

Higher Education Institutions in Mexico and their participation in the Social and Solidarity Economy

Las Instituciones de Educación Superior en México y su participación en la Economía Social y Solidaria

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Abstract

Interesting is the participation of education in the Social and Solidarity Economy (ESyS), fundamentally of the higher level, as a key piece of action with society. Mexico has a little more than 5,334 university schools, 6 states concentrate 42.8% of HEIs, Puebla is located as the third entity with the largest number of universities with just over 480 university campuses, after Mexico City and the Mexico state. The objective of this research work is to analyze that Higher Education Institutions (IES) of the public or private sphere, in Mexico, contemplate in their academic offer Study Programs (PE) to the ESyS, which emerges at local, regional, national level and global as the Third Sector, considering the cooperatives, whose presence in Mexico was in the year of 1873, when the first production cooperative emerged. The research is documentary theorist. Results: in Mexico, .14% of studies in ESyS or some variant are offered: four undergraduate degrees, one in open and distance mode; in postgraduates: three Masters and an Inter-institutional Doctorate (in which two HEIs participate). Therefore, the academic offer in Mexican territory in ESyS does not get 1%, insufficient to support cooperatives, some with state and national recognition. The proposal is that this type of educational offer be carried out in each federal entity of Mexico, to reinforce cooperatives, organizations with contributions in the economy of this country from the educational field.

Social and Solidarity Economy, Higher Education Institutions, Cooperatives

Resumen

Resulta interesante la participación de la educación en la Economía Social y Solidaria (ESyS), fundamentalmente del nivel superior, como pieza clave de acción con la sociedad. México cuenta con poco más de 5 mil 343 escuelas universitarias, 6 Estados concentran el 42.8 % de las IES, Puebla se ubica como la tercera entidad con mayor número de universidades con poco más de 480 planteles universitarios, después de la Ciudad de México y el Estado de México. El objetivo del presente trabajo de investigación es analizar que Instituciones de Educación Superior (IES) del ámbito público o privado, en México, contemplan en su oferta académica Programas de Estudio (PE) a la ESyS, que emerge a nivel local, regional, nacional y global como el Tercer Sector, considerando a las cooperativas, cuya presencia en México fue en el año de 1873, cuando surgió la primera cooperativa de producción. La investigación es teórico documental. Resultados: en México se oferta el .14 % de estudios en ESyS o alguna variante: cuatro carreras de licenciatura, una en modalidad abierta y a distancia; en posgrados: tres de Maestría y un Doctorado Interstitucional (en el cual participan dos IES). Por lo anterior, la oferta académica en territorio mexicano en ESyS, no consigue el 1 %, insuficiente para respaldar a las cooperativas, algunas con reconocimiento estatal y nacional. La propuesta es que este tipo de oferta educativa se lleve a cabo en cada entidad federativa de México, para reforzar desde al ámbito educativo a las cooperativas, organizaciones con aportación en la economía de este país.

Economía Social y Solidaria, Instituciones de Educación Superior, Cooperativas

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Introduction

One of the substantive functions of an institution of higher education (HEI) is to respond with training proposals and research to the needs and problems that society faces in the face of local, regional and global changes, whose basis is the vision of HEI in which Consider: innovation, social commitment, educational internationalization, research and bonding.

The design of Educational Programs (PE) in topics related to the Social and Solidarity Economy (ESyS) is an academic response to local, regional, national and global socio-economic changes; Thus the ESyS represents an alternative model as organization and development.

Although in Mexico research on ESyS, it is limited in comparison to other regions of the world such as Canada, Norway, Spain and particularly in Latin America the pioneer country in this subject, Argentina; It is a space of opportunity for theoretical and methodological contribution in the educational value chain.

“(…), The family and the school have acquired new elements for their evaluation as social institutions on which it depends, to a large extent, from the survival of communities to the future of the entire society.” Education represents a need, not only as a skilled workforce, but for its contribution to the creation of a stable, orderly and integrated social base (Educational profiles, 2002).

Methodology

The present work is developed through a theoretical documentary investigation, determined by the study programs in some thematic variant of the Social and Solidarity Economy offered by Higher Education Institutions in Mexico, both public and private. The methodology is descriptive. The internet was the main tool, such as: source of theoretical data (access to specialized literature), access to secondary (statistical) data and access to documents, which were some curricula for the functionality of this work.

Results

The opening of research begins with the concept of Economics. According to the etymology, the word economy derives from the Greek Oikos, house and Nomos, Law: order and rule in which the income and expenses of a home are monitored, used in the times of classical Greek (Ávila, 2006: 8), or "manage at home in which one lives" (ACPP, 2018: 28)

Highlighting two approaches: the objective or Marxist, classic definition that comes from Federico Engels, which states “Political economy is the science that studies the laws that govern the production, distribution, circulation and consumption of material goods that satisfy human foolishness” (Ávila, 2006: 8); the subjectivist or marginalist of Lionel Robbins, says "Economics is the science that is responsible for the study of the satisfaction of human needs through goods that are scarce have alternative uses among which we must choose" (Ávila, 2006: 8)

According to Ávila (2006: 9), the difference between objective and subjective is in the shortage of social satisfiers and optimize these, to meet the needs of individuals.

“The social solidarity economy (ESS) is an alternative to capitalism and authoritarian economic systems controlled by the State. In the SSE, ordinary people have an active role in determining the course of all dimensions of human life: economic, social, cultural, political and environmental. ESS exists in all sectors of the economy production, finance, distribution, exchange, consumption and governance. The SSE yearns to transform the social and economic system including the public and private sectors, as well as the third sector. The SSE is not only about reducing poverty, but also about overcoming inequalities, which cover all social classes. The ESS has the capacity to use the best practices of the present system (such as efficiency, use of technology and knowledge) and to channel them towards the benefit of the community, based on the values and objectives of the ESS movement. (...) The SSE pushes towards a social transformation that goes beyond a superficial change in which the oppressive structural roots remain intact” (RIPPES, 2015)

According to Fernández (2017), Rector of the Universidad Iberoamericana campus México “social economy can be an alternative to the neoliberal economy and a tool to combat poverty and create better living and working conditions for the popular sectors”.

Higher Education Institutions in Mexico offer different training options according to their interests and professional objectives (gob.mx, 2014), table 1:

Subsystem	Description	Institutions
Federal Public Universities	The institutions that make up this subsystem carry out, in addition to teaching functions, a wide range of research programs and projects, as well as extension and dissemination of culture.	UNAM: National Autonomous University of Mexico IPN: National Polytechnic Institute UAM: Metropolitan Autonomous University UAAAN: Antonio Narro Autonomous Agrarian University UACh: Autonomous University of Chapingo UnADM: National Open and Distance University of Mexico UPN: National Pedagogical University COLMEX: The College of Mexico CIDE: Center for Economic Research and Teaching, A.C.
State Public Universities	These state institutions develop the functions of teaching, generation and innovative application of knowledge, as well as extension and dissemination of culture. Some universities are close to those who cannot travel long stretches to continue their studies. Check the schools closest to your home, as well as their educational offer	Autonomous Universities State Public Universities
State Public Universities with Solidarity Support		
Technological Institutes	The Tecnológico Nacional de México (TecNM) is made up of 266 institutions, distributed in the 31 states of the Mexican Republic and in Mexico City. The TecNM institutes have a fruitful and solid tradition, built for more than 65 years providing superior technological education in the country	CENIDET: National Center for Research and Technological Development CIIDET: Interdisciplinary Center for Research and Teaching in Technical Education Technological Institutes
Technological Universities	The UTs have 104 campuses, a model that offers intensive training that allows them to join productive work in a short time (after two years) or continue their studies at the bachelor's or specialty level through Technical Engineering. Who studies in these institutions has the possibility of obtaining the title of Higher University Technician, Technical Engineer or degree.	UT's
Polytechnic Universities	These universities, have 60 campuses in 26 states, offer engineering, bachelor's and postgraduate studies (Specialty, Master's and Doctorate). Its programs are designed based on the Competency-Based Educational Model and are oriented in research applied to technological development; at the same time, they collaborate with organizations of the productive, public and social sectors, with the aim of training world-class professionals	UP's

Intercultural Universities	Intercultural Universities seek to promote the training of professionals committed to the economic, social and cultural development, particularly, of the indigenous peoples of the country; revalue the knowledge of indigenous peoples, as well as promote the dissemination of the communities' own values, and open spaces to promote the revitalization, development and consolidation of native languages and cultures.	Indigenous Autonomous Universities Intercultural Universities
Public Research Centers	The Research Centers have as main objectives: to disseminate science and technology in society; innovate in the generation, development, assimilation and application of knowledge of science and technology; link science and technology in society and the productive sector to address problems, and create and develop mechanisms and incentives that foster the contribution of the private sector in scientific and technological development, among others	National Council of Science and Technology (CONACYT) IPN Research Centers Center of Genomic Sciences of the UNAM, Campus Morelos Tamaulipas College Center for Pedagogical and Social Research, Jalisco Research and Teaching Center, Chihuahua
National Pedagogical University	The UPN aims to train undergraduate and postgraduate education professionals to meet the needs of the National Education System and of Mexican society in general. In addition, it offers higher education services such as specializations and diplomas, conducts research in educational matters and disseminates the pedagogical culture, science and the diverse artistic and cultural expressions of the country.	UPN
Normal Public Schools	It is responsible for the training of pre-school, primary and secondary education teachers. The Normal Higher Education Schools offer undergraduate programs in preschool, primary, intercultural bilingual, secondary, special, initial, physical and artistic education.	
Other public institutions	The public higher education system in Mexico is diverse. Therefore, there are institutions that according to their particular characteristics are not located within any of the previous subsystems.	Education in Library and Archivonomy Military Education Institutions Naval Military Education Institutions Heroic Naval Military School Education in Judicial Matters, Security and Imparting of Justice Fine Arts Education Health Education Adult Education in Latin America and the Caribbean Regional Cooperation Center for Adult Education in Latin America and the Caribbean Anthropology and History Education Sports Education Merchant Marine Education

Table 1 Educational offer in Higher Education Mexico
Source: Own elaboration with information obtained from <https://www.gob.mx/sep/acciones-y-programas/oferta-educativa-en-educacion-superior>, 2019.

According to data from the National System of Educational Statistical Information – SNIE– (snie.sep.gob.mx, 2015), during the 2016-2017 school year, in the Mexican Republic there were 14,485 university-level schools, benefiting 3,762,679 students, from which 408 (2.8%) are located in the State of Puebla, table 2:

Total Educational System	Total Schools
	14,485
Public, National	11,740
Private, National	2,545
Higher Education, Puebla1	408
Bachelor's Degree	373
Normal	30
University and Technological	343
Postgraduate	147
Public	99
Private	309

Table 1 Total schools in Mexico and breakdown of the upper level in the State of Puebla

Source: own elaboration with data obtained from: http://snie.sep.gob.mx/x_entidad_federativa.html, 2019

The sum of schools per service may differ from the total, because there are some that provide more than one service.

Mexico City is ranked first with a total of 461 institutions of higher education (3.18%); the State of Mexico occupies the second place with 450 professional level study houses (3.10%) and the State of Puebla is the third entity with schools of the higher level.

On the other hand, although no less important is private higher education in Mexico, whose main intrinsic tribute is quality; The offer in this service can be approached from different approaches: social strata, type of training and the proliferation of establishments that offer education in diversity of time and price (Educational profiles, 2002).

Even when the relevance or demand, in accordance with the creation of Study Programs that are considered in disciplines such as: Medicine, Accounting, Law, Information and Communication Technologies, History, Philosophy, Mechatronics, Nanotechnology, etc., in Mexico is initiating the focus on rural and indigenous populations whose problems are: migration, economic and social marginalization, territorial dispossession, product hoarding, purchase of low-priced products and producers are not the beneficiaries of the profits of these products but intermediaries, etc. .

According to the International Labor Organization (ILO) cooperatives are important not only to improve living conditions, but also work, create more than one hundred million jobs, contributing to the ILO Global Employment Program (L @ Red of the People / Bansefi, 2012: 12).

“Cooperative companies help build a better world, ”slogan that was called upon in 2012 to be declared as the International Year of Cooperatives, an expression that for the United Nations General Assembly reflects the contribution of cooperatives to economic and social development , primarily the impact of poverty reduction, job creation and social integration (United Nations, s / f), in several countries, to mention some countries: Costa Rica (INFOCOOP, 2012), Spain (Sanchis, 2001), Paraguay (Birth, 2004) Brazil, (Teixeira & Soler, 2002), Mexico (Velázquez, 2013).

Cooperatives as productive companies, both in Mexico and around the world, are an alternative for the population in poverty, by allowing their organization and increasing their income, which results in improving their situation. Creating productive jobs, favoring social inclusion, protecting its members and, in addition, offering services to the rest of society (L @ People's Network / Bansefi, 2012: 26). So this topic is addressed as a viable development alternative.

Therefore, it is considerable to support and propose as an alternative of economic growth of a country like Mexico to this type of organization, that «With their distinctive emphasis on values, cooperatives have proven to be a versatile and viable business model that can thrive even in difficult times. Its success has helped prevent many families and communities from falling into poverty ”((Ki-moon, s / f).

There is a representative number of successful cooperative societies that have managed to survive various political and economic situations in Mexican territory, and that are testimony that with this type of societies an alternative, fair and inclusive economy can be achieved (Izquierdo, 2012).

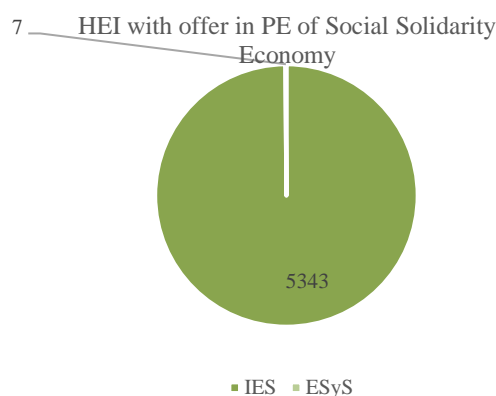
“Because they are organizations based on principles and values, cooperatives are intrinsically a form of sustainable and participatory enterprise. They emphasize employment security and improve working conditions, pay competitive salaries, promote additional income through profit sharing and dividend distribution and support community infrastructure and services, such as health centers And the schools. Cooperatives foster democratic practices and knowledge and social inclusion. They have also proved resilient to economic and financial crises” (ilo.org, 2015)

Regarding HEIs in Mexico that offer PE related to the Social and Solidarity Economy or some variant thereof, the following results are available, table 3:

Logo	Institution	Address	Number	Level of Educational program	—
	Instituto Tecnológico de México, A.C.	Profilo Cruz # 17 Col. Lomas de las Flores, San Sebastián Toluque, Cmx CP. 76680	52 (448) 1766129	Bachelor's degree	Licenciado en emprendimiento en economías solidarias
	Universidad Autónoma de Oaxaca	AV. Universidad S/N En Hacienda 5 s/desde, Oaxaca oax. Cp. 68120	01 (951) 502 0700 01 (951) 502 0701	Bachelor's degree	Licenciado en Economía Social y Desarrollo local
	Universidad Iberoamericana (Ciudad de México)	Prolongación paseo de Reforma 859, Lomas de Santa Fe México, CDMX CP. 06739	(55) 595 04000	Postgraduate master's degree	Maestría en Creación y Desarrollo de empresas sociales y solidarias
	Universidad Iberoamericana (Campus Puebla)	Bld. del Nido Polanco CP. 40961 Col. Reserva Tlacotal (Aldermop), San Andrés Cholula Pua. CP. 72020	(222) 372 3000 y (222) 229 9770	Postgraduate master's degree	Maestría en Gestión de empresas de Economía Social
	Universidad Autónoma de Guerrero	Joyas del Marqués II Larga, Asignación de Juárez, Gro.	S/N	Postgraduate master's degree	Maestría en Economía Social
	Universidad Autónoma de Chapingo	Rta. 36.3 Carretera México-Tehuacan CP. 56230 Chapingo Edo. De México	(01199) 9121100 Ext. 3033	Postgraduate International Doctorate	Doctorado en Economía Social Solidaria
	Basescoteo Universidad Autónoma de Puebla	Av. San Claudio y 22 con Col. Jardines de San Manuel, Pua.	2297500 Ext. 2890 y 2890	Postgraduate International Doctorate	Doctorado en Institucional en Economía Social Solidaria

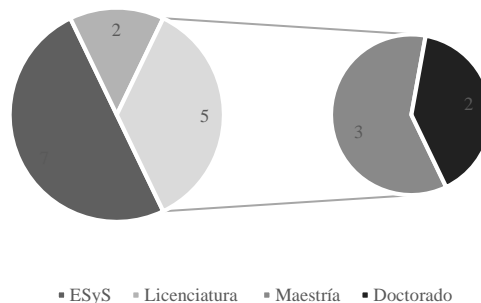
Table 3 PE in Social and Solidarity Economy or some variant of this topic, offered in Mexico:
Source: Own elaboration, with information obtained through google, 2019
PNPC²: National Quality Postgraduate Program.

According to Table 3, it follows that: 7 HEIs offer PE related to the Social and Solidarity Economy or some variant thereof, Graph 1 comparing the total HEI with the offer of HEI in ESyS in Mexico:



Graphic 1
Source: Authors, 2019

Nivel de PE de ESyS en México



Graphic 2 The breakdown by level of PE on ESyS in Mexico is observed
Source: Authors, 2019

The panorama described to the situation awaited by the Educational Programs that offer Social and Solidarity Economy or some variant of this topic, in Mexican territory, guides elements of attention:

Although the term Social and Solidarity Economy is not current, this issue in the Educational Programs, in Mexico, is of recent appearance, so that the present and future graduates together with the HEIs that are committed to their vision, philosophy and values, they produce changes in the fields of activity both local and regional, with the participation action with the main actors: the cooperative members.

The proposal of PE whose theme is ESyS or some variant, both current and future in more educational spaces and in various modalities (UT's, State Public Universities, State Public Universities with Solidarity Support and Intercultural Universities) would increase coverage mainly by IES public, mentioning that this topic is contemplated by one of the private HEIs with national recognition (ranking of the best universities in Mexico 2018, which includes both public and private university studies); in a position to comply with local, regional and national development projects and mainly participating in the Sustainable Development Goals (SDGs), benefiting mainly groups in situations of vulnerability, economic and social marginalization.

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