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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 exploitment 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 It 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)

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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".

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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:

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

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
Veracruz	UV	114	106
Tabasco	UJAT	70	82
Oaxaca	UABJO	50	44
Ciudad de México	UNAM	34	30
Puebla	BUAP	38	48
Chiapas	UNACH	58	44
Yucatán	UADY	28	24
Guanajuato.	UGTO	60	54
Totales	**8**	**452**	**432**

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
UV	32	6	17.27%
UJAT	30	20	32.89%
UABJO	30	30	63.82%
UNAM	0	0	0%
BUAP	2	4	6.97%
UNACH	34	24	66.67%
UADY	0	0	0%
UGTO	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
UV	– Petrochemistry – Production Industry
UJAT	– Production
UABJO	– Farming
UNAM	– Finance – Business
BUAP	– Business – Administration
UNACH	– Farming – Tourism
UADY	– Tourism
UGTO	– 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
Veracruz	– Veracruz Institute of Youth – Imagine, innovate, incuba (iLab)
Tabasco	– Tabasco Jóven A.C.
Oaxaca	– Young A.C. Oaxaca – Institute of Youth of the State of Oaxaca
Ciudad de México	– Instituto Mexicano de la Juventud – National Institute of the Entrepreneur (INADEM)
Puebla	– Instituto Poblano de la Juventud
Chiapas	– Impact Chiapas Joven A.C.
Yucatán	– Secretaría de la Juventud
Guanajuato	– Guanajuato Youth Institute A.C.

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.

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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?

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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