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In Number 1st presented an article *Corporate social responsibility (csr) in latin american emerging countries: proposal for a compliance index* by REYES-BASTIDAS, Carolina y BRIANO-TURRENT, Guadalupe del Carmen with adscription in the Universidad Autónoma de San Luis Potosí, in the next section an article *Civil Society, transparency and the right to public information* by OROZCO-VALENCIA, Zocimo Edilberto, VALENCIA-SALAZAR, Verónica with adscription in the Universidad de Guadalajara, in the next section an article *School-work transition: the mexican dream* by CORTÉS-ROMERO, Luis Armando, MINA- Susana del Carmen, MORENO-ROBLEDO, María del Carmen y DOMÍNGUEZ-CAMPOMANES, Margarita with adscription in the Universidad Tecnológica del Sureste de Veracruz, in the next section an article *Continue or not Studies: Conditions for Entry into the Labor Market?* by YAÑEZ-FLORES, Sara M., CEPEDA-GONZÁLEZ, María Cristina, GARCÍA-CONTRERAS, Laura y MORENO-CERVANTES, Yazmín E. with adscription in the Facultad de Ciencia, Educación y Humanidades.



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## Corporate social responsibility (CSR) in Latin American emerging countries: proposal for a compliance index

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### Abstract

Nowadays, is important that firms disclosure non-financial corporate information additional to the financial information. The most common way is the issue of Corporate Social Responsibility (CSR) reports. For that reason, indicators have become an indispensable tool in the making decisions process as well as for revealing the business performance to the different interest groups (stakeholders).

According to the above-mentioned, this paper aims to propose a comprehensive compliance index including elements of social, economic, and environmental dimensions of CSR, based on the two most important indicators: Global Reporting Initiative (GRI-G4) and the ETHOS indicator in order to obtain a complete matrix that integrates elements of the three dimensions of CSR and may be a referent for later apply Latin American emerging countries.

### Corporate social responsibility, index, latin america, emerging countries, GRI

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## Introduction

Until a few years ago, it was thought that Corporate Social Responsibility (CSR) was used exclusively to generate profits. Currently, this concept is not enough. Nowadays, the issue has been complemented, since the company must contemplate that its activities carried out in the normal course of business can positively or negatively affect the quality of life of its stakeholders, whether investors, employees, suppliers, government and / or community.

CSR has its beginnings in the United States in the late 50's and early 60's. Citizens begin to believe that, through their work in certain companies or buying some products, they are cooperating with the maintenance of certain economic practices or ethically objectionable policies. CSR has a significant impetus with the publication of the book *Social Responsibilities of the Businessman*, by Howard R. Bowen (1953), since then it has been given special importance. In 2010, the ISO 26000 standard was promulgated, which offers guidance on CSR, and is designed to be used by companies in the public or private sector and by developed countries, developing or economies in transition, providing practical tools in the three dimensions of sustainable development: economic, environmental and social.

Analogously in Latin America, indicators have been developed to reflect the economic and social reality of organizations, for example the Ethos indicators in Brazil, the business association for development in Costa Rica and the CSR for SMEs developed by the Business Forum network o Development of Social Responsibility (DERES) in Uruguay that seeks to promote CSR, both from the conceptual point of view and from its practical application (Shaw, 2007).

However, Latin American countries are lagging behind this issue. While it is true that CSR has been investigated, there is still a gap in the literature, a long way to go to reach a general consensus and a change in social attitudes is required. As stated by Gonzales (2014) HR director at FUNIBER, "you can not change the values of organizations if you do not change the values and attitudes of people."

In the same way, it is necessary to measure and evaluate the CSR, in order to know the performance of the company in the achievement of objectives. Managing without carrying out any measurement mechanism or criterion, implies a lack of knowledge about the level of scope achieved by the company in relation to its objectives.

Therefore, the objective of this paper is to propose an integral compliance index that allows to measure and compare the degree of CSR compliance of companies in emerging Latin American countries, through the analysis of the CSR dimensions contained in the Global Reports Reporting Initiative (GRI) on corporate performance. To carry out the analysis, the analysis technique will be used as a methodology for approaching the investigation, for which a sample of 113 companies belonging to Brazil, Mexico, Argentina, Colombia, Peru and Chile will be integrated, which have issued their report sustainability in 2013, with the latest version required by the GRI (G4). Bearing in mind that the present research will be carried out with the emerging countries of Latin America, and an index that measures the level of compliance in the subject of CSR, identifying the areas of opportunity in each of the countries under study, will be proposed.

## Justification

It is now clear that companies need to take a responsible attitude to the impacts they generate with business activities and communicate it to interested parties, the most common way is the publication of CSR reports, for which various organizations have made orientation guides to facilitate the process. This communication provides transparency in the activities carried out by the company, which is perceived as an element that adds competitiveness and business value.

The measurement generates confidence and ensures that the objectives set and business performance are aimed at improving the organization, therefore, a system of indicators that involves various variables and on which we can assign weighted values is required. The indicators constitute a useful tool at the time of decision making, as well as to present the business performance to the different interest groups.

## Problem

In Latin America there are several conceptions about CSR, this is because in each country the situation is different, it depends on social, environmental and economic factors, however, the American continent has been venturing into the issue, although its level of economic development, of environmental issues, human rights, child labor and minimum working conditions, is lagging behind compared to other regions of the world which present a greater degree of development in CSR. In the same way, Latin American priority issues are dissimilar to European or American countries. There are countries where the conflict or social problems dominate strongly and take the greatest attention from both the public and private sectors, as in Colombia.

In spite of this, initiatives such as Novo Mercado in the Brazilian stock exchange (BOVESPA) coexist, which make room for some sustainability issues in management, including Correa, Sharon, & Alon (2004), affirming that Brazil is the most highlighted in the issue of CSR, where about 500 companies offer public reports following the lines proposed by the Ethos Institute.

According to a publication of the Inter-American Development Bank (IDB) in a study for the Multilateral Investment Fund in most cases the companies that stand out in CSR are the largest and among these stand out those that receive instructions from their parent brand (Vives & Peinado, 2011). With respect to small and medium enterprises, they are carrying out responsible practices empirically, but in most cases they are responsible in a piecemeal way.

In the Latin American countries there are significant gaps in the measurement and publication of aspects related to ethical conduct and all that entails Social Entrepreneurship (Echeverría Valenzuela, Godoy Faúndez, & Rossell Landaeta, 2015).

## Objectives

### General objective

Propose a compliance matrix in CSR that allows to measure and compare the progress of CSR of companies from emerging Latin American countries, based on the dimensions contained in the GRI-G4 and the ETHOS indicator.

### Specific objectives

- Study the current situation regarding CSR in emerging Latin American countries.
- Identify the most important elements contained in the GRI-G4 and ETHOS index.

- Propose a matrix that integrates the most important elements of CSR in its environmental, social and economic dimensions, which is a reference for Latin American companies.

### Theoretical framework

CSR appears for the first time in the book "Social Responsibilities of the Businessman" by Howard R. Bowen (1953), considered the father of CSR. The aforementioned author defines CSR as "the obligations of entrepreneurs to promote corporate policies to make decisions or to follow lines of action that are desirable in terms of the objectives and values of society"

The International Labor Organization (ILO) defines CSR as the way in which companies take into consideration the repercussions that their activities have on society and in which they affirm the principles or values by which they are governed, both in their own internal methods and processes as in their relationship with other actors. CSR is a voluntary initiative that only depends on the company, and refers to activities considered to be beyond the mere fulfillment of the law (ILO, 2010).

From another standpoint, organizations are required to be responsible in all positions, economic, social and environmental. The company's CSR must seek to achieve a benefit, obey the law, be ethical, and be a good corporate citizen (Carroll, 1999). In a more general context Aguilera Castro and Puerto Becerra (2012) assert that CSR operates as an instrument that promotes the growth of the organization. For Bateman and Snell (2005), the socially responsible company maximizes the positive effects on society and minimizes its negative effects.

Vives, Corral and Isusi (2005) argue that the concept of CSR from a Latin American perspective corresponds to a strategic path that seeks to value companies, generating beneficial relationships in the long term, where "it does not only matter how much I earn, but also how I earned it.

For several years now, standards, indexes, reports and proposals on CSR have been emerging to measure the performance of companies in the economic, social and environmental dimensions. According to Duque Orozco, Cardona Acevedo and Acevedo Rendón (2013), the most outstanding indicators in Latin America and worldwide are respectively: the Ethos indicator, and the Global Reporting Initiative (GRI).

Instituto Ethos: Among the Latin American indicators for the management of CSR, the ones launched by the Ethos Institute for Business and Social Responsibility in 2000 stand out for their scope. The Ethos Indicators were first developed for Brazil and then, with the Spanish translation from the adaptation of the Argentine Institute of CSR (IARSE, 2005 and subsequent editions), they were again adapted by Peru 2021 (2006), the Bolivian CSR Corporation (COBORSE, 2009) and the Association of Christian Entrepreneurs (ADEC, 2009), from Paraguay (Fundación AVINA, 2011).

Part of the evolution of the issue of CSR can be seen through the various editions of the Ethos Indicators. In the 2003 version, for example, aspects such as the protection of customer and employee privacy were incorporated, and issues such as the preparation of the social balance sheet, the appreciation of diversity, the remuneration, benefits and career policies were reinforced. A year later, points related to corporate governance, fair trade, moral harassment and forced labor were added.

In 2005, the new topics were: sustainability in the forestry economy and construction of citizenship by companies. The 2006 version incorporated the Index of Childhood Business Development, on indicators of quality of life and children's rights, and reinforced diversity by addressing the commitment to racial and gender equity. The deepening is also observed quantitatively, since in the 2009 version there are 5 general indicators more than in the 2000 and, within the general indicators, the binary indicators increased from 66 to 294 and the quantitative indicators went from 55 to 169. In Table 4 shows the elements of the index.

The latest version of the ETHOS institute is made up of four dimensions, the dimension of vision and strategy (strategies for sustainability, value proposition, business model), dimension of governance and management (governance of the organization, operating practices and management), social dimension (human rights, work practices, issues related to the consumer, participation with the community and its development) and the environmental dimension (Ethos, 2017).

Global Reporting Initiative (GRI): was founded in Boston, USA. Its roots lie in the United States Nonprofit Organizations, the coalition of Environmentally Responsible Economies (CERES) and the Tellus Institute.

The GRI is an independent international organization that helps companies, governments and other organizations to understand and communicate the impact of companies on critical sustainability issues such as climate change, human rights, corruption and many others.

The first version of the guidelines was launched in 2000, the second generation was announced in 2002.

The absorption of the GRI guide was driven by the launch of the third generation in 2006 and in May 2013 The fourth generation of guidelines known as G4 was published. The G4 guide has two types of content, the general basic contents and the specific basic contents. The general basic contents refer to the following points which in turn are divided into different criteria that companies must cover: strategy and analysis, profile of the organization, material aspects and coverage, participation of interest groups, memory profile, government, ethics and integrity. On the other hand, the specific basic contents focus on two dimensions: Information on the management approach and Indicators (GRI, 2015).

Another important factor to consider is the evolution that CSR has presented in Latin America, from its conception, regulations and application. While it is true there is an absence of literature on the subject, there are relevant studies which have been taken as reference.

### **Contextual framework of CSR in Latin America**

CSR in Latin America has been distorted because in each country the situation is different, social, environmental and economic factors depend and there are gaps in how to measure and publish it. This has caused it to be lagging behind compared to other countries. The companies that stand out the most in the subject are large companies and specifically foreign companies that receive instructions from their parent company.

Brazil is the leading country in CSR in Latin America, mainly due to the support in the development of the Ethos institute indicators and the social reports of the Brazilian Institute of Social and Economic Analysis (IBASE) and in the stock market they have had a significant increase of companies cataloged as "sustainable".



In Mexico, the theme is maturing year after year. The Project Manager in Responsible, Deyadira Curiel (2013), argues that the three difficulties for which an adequate adoption of CSR is not achieved are: the lack of a strategic vision of the SR, the lack of budget and the difficulty to align the activities of RS with the strategy of the company; and according to Pérez Chavarría (2009), he affirms that the large Mexican companies have "double standards", since one thing is what they publish in sustainability reports and another is what they really practice. In the aforementioned document it is concluded that the results present a bleak panorama, although it is true that there is no need for CSR actions and programs, if there is a lack of a good communication strategy for the sustainability reports.

In Argentina authors such as Alberto Willi and Carlos March believe that CSR in Argentina has advanced in the last decade, but not with sufficient momentum to be a substantial strategic component of business (Etchebehere, 2012), on the other hand, companies In Colombia, CSR and corporate governance practices have been gradually introduced, however in terms of transparency and availability of this type of information, Colombian companies, and companies from emerging countries in general, require an eloquent effort to its stakeholders can know and evaluate social performance and CSR policies and therefore it is difficult to understand what these organizations do in terms of economic, social and environmental issues (Romero Gonzáles, Wanumen Martín, & Católico Segura, 2014).

In Peru, CSR has not made significant progress, analogously in most Latin countries, and one of the great challenges is to incorporate SMEs in the field, since 97% of companies in Peru are SMEs and of these only 30% are formal (Pezet, 2011), and as regards Chile and following Astaburuaga Poblete and Kaltwasser Bello (2012), he argues that in Chile there is no differentiation of the concept of CSR and Sustainable Marketing (MS) , since there are companies that consider all their stakeholders or dimensions in their CSR declaration, while others only consider the community as part of their declaration. Valenzuela, Jara and Villegas (2014), affirm that the activities that the companies have carried out in recent times represent a lack of "ethics" and therefore have led to a crisis of distrust in the Chilean capital market.

### Research Methodology

This article is of an exploratory nature, since the CSR linked to GRI G4 reports in Latin America is a little researched topic. According to Diaz Narvaez (2009), exploratory studies are usually carried out when the objective is to examine a research topic or problem that has not been studied or that has not been addressed before. That is, when the review of the literature revealed that there are only uninvestigated guides and ideas loosely related to the study problem.

The research has a descriptive focus because it will analyze the elements of CSR content in the GRI-G4 and the ETHOS report, with the aim of proposing a CSR index that contains the dimensions, social, environmental and economic.

This matrix can be used as a benchmark to measure the degree of CSR compliance in emerging Latin American countries.

## Results

The resulting indicator contains the specific basic elements of the GRI-G4 indicator and the Ethos indicator. The resulting matrix is composed of an information section related to the profile of the company, four dimensions, five sub-categories and sixty-three elements with which the financial, social and environmental aspects are covered.

The first dimension of our indicator is the economic, which is composed of five elements that group all the financial information of the company.

#	Elements of CSR Index	GRI	Ethos
<b>Economic</b>			
1	Economic performance	✓	✓
2	Presence in the market	✓	✗
3	Indirect economic consequences	✓	✗
4	Acquisition practices	✓	✗
5	Social balance	✗	✓

**Table 1** Elements of the economic dimension of the proposed CSR index with GRI and ETHOS data.

The second is the Environment Dimension, is composed of thirteen elements which are oriented to the restoration, preservation and expansion of biodiversity.

#	Elements of CSR Index	GRI	Ethos
<b>Environment</b>			
1	Materials	✓	✓
2	Energy	✓	✓
3	Water	✓	✓
4	Biodiversity	✓	✓
5	Emissions	✓	✓
6	Effluents and waste	✓	✓
7	Products and services	✓	✓
8	Regulatory compliance	✓	✓
9	Transport	✓	✓
10	General	✓	✓
11	Environmental assessment of suppliers	✓	✓
12	Grievance mechanisms in environmental matters	✓	✓
13	Education and creation of environmental awareness	✗	✓

**Table 2** Elements of the Environment dimension of the proposed CSR index with GRI and ETHOS data.

The third is the Social Dimension, is composed of 4 sub-categories and thirty six elements, which are aimed at improving the quality of life of stakeholders and are based on the Universal Declaration of Human Rights and the Organization International Labor.

#	Elements of csr index	GR I	Etho s
<b>Social performance</b>			
<b>Labor practices and decent work</b>			
1	Job	✓	✓
2	Recognition and support for the voluntary work of employees	✗	✓
3	Relations between workers and management	✓	✓
4	Occupational health and safety	✓	✓
5	Training and education	✓	✓
6	Diversity of equal opportunities	✓	✓
7	Equal pay for women and men	✓	✓
8	Remuneration policy, benefits and career	✗	✓
9	Evaluation of the labor practices of suppliers	✓	✓
10	Grievance mechanisms on labor practices	✓	✓

**Table 3** Elements of the SOCIAL PERFORMANCE 1 dimension of the proposed CSR index with GRI and ETHOS data.



#	Elements of CSR Index	GRI	Ethos
<b>Social performance</b>			
<b>Human rights</b>			
1	Investment	✓	✓
2	Nondiscrimination	✓	✓
3	Freedom of association and collective bargaining	✓	✓
4	Child labor	✓	✓
5	Forced labor	✓	✓
6	Security measures	✓	✓
7	Rights of the indigenous population	✓	✓
8	Evaluation	✓	✓
9	Evaluation of suppliers in the field of human rights	✓	✓
10	Grievance mechanisms in the field of human rights	✓	✓

**Table 4** Elements of the SOCIAL PERFORMANCE 2 dimension of the proposed CSR index with GRI and ETHOS data.

No.	Elements of CSR Index	GRI	Ethos
<b>Social performance</b>			
<b>Society</b>			
1	Local communities	✓	✓
2	Relations with local public entities	✗	✓
3	Fight against corruption	✓	✓
4	Public politics	✓	✓
5	Unfair competition practices	✓	✓
7	Competence of the company with social action	✗	✓
8	Regulatory compliance	✓	✓
9	Evolution of the social impact of suppliers	✓	✓
10	Grievance mechanisms for social impact	✓	✓

**Table 5** Elements of the SOCIAL PERFORMANCE 3 dimension of the proposed CSR index with GRI and ETHOS data.

No	Elements of CSR Index	GRI	Ethos
<b>Social Performance</b>			
<b>Product Liability</b>			
1	Health and safety of clients	✓	✓
2	Labeling of products and services	✓	✗
3	Marketing communications	✓	✓
4	Customer privacy	✓	✓
5	Excellence in care	✗	✓
6	Regulatory compliance	✓	✓

**Table 6** Elements of the SOCIAL PERFORMANCE 4 dimension of the proposed CSR index with GRI and ETHOS data.

Finally, there is the fourth dimension that refers to the Management System; It is composed of a general part, a sub-category and nine elements. This dimension focuses on the administrative management and corporate governance part.

No	elements of csr index	GRI	ethos
<b>Management System</b>			
1	Politics	✗	✓
2	Review by Administration	✗	✓
3	Control of suppliers / subcontractors and sub-suppliers	✗	✓
4	External communication	✗	✓
5	Access for Verification	✗	✓
<b>Values, transparency and corporate governance</b>			
1	Ethical commitments	✓	✓
2	Corporate governance	✗	✓
3	Dialogue with interested parties	✗	✓
4	Relations with the competition	✗	✓

**Table 7** Elements of the Management System dimension of the proposed CSR index with GRI and ETHOS data.

## Conclusions

Indicators are essential in CSR because they help to manage and carry out more responsible and transparent business skills, as well as to know what the main concepts of sustainable development and social responsibility are.

Bearing in mind that today communication is considered as an essential element in companies, this research highlights the fact that companies communicate what they do, make it known to their different publics of interest through the means they deem convenient. Communicate the performance of the company causes confidence, fidelity and transparency.

A good memory is not one that is broader or more extensive, but one that manages to gather the greatest amount of information in the economic, social and environmental spheres.

Through the index proposed in the research, it is possible to analyze the context and the current situation of the companies, as well as identify strengths, opportunities, weaknesses or threats of the company / society relationship.

On the other hand, the indicator aims to improve management systems and define business objectives and strategies in an efficient and transparent manner.

In the same order of ideas, the compliance indicator contributes to mitigate the negative impacts in the social and environmental field while encouraging dialogue between organizations and society, helping to find appropriate solutions for all interested parties.

The proposed CSR compliance matrix is a measurement and compliance tool for CSR of Latin American companies. As a future line of research, it is intended to apply this matrix to Latin American listed companies and relate it to indicators of financial performance.

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## Civil Society, transparency and the right to public information

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### Abstract

Civil society is an essential element in the democracy modern concept. Democracy is based in free will of persons to make a common purpose, furthermore they are created to quest individual and collective rights. The idea of liberty is coming to totalitarian governments where the State controls almost all the politic and economic environment. The international organisms helps promoting human rights and the free commerce can make developing countries be benefited. The quest of international rights be a medium to an international citizen where human right are the most important. Right to public information and transparency is very important to make real the civil society purposes. State must guarantee protection and promotion mechanisms, by example the application information. The technology media such as internet are really important in the development of the right to public information, the government obligation of giving information is an opportunity to challenge and improve public administration.

### Civic Society, open society, democracy, mundial Citizenship, right to access to public information and transparency

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## Introduction

The present research work takes a tour of the organization of civil society in statist and closed governments, the opening of the free market is studied as a way to make governments grant rights to their citizens with transparency. This is achieved not only with the participation of civil societies, but also with the non-censorship and non-discrimination of the government towards citizens. The civil associations arise legally with the so-called partnership contract which is positive in the Civil Code.

The right to transparency and public information is a fundamental right with which the exercise of democratic life is carried out and gives strength to public institutions.

## Problem Statement

The origin of civil associations is unknown as a means of seeking individual and social rights. With the right to transparency and public information, it is not only about gathering information, but also that the government improves and public resources are used in a better way.

## Hypotesis

With a study of the civil associations inserted in an environment where the State retains a large part of the political and economic control, it is possible to achieve the resurgence of these, as a means for the internationalization of rights, the strengthening of democratic life through a tool which will be the request for public information, transparency and personal data.

## Civil society and transparency

The distinction between civic society and civil society, developed in this paper, is as follows: the civic society that is the activist sector of civil society, seeks to democratically initiate changes for the common good.

The Civic Society has been identified as "civic culture" by Gabriel A. Almond and Sidney Verba. (LAZIN, 2007, p 185).

The civic society is the part of civil society that participates actively and is identified by its civic culture.

"Neither civil society nor civic society have been allowed to grow in most of the world. It is considered statism, a situation that occurs when a nation-state comes to own more than half of the gross domestic product (GDP) of a country. "(LAZIN, 2007, p.190).

In a statist country it is difficult for civil society to develop because of the level of control that the State has.

"In fact, this legal situation hinders the development of philanthropy in the countries. As long as nations do not adopt a legal system that allows companies and individuals to innovate without prior government authorization, innovation will be censored for fear of bureaucratic reprisals. "(LAZIN, 2007, p.194). It is necessary for countries to adopt a legal system that allows people to be innovative without consent, as well as government censorship and repression.

"The transnational social actors are increasingly related not only to international political institutions but also to those of an economic-financial nature, such as the World Bank, the IMF, the WTO and the BDI." (RAMIREZ Sáiz, 2006, p 276).

"The internet, a means of instant communication that has helped promote an accelerated process of globalization, is used in an increasingly contradictory way. On the other hand, it is also used by the Civic Society, which seeks to improve the globalization process by monitoring labor standards, in an attempt to limit the exploitation of workers by multinational companies. "(LAZIN, 2007, pp. 220-221).

Thanks to the internet as a means of communication, society has benefited, as a result of the process of globalization.

"Teodor Melescanu, rightly argues, that the process of globalization favors small and underdeveloped countries if they know how to take advantage of it, benefit from new possibilities and take advantage of the development of telecommunications and network systems. The impact of globalization has actually allowed the increase in global communication, which not only fosters economic growth, but also enables the growth of the Civic Society throughout the world. "(LAZIN, 2007, p.237).

Underdeveloped countries can benefit from the process of globalization through telecommunications that lead to economic growth and in turn civil society.

Following James W. Wilkie: "Surely the use of computers and the Internet by the masses is subverting the autocratic power of governments." (WILKIE, 2011, p.572).

The repeated practice of technology in the population means that governments have more limitations to exercise totalitarian power.

### **Civil society and Democracy**

In the dimension of the political system, the links that are generated between government institutions and the different organizations of representation of society, establish a theoretical relationship of domination and subordination, which is made possible through two main factors: 1) The that has to do with the full application of the set of norms to which the political institutions adhere in their construction and operation, and 2) The legitimacy that is explained from the relationship between these organs and governmental structures with respect to society.

This translates into the capacity of the government and the fulfillment of social expectations, in such a way that the conjunction of legality and legitimacy makes possible, we insist, in a democratic system, stability based on the domination-subordination formula. (ROMERO, 2015. p.28).

The government-individual relationship makes it a relationship of active-passive subject, which applies the rules and which must abide by them. The government must comply with social expectations to live in a democracy, this gives stability to political control.

Chairez Ramírez expresses the evolution of the cultural part of the citizens: "That ability to understand, first, and after exercising in a broad sense the scope of the political culture put into practice by citizens, contributed to the combination between reforms with participation, open new democratic expressions that very soon had effects in the institutional composition and in the own political system of deep authoritarian roots (ROMERO, 2015. P. 32).

When civil society understands the scope of the culture of human rights and is able to put it into practice, that opens democratic forms of expression not seen before, that permeate the democratic practices themselves, in the political system that has the total control of the State.

"As can be seen, the issue of the participation of civil society in the process of institutional democratization is signified by its degree of specific importance, understood, as we have insisted, as a product of the cultural evolution of citizens". (ROMERO, 2015. p.33).

For this reason, the issue of the participation of civil society in democracy is the product of an evolution of the rights and culture of citizenship.

"With the theoretical support of contextualized institutionalism, we understood how political governability replaced the idea of stability, since the reforms operated in conjunction with the participation of civil society, and how through this it became possible to move towards a system of greater democratic quality". (ROMERO, 2015. p.34).

The reform in the law, together with the participation of civil society, made the political system have a better democratic quality.

Civil society can not be reduced to an area dominated by the powerful; In short, a civil society in which organized interest groups prevail. A healthy democracy requires a civil society that is also healthy; a civil society that aims at the common good and that respects equality in the freedom of all individuals and not, only, the freedom of those who have power and influence. (SAÍZ Vidal, 2014, p.320).

A civil society where the main objective is the common good is what society needs so that the freedom and equality of individuals is respected.

From the liberal paradigm, voluntary associations are celebrated because they constitute the means for personal fulfillment. The aim of voluntary associations, defended by liberals, is to bring together individuals with similar interests in their midst and, therefore, they are the translation of a culture marked by individualism and the idea of personal fulfillment; therefore, associations are individualistic enclaves. (SAÍZ Vidal, 2014, p.320).

Associations are a means for personal fulfillment, bringing together people with similar interests and this translates into the search for freedom and individuality.

We agree with Yael Tamir, who maintains that, for a good democratic functioning, associations allow individuals to gain influence in the public sphere, since they serve as a counterweight to the power of government. (SAÍZ Vidal, 2014, p 324).

The associations and therefore civil society, is a counterweight to the government, which improves the democratic life in a society.

### **Civil society and open society**

"The Open Society is democratic, a civil society based on the freedom of citizens to think and write openly in a fair system, where government agencies (including the police and courts) operate independently on behalf of the population, which expects and receives fair treatment in accordance with the law. " (LAZIN, 2007, p 435).

In an open society, civil associations think and write openly in a framework of freedom.

"As an analysis of the Spartan social institutions, at the same time as the conditions that determine their stability or instability, and as an attempt to reconstruct the most rigid and primitive forms of tribal life, this description is, in truth, excellent". (POPPER, 2006, p 69).

It is important to analyze society in its time to reconstruct the way of life and its description.

The institution that, according to Plato, should take care of the training of future drivers [of the State] could be described as the State's educational department. (POPPER, 2006, p.49).

With the State in control of Education it is expected that future political actors will be provided with the education they need to continue with the state monopoly.

Continuing with the same idea, Popper asserts: "... we will say, that Plato's political program was much more institutional than personalist; thus, he hoped to be able to stop the political change through the institutional control of the succession in command. The control had to be educational and based on the authoritarian conception of learning, that is, on the authority of the experts of men of recognized probity". (POPPER, 2006, p. 159).

With the control of education, in addition to other aspects where the State contains power, the survival of the statist-institutional system was guaranteed.

"The open society, on the contrary, defends the [free] market. In it, commercial activity is paramount. The open society, committed to a humanism that focuses on faith in reason, freedom and brotherhood of all human beings. The open society does not seek to make its members happy, it is content to provide the framework of freedom and justice that allows everyone to carry out their happiness project, without telling anyone how to be happy. "(MUÑOZ Ferrol, 2011, pp. 144-145).

In the open society, individual rights allow people to seek their life project without imposing the concept of happiness.

### **World citizenship in the search for rights**

"Faced with the neoliberal globalization implanted by the economic powers (and by the politicians who assume it as a project), the literature on new international actors alludes to an alternative globalization that they are trying to build. They recognize and incorporate the potential that opens this process and try to reduce and control its negative effects. "(RAMIREZ Sáiz, 2006, p.29).

As a result of globalization, new international actors emerge, as in the case of this work, it refers to civil society.

This is intended to minimize the harmful effects of the free economy system.

In the literature on world citizenship, the supporters of it point out six main reasons to justify its validity:

- a) The international recognition made on the rights of citizens.
- b) The establishment or progressive construction of world public spheres.
- c) The creation of an emerging global community.
- d) The existence of supranational institutions, laws and policies (regional and international)
- e) The normative perspective on world citizenship.
- f) The activism or militancy of transnational sociopolitical actors.

In the concept of world citizenship, the international concept of citizen rights is included, but so is the request for rights by the population itself, an expression that is only possible in a democratic environment.

"It should be noted that the human rights pacts and conventions, both universal and regional or specific, are legally binding for the countries that subscribe them (SERRA, 1993: 386), therefore, parameters for the definition of rights are conceived in a scale that is increasingly global. There is an expansion of the deterritorialization of rights, despite the territorialization of their application. "(RAMIREZ Sáiz, 2006, p.45).

International conventions are legally enforceable for countries that sign such conventions; due to this, the human rights that human beings have are increased. Rights cease to be enforceable only in the country of origin and expand to other latitudes.



Transnational social actors are increasingly related not only to international political institutions, but also to those of an economic-financial nature, such as the World Bank, the IMF, the WTO and the IDB. (RAMIREZ Sáiz, 2006, p.276).

The character of international and multinational organizations such as the IMF and the IDB, make the opening of international markets directly related, and therefore, promote human rights. The issue of human rights contains philosophical, but also economic and commercial, which as we have previously commented can be used by developing countries.

It is not opposed that civil society can seek rights that are recognized in international treaties and therefore in the pursuit of these rights a world citizenship is achieved.

### **Civil society in its legal aspect**

Labariega Villanueva expresses: "It seems logical to think that the Mexican legislator, at the time of elaborating a concept of association, could be influenced by said antecedents. [The German civil code of 1896; French Law, relating to the civil association contract of July 1, 1901]; the Swiss Civil Code (sic) of December 10, 1907; and the Belgian Law (sic), of June 27, 1927. "(VILLANUEVA, VI, No. 11, page 164).

The Mexican legislator had background information from other parts of the world, to elaborate the creation of the civil association figure that we have today and that is included in the federal Civil Code.

Labariega Villanueva himself expresses, "The coder provides us in article 2670 of the CCF (Mexican Federal Civil Code) a notion: When several individuals agree to meet, so that it is not entirely transient, to realize a common purpose that is not prohibited by the law and that they do not have a predominantly economic character, they constitute an association ". (VILLANUEVA, VI, No. 11, pp. 164-165).

The definition of the Federal Civil Code is very specific, in that it will be an association where a group of individuals meet to achieve a common goal, in a non-transitory manner, that this purpose is not prohibited by law and is not predominantly economic.

"It is not superfluous to remember that, as a contract, it must fully comply with the elements of existence and validity, such as expressing the will to form an association, the purpose of the association, the denomination, the nationality, the legal capacity of the associated to be bound and freedom in the manifestation of will, the legality of the end and the form required by law, and so on. (Articles 1794 and 1795, CCF). (VILLANUEVA, VI, No. 11, page 167). The partnership contract requires a set of formalities not only to exist but also to have effects against third parties; that the will of the partners is not vitiated by nullity and comply with requirements of form and substance such as, the denomination, the capacity, the legality of the purposes, among others.

### **Public information and transparency**

The right to public information, transparency and personal data is recognized in our maximum legal order.

"...The Mexican Constitution recognizes in article 6 the freedom of any person to seek or investigate information of the State and its organs, which is protected by a right so that the

State or its authorities do not prevent it from doing so." (LÓPEZ AYLLÓN, 2009, p.17).

The search for information from the State and its organs is a fundamental right that should not be impeded by the State.

The process of access to information and access and rectification of personal data are administrative procedures that have two stages. The first is processed before the authority that has (or should have) the information. This stage begins with a request presented in the Information Unit, by Internet... as in an innovative way established by the Access to Information Law of the Federal District. "This request must contain the minimum information necessary to be able to identify the documents that are requested." (LÓPEZ AYLLÓN, 2009, pp. 48-49).

The exercise of the right to information begins with a request for information, which must contain the minimum data to locate the information requested.

The second stage of this right to information is the review procedure. This procedure is processed when the organ to which the information has been requested carries out the following conducts: denying access to the information, declaring that the information is reserved or confidential; declares the inexistence of the information; does not comply with the terms, deadlines or modalities of delivery of the documents required in the access request; delivery incomplete information or that does not correspond according to the terms of the request, and finally, that refuses access or rectification of personal data.

Article transient Third, the decree amending Article Six of the Constitution obliges have electronic systems, so anyone can make use of remote access mechanisms to information and review procedures. (LÓPEZ AYLLÓN, 2009, P. 51).

Other authors comment: "On the one hand, the technological innovations that have occurred in recent years, particularly the convergence of telecommunications, information technology and audiovisual media, are producing a profound revolution in the social capacity to process, store and transmit information". (CARBONELL Sánchez & Carpizo, 2000, p. 159).

It is clear that civil partnerships may exercise the right to information as provided in Article 1 of the Constitution of the United Mexican States:

"Article 1. In the United Mexican States, all persons shall enjoy the human rights recognized in this Constitution and in the international treaties in which the Mexican State is a party, as well as the guarantees for their protection, whose exercise may not be restricted or suspended, except in the cases and under the conditions that this Constitution establishes ".

The civil associations to be recognized legal persons have the right of access to information as everyone.

"... If we consider that the subjects bound by the right of access to information perform such diverse functions, ranging from legislative activity to the delivery of justice, through the management of public services or police activities... previous allows to provide citizens with information on the Internet, timely and detailed, about the specific functions of each State body ". (LÓPEZ Ayllón, 2009, p.34).

The government's role is so diverse that it includes several activities, which can be consulted by citizens on the Internet, while the government itself provides detailed and timely information.

"Experience shows that the generation of good quality information is a difficult task, which requires continuous coordination and evaluation within each of the government agencies ... the obligations to generate information should not be seen as burdens, but rather as a window of opportunity, which allows public organizations to modify their information management practices and advance an authentic transparency policy that maximizes the public use of their information, both for the organization itself and for its users, ie the citizens. " (LÓPEZ Ayllón, 2009, p.35).

The generation of good quality information is the responsibility of each of the government agencies. It should not be viewed with regret, but as a challenge to advance the transparency policy, for the proper use of public resources and to benefit the government and the public citizens.

Following López Ayllón: "Thus, the situation of Mexican legislation and jurisprudence regarding information is explained both by the absence of a social communication policy that allows coherent structuring of the legal regime of information, and by a formulation rigorous dogmatics of information freedoms "(CARBONELL Sánchez & Carpizo, 2000, p.180).

The above can only be achieved through a political consensus that includes the State, the media and civil society, regarding the objectives, function, means and guarantees of information, which should take into account the economic conditions and technological information, in particular, the existence of information networks on a global scale. This consensus could be translated into the corresponding legislative or regulatory measures and the creation of the appropriate institutions responsible for the application and evolution of the legal framework. (CARBONELL Sánchez & Carpizo, 2000, p.181).

As of today, there is no uniform policy that explains the totality of information freedoms.

The information policy should include the State, the media and civil society, taking into account the economic and technological conditions that are available today, particularly in the case of Mexico. When this consensus is reached among the main social actors, it will be possible to reach a social pact for the application of the optimal regulatory framework in the area of the right to information and transparency.

## Results

It is difficult that government offices currently provide data, since they do not want to have problems and try to discourage citizens, channeling all requests through the transparency office.

The process of gathering information is slow even if it is for the realization of a scientific work, a thesis, and even with a letter of support from the university. The officials are not accessible.

The average time to receive the information is three months, because even when the time is shorter indicated in the law, they almost never give the applicant what they request, having to file a resource which is issued by the National Institute of Transparency and Public Information and Protection of Personal Data.

## Conclusions

A democratic environment is necessary so that civil society can exist and develop, in this way it will make proposals towards society and towards the government, in search of a better standard of life and the common good.

The participation of civil society is fundamental to achieve rights.

Although civil society is an association, we can not rule out that it can also defend individual rights, so it also defends the individuality of people.

Requests for public information can make civil society meet its goals of seeking an end and the common good, in addition to improving the government and taking care of state resources.

Individual rights are no longer delimited by a specific territory, this is due to international treaties and international organizations.

International organizations that promote international trade also promote human rights in developing countries, with which they can benefit and mitigate the controversial effects of globalization.

Civil society must exist to seek the common good and not for the benefit of a group of people.

Open society does not tell us how to be happy, it expects people to be happy in freedom and individual rights. Each one looking for the best form of self-realization.

The civil association contract is a legal document that carries all the formalities of the contracts, so the lack of an element can lead to the nullity or non-existence of the company.

The right of access to information begins with a request that must contain minimum requirements, such as providing some information that allows identifying the information as best as possible. The response to the request for information, if it does not satisfy the request of the applicant, may be a recourse for review, or if public information is denied.

Civil associations, being legal persons, have all the rights established in the Political Constitution of the United Mexican States, which is why the right to public information is implicit.

They must converge government, civil society and media, to make a work agenda that improves the legal framework of the right to public information and access to personal data in Mexico.

### Proposals

1. Training is provided to public officials, because even though the institutions have transparency units and all the subjects are obligated, the transparency unit has to wait until the units give them the information.

2. Emphasize the obligation of the subjects to generate the information, because even when there is not in the form in which it is requested, they can generate it from the requests for information.

3. The information must be classified by government agencies because sometimes they do not classify it correctly, but they accumulate data without previously seeing that information can be sub-generated..

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**School-work transition: the mexican dream**

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**Abstract**

The value chain has been understood as a manner to identifying the activities that allow to develop value for the clients, therefore, it has allowed to understand the manner in which the products can accede to market niches more diversified, the coffee that is one of the products more produced and demanded, reflects opportunities to develop by-products that focus on consumers with needs and specific characteristics, owing to that it occupies a privileged place in terms of beverage preference, generating important indicators of growth in consumption during the last 10 years, with an annual average growth of 2.3 percent. Therefore, this research has the objective of identify the dependence of the intrinsic attributes of the coffee in the determination of purchase according to the age of the consumer, to establish possible market niches to which the productive processes can be directed in the search of a maximum exploitation of coffee in Mexico, diversifying the value chains with base in consumer demand.

**Value chain, Coffee, Consumer satisfaction**

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## Introduction

For the first quarter of 2017, a population of 30.69 million young people between the ages of 15 and 29 has been projected, of which 15.18 million are men and 15.51 million are women, with the largest group of young people between 18 and 23 years old, with 12.48 million. (IMJUVE, 2017)

In Mexico having a high level of education does not guarantee success in the labor market, since unemployment rises as people have a higher educational level. This is shown by the data from the National Occupation and Employment Survey (ENOE) of the National Institute of Statistics and Geography (INEGI).

Undoubtedly, investment in universities is essential for the development of a country. Without a solid infrastructure of higher education, which has its sustenance in the University, national growth and quality of life are condemned to failure. In Mexico, around 7 percent of GDP is invested in education. Despite this, the average schooling of the economically active population is 9 years: a country of secondary education. (Reyna, 2015)

A disheartening report was published a few years ago. It states that in Mexico there are "3.1 million young people with a university degree, but not all have a job", where the figures come from the National Occupation and Employment Survey. (Hernández, 2015)

The lacerating reality is that two out of every five university students are unemployed. 41 percent of university professionals under the age of 30 do not have a job or have entered the zone of informality, which in this country is close to 60 percent of the total number of workers.

This reflects, therefore, the imbalance that exists in the school-work transition process, since although there are different internship programs at the top level, young Mexican professionals do not easily become part of being active members of a company or company organization.

## Justification

In Mexico, employment rates tend to be higher than the Organization for Economic Cooperation and Development (OECD) average for people with a level of education lower than the upper secondary education (62% in Mexico compared to the average of the OECD of 55%) and lower than the OECD average in the highest levels of education (for people with higher secondary education the employment rate is 71% in Mexico compared to the OECD average of 74%; for people with higher education, the employment rate is 79% in Mexico compared to the OECD average of 83%). However, employment rates among women are considerably lower than those of men, especially among those with the lowest educational levels. About 42% of women with an educational level lower than upper secondary education are employed, compared to 87% of men with the same level of education. (OECD, 2013)

However, in the first quarter of 2015, the unemployment rate of people with a level of education at the upper and middle level was 5.06 percent, twice the rate reported for people with incomplete primary education, who stood at 2.2 percent.

Also, the unemployment rate of people with higher and middle level education was 5.06 percent in the first quarter of 2015, a percentage higher than the national rate, which was 4.2 percent for the period of reference, revealed data from the National Occupation and Employment Survey. (Flowers, 2015)

## Problem

Of the total of unemployed in the country, reported in the first quarter of 2015 at the national level, 40 percent correspond to people with higher or higher average educational level, that is, 884 thousand 237. (Flores, 2015)

The data of the ENOE agree with a recent study of the Organization for Economic Cooperation and Development (OECD) entitled "Mexico, Priority policies to promote the skills and knowledge of Mexicans for productivity and innovation". The document emphasizes that the unemployment rate for Mexicans increases with a better educational level.

In 2013, the unemployment rate among people with higher education was higher than that corresponding to the population with higher secondary education. (Flowers, 2015)

*"Mexico is the only country in the Organization for Economic Cooperation and Development (OECD) in which the unemployment rate is the highest among people with higher education," says the report of the summit of leaders of the G-20 in its 2016 assembly"*

## Hypotesis

It is determined that there is still a large gap in the consolidation of a dual education that allows the consolidation of the School - Work transition, mainly in the Southeast of the country.

## Objectives

### General objective

Interpret the current situation of young professionals in Mexico and their occupation, considering as a main factor the access to information to integral programs in the school-work transition process

## Specific objectives

- Analyze the studies carried out by the different agencies (INEGI, OECD and IMJUVE) in relation to the current situation of young professionals in Mexico.
- Determine the knowledge that young people have about the different dependencies existing in the country through the application of surveys.
- Identify the integral programs existing in the School - Work transition process.
- Understand how the lack of information in young professionals is a key factor in access to internship programs.

## Theoretical framework

The theoretical framework of this research work is delimited by the statistical results of the following dependencies:

- National Institute of Statistic and Geography. (INEGI) National Survey of Occupation and Employment. Strategic indicators Date of update: Tuesday May 16, 2017.
- Organization for Economic Cooperation and Development (OECD) Vocational Education and Training in Mexico "Strengths, Challenges and Recommendations" by the EDUCATION DIRECTORATE, Division of Education and Training Policies
- Instituto Mexicano de la Juventud (IMJUVE) "Panorama of youth employment in Mexico."
- G-20 Leaders Summit 2016 "Mexico and its challenges in education".



## Research Methodology

### Kind of investigation

The research will be based on the quantitative approach because it is supported by a statistical analysis through a survey that consists of certain items, cross-sectional because it is developed in a period of time and with a descriptive scope because it will be disclosed in detail the results obtained at the end of the investigation.

The population that is considered to apply the questionnaire is made up of undergraduate students from various States of the Republic such as: Veracruz, Tabasco, Oaxaca, Mexico City, Puebla, Chiapas, Yucatan and Guanajuato.

The sample was obtained by means of the non-probabilistic sampling type without a norm (chunk) because a portion of the population using the internet and social networks was taken.

884 surveys were conducted through the Survey Monkey application, which allowed contacting people from different entities to apply the survey.

As a technique of data collection, the survey was used and with this, its instrument was a questionnaire applied to undergraduate students and their knowledge in transition programs School-Work offered by organizations and various government agencies, in our case, specifically the School-Work linkage and transition program offered by the Instituto Mexicano de la Juventud (IMJUVE).

### Theoretical methods

A documentary research was carried out to establish adequate parameters in this research and to specify those factors that affect the professional level of unemployment.

### Use of Software for data collection

Once the questionnaire has been created, it has been digitized on the Survey Monkey platform (<https://es.surveymonkey.com/>), which allows creating surveys and forms in a practical way. The purpose of using Online software aims to increase the reach of the population to study and at the same time compare the data obtained through a thorough analysis, which allows to recognize the various job offers available as well as the various programs of state institutions for the strengthening and consolidation of an integral process of school-work transition.

The surveys were collected through their dissemination in social networks, specifying the requirements to be considered as an object of study of our research.

The date of publication of the survey was on January 7, 2017 and was available until February 27, 2017. Only those people who complied with the requirements were considered as suitable, any other information obtained was totally destroyed, at the same time that the information provided voluntarily by our sample is reserved and its use is limited only for the purposes established in this research work.

### Results

A total of 884 surveys were conducted to young people from various public educational institutions in different states of the country which has concentrated on the following tables.

The following is an analysis of the most relevant questions at the time of the survey:

State	Educational center	Men	Women
<b>Veracruz</b>	UV	82	100
<b>Tabasco</b>	UJAT	40	62
<b>Oaxaca</b>	UABJO	20	14
<b>Ciudad de México</b>	UNAM	34	30
<b>Puebla</b>	BUAP	36	44
<b>Chiapas</b>	UNACH	24	18
<b>Yucatán</b>	UADY	28	24
<b>Guanajuato.</b>	UGTO	58	50
<b>Totales</b>	<b>8</b>	<b>322</b>	<b>342</b>

**Table 1** Concentrated Universities (Own Elaboration)

Table 1 shows the Concentrate of Universities where the students surveyed studied. Among the universities stand out: Universidad Veracruzana (UV), Universidad Juárez Autónoma de Tabasco (UJAT), Universidad Autónoma Benito Juárez de Oaxaca (UABJO), Universidad Nacional Autónoma de México (UNAM), Benemérita Universidad Autónoma de Puebla (BUAP), Universidad Autónoma de Chiapas (UNACH), Universidad Autónoma de Yucatán (UADY) y Universidad de Guanajuato (UGTO).

State	Educational Center	Men	Women
<b>Veracruz</b>	UV	114	106
<b>Tabasco</b>	UJAT	70	82
<b>Oaxaca</b>	UABJO	50	44
<b>Ciudad de México</b>	UNAM	34	30
<b>Puebla</b>	BUAP	38	48
<b>Chiapas</b>	UNACH	58	44
<b>Yucatán</b>	UADY	28	24
<b>Guanajuato.</b>	UGTO	60	54
<b>Totales</b>	<b>8</b>	<b>452</b>	<b>432</b>

**Table 2** General knowledge about internship programs and approach to School-Work Transition programs (Own Elaboration)

A total of 8 public universities have been studied and a total of 884 surveys, 452 men and 432 women. Table 2 shows those who know, in general, the different internship programs and the School-Work Transition process.

Educational center	Men	Women	Delay
<b>UV</b>	32	6	17.27%
<b>UJAT</b>	30	20	32.89%
<b>UABJO</b>	30	30	63.82%
<b>UNAM</b>	0	0	0%
<b>BUAP</b>	2	4	6.97%
<b>UNACH</b>	34	24	66.67%
<b>UADY</b>	0	0	0%
<b>UGTO</b>	2	4	5.26%

**Table 3** Lag by educational center. (Own Elaboration)

Table 3 shows the data that reflects the different rates of lag.

In the previous table, the second and third columns show the results by gender and in the final column the percentage obtained by each educational center is shown.

The percentage of lag is obtained from the total of the people surveyed in each State that represents 100% (Table 2) and with a rule of three the percentage proportional to the results obtained in table 3 is obtained.

The data specify that according to their area, the largest labor supply for them is broken down into the areas shown in table 4.

Educational center	Area
<b>UV</b>	– Petrochemistry – Production Industry
<b>UJAT</b>	– Production
<b>UABJO</b>	– Farming
<b>UNAM</b>	– Finance – Business
<b>BUAP</b>	– Business – Administration
<b>UNACH</b>	– Farming – Tourism
<b>UADY</b>	– Tourism
<b>UGTO</b>	– Production

**Tabla 4** Principales áreas de desarrollo profesional según su zona geográfica de acuerdo con el índice de oferta laboral disponible.

According to the state, table 5 lists the main dependencies that support the training and professional development of young Mexicans.

State	Dependency Available
<b>Veracruz</b>	<ul style="list-style-type: none"> <li>– Veracruz Institute of Youth</li> <li>– Imagine, innovate, incuba (iLab)</li> </ul>
<b>Tabasco</b>	<ul style="list-style-type: none"> <li>– Tabasco Jóven A.C.</li> </ul>
<b>Oaxaca</b>	<ul style="list-style-type: none"> <li>– Young A.C. Oaxaca</li> <li>– Institute of Youth of the State of Oaxaca</li> </ul>
<b>Ciudad de México</b>	<ul style="list-style-type: none"> <li>– Instituto Mexicano de la Juventud</li> <li>– National Institute of the Entrepreneur (INADEM)</li> </ul>
<b>Puebla</b>	<ul style="list-style-type: none"> <li>– Instituto Poblano de la Juventud</li> </ul>
<b>Chiapas</b>	<ul style="list-style-type: none"> <li>– Impact Chiapas Joven A.C.</li> </ul>
<b>Yucatán</b>	<ul style="list-style-type: none"> <li>– Secretaría de la Juventud</li> </ul>
<b>Guanajuato</b>	<ul style="list-style-type: none"> <li>– Guanajuato Youth Institute A.C.</li> </ul>

**Table 5** Main dependencies that drive the development of the School-Work Transition process in different states of the country.

### Effectiveness of the School-Work Transition programs

With the results obtained, it has been detected that the southern zone leads a high lag in the knowledge of dependencies that support professionals to grow at work, being the states of Chiapas and Oaxaca where more than 65% of the student population does not finish Satisfactory the school-work transition process. The lack of access and dissemination of programs aimed at this procedure directly affects that more than 6 out of 10 graduates do not have formal employment, compared to states in the center of the country where 100% of respondents have no problems with this procedure and 9 out of 10 have formal employment.

In a general way, we obtain that about 40% of the graduates have difficulties to find a job, being the southern zone of the country the one that lags the most in this procedure.

Although there are several state agencies that promote the Transition-School procedure by encouraging temporary employment and initiatives for professional growth and development, access to them is not yet fully reflected..

### Conclusions

As a result of the research work, the lag that exists only in some institutions in the southeast of the country has been verified, where the unemployment rate reflected by the National Institute of Statistics and Geography in recent years is the result of a gap between the number of graduates of the universities and their importance to a job. The results reveal that the 3 states with the highest incidence are Chiapas, Oaxaca and Veracruz. Although the sample is only a small fragment of the total student population, it is clear that there is a problem that the dependencies created to counteract these figures are still in the process of achieving one of the primary objectives: Dual education. It is therefore necessary to promote the dissemination of existing programs and promote public policies for the consolidation of comprehensive education in Mexico, which, although in other areas of the country such as the center and north, the southeast still has a long way to go and of which we can remember that we are in the process of developing for the fulfillment of this objective proposed by the current public administration.

The results of this research allow us to work more punctually on the various factors that make it impossible to consolidate a dual educational model, integrating more young people into the labor market in a satisfactory manner.

The IMJUVE is a dependency of the Federal Government, whose job is to make public policies in favor of young Mexicans to grant them the necessary tools in education, health, employment and social participation. So it is necessary to disseminate these tools to counteract the lack of work not only in the entity but in the Mexican Republic.

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## Anexxs

### Poll.

Identification questionnaire.

First name:

Age:

Institution:

Educational program:

Do you know any internship program in companies in your region?

Will you carry out internships outside your home state?

Mention the selected place of change of residence:

In what sector will you develop professionally?

Is the sector according to your educational program?

Do you know any incentive or entrepreneurship program to which you would like to apply?

CORTÉS-ROMERO, Luis Armando, MINA- Susana del Carmen, MORENO-ROBLEDO, María del Carmen y DOMÍNGUEZ-CAMPOMANES, Margarita. School-work transition: the mexican dream. Journal Economic History 2017

Do you think the School-Work transition process of your Study Center is right for you?  
What would you improve in this process?

### **Aknowledgement**

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## Continue or not Studies: Conditions for Entry into the Labor Market?

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### Abstract

What is the relation among education and job market as seen from the perspective of the college students? To find an answer a survey was applied to 224 students from 3 different Majors, a Master's degree program and a PhD program. The survey included 28 simple variables and 6 variables that describe the students' characteristics

The analysis as seen from the prospect of keep on studying or not, tells us that the higher education is still a guarantee for getting jobs; whereas informal education relies on the economical personal background and friendships as a mean to get a job.

The requirements for employment and getting a job include attitudes and availability, discrimination of information and reading-comprehension of any kinds of text; something worth mentioning is the fact that the students think necessary to know the rights and obligations (written contract, training, and development) to get themselves in the job market

### Education, job market, keep on studying, education level of the parents

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## Introduction

Reading and researching the relationships between education and the labor market is to understand the multiplicity of variables that intervene in their study and if the student perspective is also incorporated, this becomes even more complicated.

But how do young people visualize this relationship? Does professional training see it as a guarantee to enter the labor market? Does professional training promote skills that facilitate its entry into the productive sector?

In addition to the above, what perceptions are promoted in informal education? In vocational training and informal education, is information on the labor market provided? That is, of rights and obligations, the opportunities of the career studied in the workplace, on the forms of contracting?, or more specifically, on the written contract?

When dealing with the labor market in the academic field, it is necessary to know Article 123 Constitutional (Political Constitution of the United Mexican States, 2017), as well as the Federal Labor Law (Justia Mexico, 2017), highlighting the legal framework of training activities (Development of Human Capital, 2012) and, among others, on the minimum benefits that by law are entitled (Secretaría de Economía, 2010-2016); that is, provide information about the rights and obligations that are held as future employees in their areas of study, which serve as a reference when wanting to enter the labor market.

Hence the importance of this paper, because it analyzes the relationship between vocational training and informal education, as well as the requirements for employment and job placement.

Where also, it is proposed to analyze the results from the condition of the students that continue or not studying; with the purpose of observing the differences and similarities in the opinions expressed by 224 students of the careers of Plastic Arts, Psychology, Spanish Literature and the postgraduate course in Educational Sciences of the Universidad Autónoma de Coahuila.

## Justification

Approximations are presented of what some university students think, that vocational training and informal education promote and encourage them to join the productive sector and, in addition, express their opinions on the possible requirements for employment and what labor insertion implies.

Likewise, the methodological approach and statistical analysis is presented from the condition of whether students continue or not studying, to see if the results show different perspectives. Therefore, the research and its results allow the opening of new lines of research and, above all, they persist the student's vision on what they consider is required for the insertion into the labor market from their professional training and informal education.

## Problem

According to what has been consulted, the separation between education and the labor market is one of the main factors why young people do not get decent jobs; this disengagement is mainly focused on the deficient formation and development of skills that impact personal and professional growth; to a deficient program of professional practices and, in addition, it is presented that the education and the young people themselves, do not pay to the innovation and to be enterprising; adding the scant participation of young people with their environment.

National and international institutions, address the youth phenomenon from the Disconnection between education labor market (Fundación Concordia, 2014); Skills and competencies in the 21st century (ITE, 2010); Global employment trends (ILO, 2014) and, among others, Diagnosis of young people in Mexico (SEDESOL, IMJUVE, 2013); analyzes that have led to the generation of policies, recommendations and strategies to improve the conditions of this sector of the population; but the policies, recommendations and strategies are anchored to what the state and society expects from the youth population, leaving aside the feelings of young people.

For this reason, what is the relationship between education and the labor market from the perspective of university students?

In addition, and considering the generality of the question, specifically questioned about the demographic and socio-educational characteristics of the participating students, do they present a difference if they start from the condition of continuing or not continuing their studies? Does the educational level of parents show differences between students who continue or do not study? and, among others that may arise during the analysis of the results, what relationships are presented between the different variables analyzed?

Young people express their opinions and show the relationships between these two broad axes: education and the labor market.

Certainly, due to its exploratory characteristics, the results of this research cannot be extrapolated to other university populations, but they can give an overview of what variables may or may not be related from professional training and informal education and, the requirements for employment and the labor insertion.

It is pertinent to clarify that the research was carried out with the co-participation of 7th semester students of the Bachelor's Degree in Educational Sciences (2016); thus, each work team and, after the research design, the measurement instruments were applied to 600 students of the aforementioned careers, in addition to two high schools and in careers in Social Work, Chemistry and Dentistry, among others.

## Objectives

### General objective

Explore the relationships between education and the labor market from the student perspective.

### Specific objectives

Describe the demographic and socio-educational characteristics from the condition of students who continue or do not study.

Identify if there are differences between the educational level of the parents, with respect to the condition of whether the children continue or not studying. To investigate, from the condition of students who continue or not studying, the relations that present the professional formation, the informal education, the requirements for the employment and the labor insertion.

### Theoretical framework

To refer, write or talk about young people is to dive into an unimaginably simple and at the same time complex world. Simple, because they are what they are, what we once wanted to be, we went and we will not be: young people; complex, because they came to a world of multiple interconnections, changes and technological, social, educational and work effervescence, among others.



To understand what a young person is, is to start from the perspective of different institutions or organisms, for example, the United Nations Organization considers that youth are people who are between 15 and 24 years old; however for the Law of the Mexican Institute of Youth, in its Art 2, it is indicated that, "(...) the population whose age is between 12 and 29 years old (...)" (Article amended DOF 05-08-2011).

But beyond the ages, youth or youth implies diversity: preparatoria, university, urban, rural, work or not work and, in addition, their origin, socioeconomic stratum, educational level, marital status, gives them that situation of heterogeneity.

Young people want to emancipate themselves in a world, a society and an educational system that has not yet understood them, that type them into types of generations (X or Y), for what they do or do not do (Nini's / Sisi's), which sees them as students many of the times unruly, conflictive and problematic, and paradoxically, students continue to depend on the adult world: family, school, legal, economic.

Ehrenfeld & Calvillo (2014), comment that, "Young people, looking at their lives, their experiences, their origins and homes of origin, demand a training based on the acquisition of skills and qualities for life, for their better development individual and to be inserted in a democratic society "(p 185).

In this regard, Tedesco (1995), quoted in Aguerrondo (1999), comments that:

(...) Knowledge has intrinsically democratic virtues. (...) is infinitely expandable. Its use does not wear it out but, on the contrary, it can produce more knowledge. (...) and their production requires creativity, freedom of movement, exchanges, constructive criticism, dialogue. All conditions of a democratic society (p.2).

In recent years, it is witnessing an extension in the years of study by young people, a situation that is presented by the few job opportunities or jobs found, require experience and levels of study superior to the studied career; Sometimes employers argue the lack of relationship between the world of work and the educational world, but as Aguerrondo (1999) comments, "... education does not have as a mission to generate employment but to make people employable, nor does education have a mission form for a specific job "(page 18).

To the previous reflection we add what was expressed by Brater (1999, 147) "[...] the school would not have to transmit contents of knowledge, which probably have little direct relevance for later life, but would have to create, transmit and accompany ↯ lessons of experience learning [underlined of origin]" (cited in Ehrenfeld & Calvillo, 2014, p.190). .

For students, vocational training represents a scenario of opportunities that, among others, allow them to know new horizons, access better jobs, gather a series of qualities that society demands and demands that the labor market requires to provide them with income. .

As commented by Ehrenfeld & Calvillo (2014):

In the face of a society represented by adults and institutions that do not offer viable objectives or solutions to these processes of individualization, which do not follow a linear trajectory, which have different forms and modes of expression, young people are obliged to seek answers for themselves. , in a social environment that demands decisions according to patterns that are not their own, but belong to the adult world (p.188)

In studies previously conducted by this researcher in co-participation with students (results not yet published), young people point out that the relevance of the training they have received is essential to learn more or gain knowledge, in addition to getting a good job, improving your economic situation and even help your family.

In another order of ideas, in an interview with Dr. Manuel Gil Antón (2010), with an allusion to ¿Is it true that young people hate science?, highlights what he says about the educational level of parents and children:

(...) 70% of the students that enter the university are the 3rd generation of their family that reaches this level of study; the family wants their children to take them out of the situation, to pay financially and that what they study has prestige (...).

In this regard, Del Val (2013), citing the ECLAC (1997), indicates that:

(...) 80% of urban youth in the country come from households in which parents have insufficient educational capital, that is, less than ten years of study. Of this total, between 60 and 80% does not reach the basic educational threshold for accessing well-being, which currently requires 12 years of study (p.129).

With the presented theoretical contextualization, a panoramic of the situation that on the young people is approached in different scopes and institutions is shown and, in the analysis of the results of this investigation, the vision of the young people on the relations between the education is presented and the labor market.

### Research Methodology

After the different readings, the variables that allow the analysis of the studied situation were selected, based on two variables axes, four complex variables and 28 simple variables, as shown:

Education axis. Professional training; job placement; shared evaluation; entrepreneur; opportunities in the labor market; autonomy in learning; decent jobs and, collaborative work and, Informal education: family networks; characteristics of the labor market; vocational training; social networks; smart investment; enterprising and, economic level

Labor market axis. Requirements for employment: problem solving; search for information; studied career; attitude and disposition; technological skills; reading and comprehension and, effective communication and, Insertion in the labor market: training and development; contract of speech; technologies; emotions and change; written contract; attitudes and disposition, and rights and obligations.

The scale used by the students when answering the measurement instrument is that of centesimal ratio (0 = absence of attribute and 100 = greater presence of attribute).

In addition, variables were selected that describe the demographic and socio-educational characteristics of the students surveyed: gender, age and career; continue or not studying, level of studies that you would like to access, as well as the last level of study of both parents.

### **Type of Research**

The research is exploratory-descriptive, considering that although there have been studies on the opinions of young people on education and the labor market, these are not framed within the university context of Saltillo and, through the analysis of the results, the relationships that arise between complex variables and their simple variables from the condition of the continuation or not of studies.

Its value lies in the exploration of the opinions of students of different and varied profiles of professional training, such as the career of Spanish Literature, Plastic Arts, Psychology and postgraduate studies in Educational Sciences; except for Plastic Arts (Arteaga Unit), the others are concentrated in Camporredondo of UAdeC, Unidad Saltillo.

This leads to indicate that the sample was non-probabilistic, casual or incidental, and cross-sectional data management, since it does not have the economic resources and time to perform applications in other parts of the Universidad Autónoma de Coahuila

In this paper, only a part of the surveyed population is approached: 224 students of which, 60 students of Spanish Literature; 59 of the School of Plastic Arts; 55 of the postgraduate degree in Educational Sciences and 50 of Psychology.

### **Results**

The analysis of the data obtained from the questionnaire that included the 28 simple variables distributed in the four complex variables, yielded an Alpha Cronbachs of 0.89 and the standardized of 0.90 that indicates the reliability and consistency of the instrument.

224 cases were selected, with 215 cases accepted, with a loss of nine (9) data (casewise)

For a better understanding of the problem, the populations analyzed were divided into two broad categories, those that affirm they continue studying and those that do not; the foregoing with the purpose of de-homogenizing the opinions of the students and reviewing the conditions of both groups; considering that under the condition of yes or no, the results can present significant differences.

### **Continues or not studying: conditioning**

The results were conditioned according to the answer where V5 = Yes they continue studying (1) and V5 = They do not continue studying (2); from these data, of 224 students, 173 indicated that they continue and 45 do not continue studying.

In both populations, the majority are women and in the first case -continue studying- the ages range between 17 and 62 years of age, showing more robustness ages between 17-20 years with 43.35% and 21-24 years with 33.53%; although they are located less frequently between 25-33 years and 42-62 years of age.

In the second population - they do not continue studying - 64.44% are between 18-21 years and between 22-23, 26.77%; the ages of 31 are also located; 35 and 50 years old each with a frequency.

The differences that appear between those who continue or not studying, with reference to the tasks / postgraduate, Table 1 shows that the students of Plastic Arts, find a division of positions and opinions to the yes or no continue studies.

Continue studying			Not continue studying		
Variable	Fr	%	Variable	Fr	%
Spanish letters	54	31.21	Plastic arts	31	68.89
Psychology	48	27.75	Psychology	6	13.33
P. Education Sciences	43	24.86	P. Education Sciences	6	13.33
Plastic arts	28	16.18	Spanish letters	2	4.44

**Table 1** Study table studied

Related to the above, continuing studies is concentrated with 56.65% in masters and 20.23% in doctorates; only two (1.16%) of postgraduate students in Educational Sciences will continue to study postdoctoral.

Breaking down the previous percentages, it is identified that of the 98 (56.65%) students that indicate to study masters, 71 are women and 27 men.

What refers to doctoral studies (20.23%), 22 are female and 13 male, and 1.16% (two) are women who will continue to postdoctoral.

Related to the educational level of the parents, the students who do continue to study (Table 2 and 3), both parents have a higher level of education, highlighting the level of undergraduate and with less presence, the graduate level.

Continue studying 173			Not continue studying 45		
Mom	Fr	%	Mom	Fr	%
Bachelor's degree	64	36.99	Technical / Trade	12	26.66
High school	29	16.76	Bachelor's degree	9	20.00
Technical / Trade	26	15.03	High school	7	15.56
High school	20	11.56	High school	7	15.56
Primary	16	9.25	I do not answer	5	11.11
master's degree	8	4.62	Primary	4	8.88
Doctorate	4	2.31	master's degree	1	2.22

**Table 2** Mother's educational level

Otherwise it happens with the students who declared not to continue studying, where the level of studies of both parents, is predominant the technical level / commerce and only a mother of family has the degree of mastery; for the case of the parents, they present both postgraduate studies (Table 2 and 3).

Continue studying 173			Not continue studying 45		
Father	Fr	%	Father	Fr	%
Bachelor's degree	56	32.37	Technical / Trade	13	28.89
High school	28	16.18	Bachelor's degree	13	28.89
Technical / Trade	27	15.60	High school	6	13.33
High school	23	13.29	High school	5	11.11
Primary	12	6.94	I do not answer	4	8.89
master's degree	9	5.20	Primary	2	4.44
Doctorate	9	5.20	master's degree	1	2.22
Mom	5	2.89	Mom	1	2.22

**Table 3** Parent's educational level

Separating the data of masters and doctorate level of both students and their parents, it is identified that of the students who continue to study masters, three moms and five parents have the same level of education and, one mom and two parents have the same level of doctorate

With regard to a woman and a man who stated that they continue their studies and study doctorate, their mothers have the doctorate level.

Of the two students who continue to study postdoctoral studies, only one indicated that their father has a master's degree. It is clarified that the other data are diluted or are present in students studying undergraduate or who did not answer, even when they answered affirmatively.

In the cases that manifested itself not to continue studying, a student of Plastic Arts, her father has a master's degree and a graduate student in Educational Sciences, the mother has a master's degree and a doctoral father.

With the reported analyzes, the tendency to continue postgraduate studies in students whose parents have these levels of study is observed.

### Correlation analysis

The exercise is done with Pearson's momentum product with a 95% reliability and a  $p = .05$ , with the previous indications to the statistical program of the conditioner of  $V5 = \text{Yes}$  continue (1) and  $V5 = \text{Do not continue studying}$  (2).

The readings and analysis are made together the four complex variables and their respective simple ones (seven for each) that integrate the two axes variables, as described in previous sections.

When performing the correlational statistical treatment, it is pertinent to question again, how are education and the labor market related from the student perspective? Always with the conditioner of whether or not one continues studying, where the form of reading implies the variables that present larger and more robust correlations in both study groups the analyzes indicate that:

### The professional training:

For those who continue studying, it guarantees insertion in the labor market and encourages jobs to be better paid and with benefits of law, by providing tools and skills to be an entrepreneur, such as encouraging the autonomy of learning through shared assessment (self and co-evaluation) and collaborative work; at the same time that it informs about the opportunities of the study area since it is necessary to know the requirements of the labor market with reference to the studied career which are, to have the skills in the handling of the technology and to be used effectively, the communication written as oral.

For those who do not continue studying, it guarantees insertion into the labor market, encouraging shared evaluation and collaborative work; In addition, and as a requirement for employment, it is necessary to have skills for the search and discrimination of reliable information and to know how to deal with the emotions that arise in relation to the change that is implemented in companies, while family networks are perceived as access to paid jobs and benefits of law.

In both cases, no relationships were explicitly found concerning labor insertion, although implicitly this is considered.

### *Know the opportunities in the study area:*

For the first group, it encourages autonomy in learning and collaborative work through shared evaluation (self and co-evaluation) as tools that favor the insertion into the labor market, promoting, from informal education, to seek information on the characteristics of the labor market where it is intended to enter, since vocational training is a condition for entering it; In addition, the productive sector needs to have the skills to search for and discriminate reliable information through the use of technology.

For the second group, it encourages autonomy in learning, which favors insertion into the labor market and, in addition, encourages jobs to be better paid and with benefits of law.

With similar tendencies, the variable Know the opportunities in the study area is presented; but the first group, manifest their interest in having more complete information about the work reality and for the second group, their attention is reduced to the professional training to which they consider, contributes to get decent jobs.

### **The studied career, its requirements and insertion:**

For students who continue to study, it requires an attitude and disposition for learning that impacts on work development and involves dealing with the emotions that arise in the changes that are implemented in companies that, in addition to having the skills in the management of technology, know how to effectively use both written and oral communication, meaning that they can read and understand all kinds of texts (informative, mathematical, hypertexts, images). Likewise, it is necessary to be informed of the rights and obligations as a worker before signing a contract and to verify, if the written contract guarantees a better treatment to the workers.

For young people who indicated not to continue studies, their requirements and insertion, demand that they be able to read and understand all kinds of texts (informative, mathematical, hypertexts, images), while having attitude and disposition for learning and impact on the work development; It is necessary to use communication effectively both written and oral, in addition to having the skills in the use of technology. Likewise, insertion into the labor market requires different forms of training and development, for this it is necessary to know the rights and obligations as a worker before signing a contract and find out if the written contract guarantees a better treatment for workers. The differences focus on the hierarchy that both populations give to the correlated variables, since for the former the insertion into the productive sector requires attitude and disposition for learning and, emotions and change, for the second group, the first is reading and understanding and in a second term, what are attitudes, and disposition for learning.

### **Entrepreneur**

What refers to the subject of entrepreneurs, in this research is addressed from professional training and from informal education. Then the prospects are:

#### ***The tools to be an entrepreneur:***

*For young people who continue studying, it reveals that vocational training provides information about what happens in the labor market with respect to the opportunities of the study area, encouraging necessary skills, such as autonomy in learning and collaborative work that favor jobs are better paid and with benefits of law and, informal education, promotes that you look for information on the characteristics of the labor market where you intend to enter.*

*From students who do not continue studying, professional training is perceived as a promoter of skills for the autonomy of learning and collaborative work and informs about the opportunities of the area of study within the labor market; while informal education promotes the search for characteristics of the area where you intend to enter and, friendships, are perceived as a link to get employment, in addition to learning to invest money wisely. Visualizing that the requirements for employment, refer to the contribution of solutions and proposals to problems of the immediate environment, have the skills for the search and discrimination of reliable information, and know how to use both written and oral communication, although the labor insertion involve different forms of training and development*

#### ***Being an entrepreneur vs employee:***

From the opinion of those who continue studying, shows that informal education promotes that the economic level of the family intervenes to enter the labor market.

While for those who do not continue studying, requires an attitude and disposition for learning, reading and understanding all kinds of texts and efficiently use both written and oral communication; considering that labor insertion implies different forms of training and development and informing about the written contract as a guarantee of better treatment for workers.

The perception of the two opinion groups differs, while the tools for being an entrepreneur include the variables of professional training and informal education, for the second group, they incorporate the four complex variables: professional training, informal education and, employment and labor insertion requirements.

The marked differences in being an entrepreneur vs. employee, is in looking at the family economic level and, for the second group, the requirements for employment and labor insertion are incorporated.

#### **Conclusions**

The demographic characteristics show that only 68 of 224 students are men; In addition, in both women and men, the ages are concentrated in the ages of 17 to 21 years of age (n = 104); finding that the majority of the studied population is located in the ages considered as young according to the Law of the Mexican Institute of Youth in its Article 2 (2015).

The socio-educational characteristics, from the condition of continuing or not studying, show that mothers and dads present different educational levels; However, in both cases - whether or not continue studying - parents are located with masters and doctorate levels. Of course less frequently in the second study group.

In addition to the above, it was identified that the undergraduate students consider continuing with the master's level: above all those of the Psychology degree, secondly Spanish Literature and finally Plastic Arts.

The related to studying the doctorate, concentrates in the students of masters; However, there are also cases of Psychology and Plastic Arts that manifested this initiative.

In most of the students who indicated that they continue studying, they have already passed their parents' educational level or are already very close to it.

The above is coincident with what Dr. Manuel Gil Antón (2010) says, where parents want their children to study prestigious careers.

With reference to the students that do not continue studying and the educational level of their parents (mostly with levels of technical study / Commerce), they find certain similarity with the expressed by De Val (2013), although in this case the parents slightly surpass or equal the 12 years of study indicated by this author; All the participating students are equal.

How are education and the labor market related from the student perspective? Are there differences and / or similarities in these relationships?

Vocational training:

The differences are based on perceiving it as a guarantor of insertion into the labor market; while, in the second group, family networks, it is shown as a condition for insertion into the productive sector

Know the opportunities in the study area:

It expresses differences in the visions, since the students who do continue to study relate professional training, informal education and the requirements for employment, which reflects a broad and more informed approach to the labor reality.

However, students who stated that they did not continue studying, their attentional focus is reduced to professional training, leaving out the other variables involved.

Like the analysis of professional training, no explicit relationships were found with the variable, labor insertion.

The studied career, its requirements and insertion:

In both cases, what refers to labor rights and obligations, and the written contract as a guarantee of a better treatment of workers.

According to the Federal Labor Law (Justia Mexico, 2017), articles 20 to 34 (Title Two, Chapter I: General Provisions) address the forms of employee-employer relationships and the different types of contracts; indicating in this analysis, that students are aware of their rights and obligations.

Lo que marca la diferencia, es lo que alude a la *capacitación y desarrollo*, ya que solo los estudiantes que *no continúan estudiando*, lo indican como requisito para la inserción al sector productivo.

Added the reference to training and development programs, where there is a legal framework that regulates these activities (Constitution of Mexico, 2017, Federal Labor Law (Justia Mexico, 2017). As noted, only students who do not continue studying, who have this right of workers in mind. One hypothesis that may result from these analyzes is that young people do not continue studying at another level of education since their interest is to enter the labor market and they know that companies can / should train them.

Entrepreneur:

In the distillation of variables, it was considered pertinent to address the entrepreneur theme from the complex variables, professional training and informal education, their analysis show that:

The tools to be an entrepreneur: In the first group of opinion the variables of professional training are related and incorporate the need to know the characteristics of the labor market where it is intended to be incorporated, promoted by informal education.



The difference that is detected is that in the second opinion group, it shows relationships that encompass the skills that vocational training promotes, mixing them with perceptions formed from informal education and incorporating technological-communicative skills (employment requirements) and insisting in the right to training and development, from and for the labor insertion.

#### Be enterprising vs. employee:

While the first group, being an entrepreneur is a matter of family economic level, for the second group, attitude and readiness is required, reading and understanding, effective communication and incorporation into the productive sector requires training and development, as well as information about the written contract, as a guarantee of a better treatment to the worker.

As can be seen in the analyzes presented, their gender, age, educational level and that of their parents, gives them this situation of heterogeneity before the subject presented.

Everything seems to indicate that vocational training provides the necessary tools and information for incorporation into the productive sector, since this is expressed by students who continue to study and, on a few occasions, this population incorporates what concerns the perceptions promoted by informal education. In addition, little consideration is given to the requirements for employment and job placement.

It was also identified that students who do not continue studying, gave more weight to the requirements of employment and job placement; Vocational training was strengthened in the tools to be an entrepreneur: as a promoter of tools and skills.

Interesting to highlight is the fact that both groups took into account the rights and obligations as a worker, the written contract and the training and development.

Little was found with regard to seeing friends as a link for insertion into the labor market and learning to invest money wisely, ideas that can be promoted from informal education.

However, for the times when hiring is no longer "for life", where pension systems are bankrupt and where saving now more than ever is necessary, home economics classes are no longer within the academic education and family education.

In addition, it is necessary that teachers and plans, and study programs, regardless of the career studied, strengthen the contents of rights and obligations as a worker, this from the Mexican Constitution itself and including the Federal Labor Law, among other legal frameworks; This would ensure the formation of a political-educational culture that encourages students to be more involved in the events of their environment and minimize the abuses suffered in their first job hiring.

In addition, it is necessary to encourage entrepreneurship as a way of life, not only in the sense of being independent and generating their own sources of employment, but in the sense of autonomy in learning, flexibility, organization and self-learning.

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General explanation of the subject and explain why it is important.

What is your added value with respect to other techniques?

Clearly focus each of its features

Clearly explain the problem to be solved and the central hypothesis.

Explanation of sections Article.

**Development of headings and subheadings of the article with subsequent numbers**

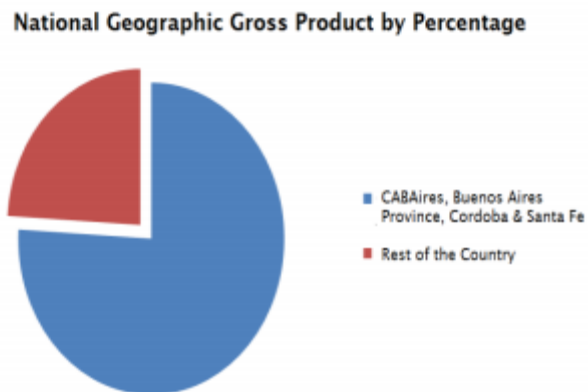
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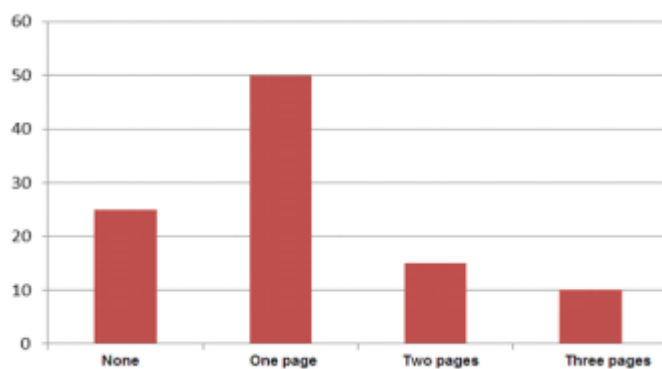
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Develop give the meaning of the variables in linear writing and important is the comparison of the used criteria.

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Tables and adequate sources thanks to indicate if they were funded by any institution, University or company.

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