure". This means that educational institutions are not only places to create vocational skills, but also spaces to transmit culture and values that can channel students to various social roles in favor of the established social order.

This has served to consider education and the labor market as a conflicting and contradictory relationship that in a free market society hardly finds an optimal match between labor supply and demand. In these circumstances, the professional labor market represents the institution for the purchase and sale of a heterogeneous workforce that distributes it in the different occupations and trades determined by the intraorganizational and interorganizational characteristics of the companies in the productive sector of a country. This has led to locating the market as a differential space that appears structurally divided into several unequal and segmented markets that make up the great intraorganizational hierarchical levels: conception and management of (intellectual), technical-administrative production, and execution of production ( manual work), as well as wage differences and working conditions that depend

on the economic characteristics of each company, such as capital intensity, technical complexity, size of the company, etc. (Gómez, 1982).

Thus, some alternative proposals arise, such as the dualist theory and the labor market segmentation theory (Escotet, 2002; Pescador, 1985). The first states that the market is divided into two sectors: the primary sector (characterized by better jobs, high salaries, satisfactory working conditions, stability and wide possibilities of promotion), and the secondary sector, in which the least attractive jobs are located. low wages with less satisfactory working conditions; This sector is occupied by people who come from the lower social classes, women and those who have less education, incorrect work habits and lower productivity.

The theory of segmentation, on the other hand, states that the occupational structure is divided into qualitatively different, persistent and stable fragments, with little mobility between them, and each one corresponds to social, sexual and economic divisions preexisting in society, which they are the result of the historical process of capitalist development that is based on the control of the labor force and the productive process (Navarro, 2014; Márquez, 2011).

With can be seen, to approach the study of the education-market link should be based on a theoretical perspective that allows understanding the nature of this relationship.

### **The orientation and the critical paradigm**

Reflections and questions posed to the psychometric and professional practice of educational guidance -as a consequence of the low mobility of higher education enrollment, as well as the postponement of solutions to the psychosocial, pedagogical and health problems of young students of the upper middle level- have allowed to readjust their foundations, methods and institutional practices.

For the case of the object addressed in this document -that is, the relationship between orientation, education and the labor market in globalization-, the orientation assumes the approaches of the critical approach in the light of sociopolitical theory, which states that it does not exist a balance between the supply and demand of graduates of higher education because it is the labor market that determines the quantity and requirements of the skilled workforce.

In addition to this, the productive sector has not been able to create the necessary positions to absorb all the graduates of higher education due to the structural conditions of the economy that prevails in emerging countries and the changes brought about by the technological revolution in the framework of globalization.

In this sense, the problem of career choice for OE transcends the information aspect, since choosing a professional career involves a process of reflection and analysis of the different economic, political, social and educational conditions of the context in which it is taken. the decision. These critical approaches to vocational choice are based on the paradigm of critical developmentalism of orientation. This questions the historical, social and political conditions in which the OE had an important boom for support in the redistribution of enrollment to scientific and productive areas necessary for the economic development of the country (such as the agricultural sector, the transformation and basic sciences), without taking into account that progress is a structural problem of emerging countries historically maintained by the metropolis in the highest phase of capitalism (Bilbao, 1983, Nava, 1993).

Indeed, the average social classes, when considering education as a channel of social mobility, have only based their career choice on the vocational stereotypes generated by the mass media (cinema, television, magazines), which have served to build a social imaginary of work and economic promotion promoted by the study of certain careers.

Given this, the OE seeks different theoretical-methodological strategies that allow the subject to identify not only the broad professional range offered by higher education, but also the sociohistorical conditions in which this development project is developed, analyzing the conformation of his vocational trajectory from their personal, family, cultural, social and economic interests, de-ideologizing and contextualizing with this the career choice.

### **Integrationist paradigm: neoliberal-globalizer**

The structural transformations generated by globalization and technological development in the dimension of economic-productive systems, employment structures and professional profiles are characterized by the requirements of the "global opening" of the economy and by a greater incorporation of ICT in multiple processes of a basic nature not

only in the economy, but in all other activities that people carry out in society (Muñoz Varela, 2012).

It is insisted, therefore, that the training must be based on the development of cognitive and operational skills essential to be competitive, innovative, flexible, efficient and effective. These are the new demands established by the labor market in the context of economic globalization and the information and knowledge society. In this context of the globalization process, which is consolidated in the present with the era of the so-called knowledge society, the competency approach emerges, which comes to establish new approaches to study the relationship between educational orientation, the labor market and globalization ( OEMG).

Covered by the global policies of pragmatist, technology and industrial reconversion based on knowledge, HEIs are integrated into a "modernizing" process that has to redefine the qualifications and competencies that future graduates must acquire in order to enter a labor market every more competitive, but also depressed, especially in the manufacturing industry of high technology and commercial, financial and social services (Didriksson, 1997, Valenti and Castillo, 1997). In this sense, the conception of competence that appears in the decade of the nineties of the last century has been gradually implemented in educational institutions of several countries (including Mexico) to try to train people with certain skills, knowledge and attitudes that enable them a greater impact on their labor insertion. In this regard, Tobón (2006) considers the following:

In the consolidation of the competence approach in education (...) the historical moment and the economy have influenced. And that must be taken into account to have a critical criterion in their employment. In the social sphere, there are growing pressures for education to form for life and work with quality, and transcend the emphasis on the theoretical and the mere transmission of information, with the gradual emergence of the Knowledge Society ( sic), the most important thing is not to have knowledge but to know how to search, process, analyze and apply with suitability (...). With regard to the economic, the demand of the companies to the educational institutions has grown so that they form suitable professionals, in such a way that this allows them to compete with other national and international companies to maintain and grow (...). In short, the rise of competencies in education corresponds to a greater

involvement of society in education, the culture of quality, globalization and business competitiveness (p. 4).

This has led to raise new elements to understand and explain the OEMG relationship:

We live in an era in which information applied to the spheres of production, distribution and management is revolutionizing the conditions of the economy, trade, the foundations of politics, world cultural communication and the way of life and of people's consumption. This new cycle has been called the information society, because it is information that now directs the global economy that is emerging. The increase and complexity of the problems that this shift promotes is perhaps more perceptible in higher education, due to the change of social structures, among which globalization (as an external factor) has been an important aspect and due to the fact that that higher education by itself has been forced to propose radical internal changes as a result of the explosive situation in the increase of students, professors and administrators. In addition, because the graduate student who faces precisely the new challenges of supply and demand, faces big problems, such as choosing, analyzing and using information, researching and generating processes and techniques, innovating existing ones, which make evident the need for a different and permanent learning. Higher education now needs a renewed vision for its planning, which is consistent with the characteristics of the information society, such as the development and promotion of new technologies, which currently extend the frontiers and transfigure the teaching-learning process. Therefore it has been seen that it is necessary to rethink the basic concepts of strategic planning of universities and explore the competences that higher education institutions will necessarily require in order to anticipate the demands that their students will face in the 21st century. (Argudín, 2015, p. 1).

The scientific-technical implications are considered in the productive processes that are developed for the consolidation of economic globalization, which generates other theoretical approaches of more recent investigations, such as the theory of adaptation, theory of overeducation and theory of professional mobility ( Navarro, 2014). The first one indicates

that each level and specialty in the work is related to a set of labor categories (Salas, 2009, cited in Navarro, 2014). This relationship constitutes the most optimal form of exchanges in the labor market, so it is essential to "adapt" the productive needs with the knowledge and skills that the school develops in the students during their academic training. In economic globalization this approach has been reinforced because the neoliberal model of education raises a closer relationship with the productive system, from an encyclopedic model to an evaluator (Mendoza, 1997). Therefore, HEIs tend to strengthen the links of labor competencies with companies that hire their graduates.

The theory of overeducation, on the other hand, attempts to measure the mismatch between the qualification of individuals and that inherent in jobs, under the assumption that each job "corresponds to a certain type of skill (...), being able to determine the degree of adjustment or mismatch of people based on the type of training acquired and the characteristics of the work they perform "(Navarro, 2014). In this way it is determined if the functions and qualifications established in the profile of the job are adjusted to the training of the required professional. If there is no correspondence between the profile and the acquired training, or if there is a gap between the knowledge and skills of the position in relation to the training of the person who performs the job, it is determined if there is an over-education at work. These approaches have been complemented with the theory of the coupling to the job.

On the other hand, the theory of professional mobility indicates that there is a permanent labor change in companies due to the superior qualifications of workers, which is evidenced both internally (salary and job promotions) and externally (change of company or work environment). From this perspective, it is advisable to acquire knowledge and experience for job performance (either in the same company or in another), because these variables are significant to achieve better salary and work levels.

Other recently generated perspectives indicate that the individual acquires his training from diverse experiences and resources throughout life, hence it is considered that formal education is not the only promoter of learning, skills and attitudes for the performance of a productive activity. This means that there is a diversification in the educational trajectories (Planas, 2003). Therefore, the development of competencies should be based on the encouragement of multiple academic, social and cultural experiences that should be promoted within and outside the school context so that the student metacognitively recognizes how their



cognitive, operational and attitudinal skills can be strengthened. of their incorporation into the labor market.

Finally, there is the educational expansion approach, which indicates that educational supply and demand maintain a certain autonomy with respect to the dynamics of the labor market. In this theory, different purposes are recognized between education and the world of work, with different logics of development among themselves (Navarro, 2014). This approach tries to explain the gap between education and the market.

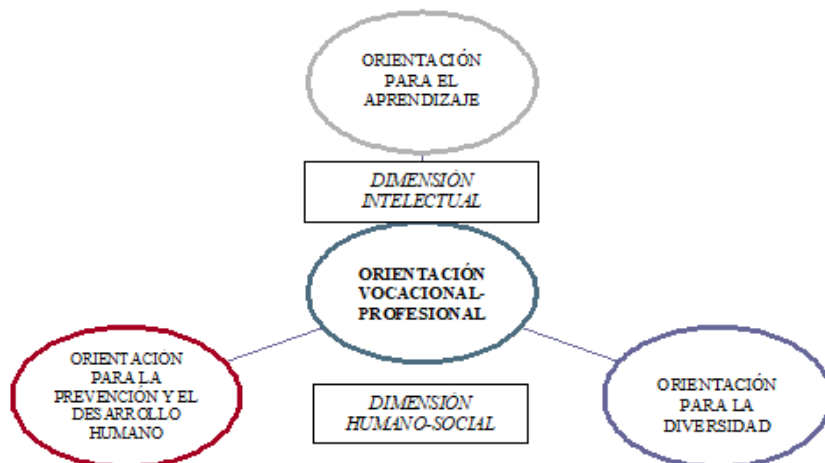
### **The orientation and the integrationist perspective**

The OE - as conceived in this essay - must consider the sociopolitical perspective to overcome and question the professional vision and test, because that way you can move to a conflict perspective, where the relationship between orientation and labor market oblige to reflect on the problem of choice as a complex and conflictive link that must overcome its ideological character, mainly in the face of the challenges to which the structural transformations of globalization subject it.

Therefore, an integrationist approach is required to "depsychologize" the OE to arrive at a multidisciplinary and transdisciplinary vision (that includes pedagogy, sociology, history, anthropology and politics) in order to explain and address the student's vocational choice process (Nava and Muñoz, 1990). From this perspective, we recognize the multiplicity of variables and historical, social, cultural, economic and pedagogical processes that come into play in the choice of career, so it is pertinent to take into account the personal and environmental factors that influence the preferences of the subjects (Nava, 1993, Rascovan, 2014).

The above makes it clear that if the emergence of OE in America is produced from the need to support the citizen to choose the career or occupation that best suits their interests, skills and personal potential, then the vocational, occupational and the career will become the axis that will sustain the work of orientation, where its different areas of intervention will converge in the construction of vocational-professional project (Bisquerra, 1998, Mira, 1980), as shown in Figure 1.

**Figura 1.** Áreas de confluencia de la orientación educativa en el marco de la globalización



Fuente: Elaboración propia

Figure 1 shows that the vocational is integrated by the "guidance for learning and school permanence", which is part of the intellectual dimension, as the development of learning strategies supports staying in school and, therefore, the continuity towards higher level studies. Likewise, it is articulated with the orientation for prevention, human development and diversity, corresponding to the human-social dimension. This refers to the elements associated with the human-social development of the student (considered as "world citizen" in the context of globalization), which allows him to recognize, assume and respect the diversity present in educational, social and cultural relations in which it develops.

This shows the complexity that vocational-professional should assume as an educational practice, since it must take into account the plurality of elements that constitute the field of orientation. This means that the OE should not be conceived as a simple disciplinary area to address, since it is not limited to applying psychological, vocational and informative instruments to teach the study alternatives, but it supposes a complex process of support for the vocational construction of the subject, whose socio-professional performance impacts on the definition and conduct of national and global development policies and purposes.

In addition to this, it should be emphasized that although it is true that the practice of guidance has also taken on the competency-based approach as a support mechanism for permanence, development (academic, personal, vocational) and the conclusion of studies of upper middle level (Undersecretariat of Higher Education of the SEP, 2008), it is also true

that it is still pending to evaluate the way in which this approach has been incorporated into the EO, and mainly its impact on the conformation of its PVyC linked to the career choice and professional development in the current job market (Tovar, 2011).

Undoubtedly, the globalization process of the economy has made the dynamics and structure of the professional labor market more complex, so the orientation must integrate into their being and make a perspective that recognizes the diversity of elements that determine the choice of a career professional and the effect it will have in later life. As indicated by Rascovan (2014), from a sociopolitical perspective, the vocational is assumed as the way to elucidate the sociohistorical phenomena that determine it, revealing the logics, ideologies and interests that move the struggles between education and the labor market. For this reason, if it is recognized that vocational-professional choice is a complex task, then integral thoughts and strategies can be used, which recognize not only the personal aspects of the individual, but also the social, political, economic and cultural elements that contextualize that choice (Nava, 1993).

## **Conclusions**

The study of the relations between orientation, education, the labor market and globalization constitutes an opportunity to contextualize their analysis and understanding from the economic, social and cultural perspective of the new millennium. Therefore, policies, needs and academic-labor requirements, as well as the strategies and actions that educational institutions must take -and above all, their actors- must be studied in order to face and transform the conditions that future professionals will face. an increasingly complex and changing work world.

On the other hand, and as has been stated throughout these pages, there are different theoretical-methodological positions that try to explain and understand the relationships between orientation, education, labor market and globalization, which range from an apologetic, functional and " necessary "to face the global crisis of capitalism up to those that question it and establish the search for other possibilities that offer benefits for the majority of the population.

For this reason, in this essay we have tried to make innovative contributions for the analysis not only of the theoretical-empirical elements and of management of the higher education programs -specifically of the UAEM-, but also of the orientation actions in the

medium superior level. In fact, based on these interpretations, strategies can be established to face the aforementioned challenges.

Undoubtedly, the concern of high school students to know their real possibilities of employment and income from access to a professional career becomes the cardinal axis of educational guidance, since their expectations of vocational choice are aimed at continue higher education studies -especially with a preparatory nature- under the premise of obtaining a well-paid job, which reproduces the principles of human capital (Gutiérrez, 2015).

However, it should be considered that the choice of a career transcends the economic benefit, since other variables (personal, family, cultural, social and even political) must also be considered as determinants for the construction of a professional, personal and social project (Casares) and Siliceo, 1996; Frankl, 2003). Therefore, from the OE it is necessary to generate a discourse that allows to glimpse other theoretical-methodological possibilities to face the disagreements between orientation, labor market and higher education (Rascovan, 2014). Thus, the training of counselors can be strengthened from a perspective that goes beyond the "actuarial" approach (Bohoslavsky, 2000) which is based on the mechanical application of psychometric batteries and professional information (through posters, brochures, career catalogs, etc.) that do not promote reflection.

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