Chapter 8

Evaluation of the Educational Opportunities of Middle High School Graduates

Fernando Briseño Hurtado
Instituto Politécnico Nacional, Mexico

Edgar Oliver Cardoso Espinosa
Instituto Politécnico Nacional, Mexico

Joel García Mendoza
Instituto Politécnico Nacional, Mexico

Jorge Mejía Bricaire
Instituto Politécnico Nacional, Mexico

ABSTRACT

The education enables individuals to add value to the economy, contributing to the cultural heritage, participate in society, improve health, protect the environment and increase their ability to continue to develop. Therefore it is essential that educational system promotes educational opportunities in order to be equitably distributed among all social sectors and boost that graduates and could have the opportunity to performance occupations in which they could take advantage the schooling they have acquired. So, the chapter proposal will be organized into three sections: the first related to globalization and middle education in Mexico; the second based on group interviews conducted with the technique called focus group and, third, the characteristics of the methodology-oriented design of a set of indicators that evaluate and feedback educational programs that graduates have studied, based this, they could achieve and improve educational opportunities.

INTRODUCTION

Currently, the process of globalization that have experienced all the Nations has manifested itself in different ways in most of countries, both in cultural, social, economic ones. This has established new economic activities that affect the forms of labour and human capital formation. For this reason, it is essential that individuals of Nations insert in the best way in this dynamic world to deal with such demands. In this sense, education enables individuals to add value to the economy, contributing to the cultural heritage, participate in society, improve health, protect the environment and increase their ability to continue to develop. Therefore it is essential that educational system promotes educational opportunities.
in order to be equitably distributed among all social sectors and boost that graduates and could have the opportunity to performance occupations in which they could take advantage the schooling they have acquired.

This leads to enormous implications for the future shape of a quality education, directed to the consolidation of a professional academic profile that provides students’ knowledge, skills and core competencies to access upper level studies or to the labour market, which undergo transformations in contexts of information, knowledge, labor, technological and cultural meanings of teaching-learning processes faced by globalization effects.

In relation to ideas above, this work fits as a project of diagnosis, which the electronic directory of students of middle education at each institution; graduates monitoring program and as a tasks support that secondary education institutions must carry out to inquire about the different paths that students have followed after completing their high school studies.

This project has been considered suitable performing a qualitative analysis based on statistical information collected through surveys on the topics of working conditions related to the continuity in higher education, the insertion in the labour field and the satisfaction level of training received for the evaluation purposes and feedback educational programs that students have been course.

Therefore the chapter proposal considers a methodology based on group interviews, which is conducted by the technique called “focus group”, known in Spanish as “Grupos Focales” It is a qualitative technique of data collection, originally proposed by the sociologist Robert K. Merton in order to obtain and analyze groups’ responses of different subjects.

In this sense, it was proposed, in a path, showing from the collection, systematization and analysis of statistical information the familiar, economic, organizational, occupational, educational and social conditions which are or could be associated to educational opportunities that have made graduates at middle school; and, on the other hand, designing a set of indicators that could help to follow up on the results of the efforts of schools to achieve better opportunities for its graduates in a systematic way.

So, the chapter proposal will be organized into three sections: the first related to globalization and middle education in Mexico; the second based on group interviews conducted with the technique called focus group and, third, the characteristics of the methodology-oriented design of a set of indicators that evaluate and feedback educational programs that graduates have studied, based this, they could achieve and improve educational opportunities.

GLOabalization AND HIGH SCHOOL EDUCATION

This chapter is carried out a general sketch on the challenges that globalization imposes to education, in particular to the Middle High Education (MHE) and Higher Education (HE), which require a reconceptualization of the deep of his work, since the phenomenon of globalization is gradually becoming a daily reference, in an important element of our vital stage, and extends its incidence to different fields such as economic, cultural, social, among which the world of education is also, increasingly a prominent place.

In relation to above, a cornerstone for this work is that the concept of globalization was coined in 1992 by Ronald Robertson, of the University of Pittsburgh, to refer the intensification of the consciousness of the world as a whole, its social process by which verifies an inhibition of geographical determinations about cultural and social practices.
Related Content

Online Interest Groups for Graduate Students: Benefit or Burden?
Sherri Melrose, Sharon L. Moore and Helen Ewing (2014). Advanced Research in Adult Learning and Professional Development: Tools, Trends, and Methodologies (pp. 121-132).
www.igi-global.com/chapter/online-interest-groups-for-graduate-students/99531?camid=4v1a

Pre-Departure Cultural Preparation for International Students: Addressing Adjustment Needs before Study Abroad
Tara Madden-Dent and Rita M. Laden (2016). Global Perspectives and Local Challenges Surrounding International Student Mobility (pp. 201-222).
www.igi-global.com/chapter/pre-departure-cultural-preparation-for-international-students/141973?camid=4v1a

The Roles of Lifelong Learning and Knowledge Management in Global Higher Education
Kijpokin Kasemsap (2016). Impact of Economic Crisis on Education and the Next-Generation Workforce (pp. 71-100).
www.igi-global.com/chapter/the-roles-of-lifelong-learning-and-knowledge-management-in-global-higher-education/139369?camid=4v1a

International Students' Eating Habits and Food Practices in Colleges and Universities
www.igi-global.com/chapter/international-students-eating-habits-and-food-practices-in-colleges-and-universities/143811?camid=4v1a