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ACCESS TO EDUCATION FOR CENTRAL AMERICAN STUDENTS THROUGH THE MACRO EDUCATION NETWORK

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Abstract: The proposal is about a backbone for the development of every nation and that is essential in development with equality and equity in any society and that is education; For this reason, the creation of a university center for students from Central America is proposed where academic exchange between the countries that make up the region is a fundamental piece of global development as a block. Education in the last twenty years has had a global expansion of schooling, where the virtual modality allows distance training and obtaining official recognition of said studies; Therefore, it is important that by adopting international educational models it is possible to implement public policies for gender equality and equity. Through a qualitative study, it is proposed to establish a University center that trains Central American students who may or may not always be residing in Mexico and it is concluded that the generation of academic exchange agreements by establishing a macro education network for the Central American region that allows promoting teaching, research and the dissemination of culture allowing access to education considering the gender perspective.

Keywords: education, Central America, education macro network

INTRODUCTION

It is important to recognize the importance of generating public policies on equality and gender in nations; Speaking of educational institutions, it will be guaranteed that citizens have better training with values in a globalized world.

Analyzing the types of gender-sensitive public policies, recognizing the objectives and characteristics of women's affirmative action policies and gender perspectives, will allow us to identify the actions of the State and those that he (herself) as a citizen) must be carried out to promote gender mainstreaming in the

Country; For this, it is important to insert the gender perspective in the inclusion of public policies and actions that the state establishes to reduce the problems that citizens face in search of a better society.

Globalization as a phenomenon of inadequate economic governance implies multiple situations in the political, cultural, social, health and educational framework; where the high demands on education and knowledge imposed by rapid changes in technology threaten to marginalize those without adequate, high-level preparation. The above causes new technologies to be concentrated in a few countries and, therefore, the generation of knowledge is concentrated in a few studious personalities who generate progress; For this reason, it is proposed to create macro networks that contribute to Central America and Mexico in order to achieve their development in the medium term.

The biological differences between men and women delimit a social concept of what gender is, and different cultures assign roles to each person and point out these discrepancies. Historically, we know different contexts, such as patriarchy, matriarchy, social, economic, political, religious and even the customs of a certain place. The divergences between different people and the context of their environment is what causes inequalities to be identified that create identities for each role and not the biological differences between the male and female sex.

METHODOLOGY

The methodology used is qualitative in which the scenario is to establish a University center that trains Central American students who may or may not always be residing in Mexico and therefore the figure of academic exchange agreements is proposed.

GOAL

To have an educational offer at the technical level, Higher University Technician and bachelor's degree to support the training of those who are Central Americans and who live in Mexico and thus, raise the quality of academic training.

SPECIFIC OBJECTIVES

Specific objectives are contemplated:

- Create an alliance between Mexico and Central America to train their citizens who live in Mexico at a technical and higher level, using information and communication technologies (ICT), learning and knowledge technologies (TAC) and empowerment and communication technologies. participation (TEP)
- Achieve high terminal efficiency at the technician, TSU and bachelor's levels through an inverted international classroom.
- Improve the quality of life of Central American citizens.

JUSTIFICATION

The student-centered educational model aims to ensure that academic training is of high quality as a priority, thus allowing students to consolidate upon completing a degree, first-hand, the university higher technical level, which lasts eight and five semesters respectively.

This proposal determines the importance of having preparation at a technical and higher level, which will allow access to job offers and improve the quality of life.

THEORETICAL FRAMEWORK

It is necessary to begin by defining the concept of gender, which refers to “the articulated set of customs, values, rules, norms and laws, with which societies regulate the formation of subjectivities; the definition of roles, functions and lifestyles allowed and

accepted for women and men” (Incháustegui and Ugalde, 2004).

The different functions and procedures generate gender inequalities.

It is important to recognize the role that women and men play in society since we can identify that these roles are predetermined by gender roles, which promotes relationships of submission and domination between the sexes, creating inequality between women and men. The implementation of effective public policies to have an adequate environment in an area and institution will allow these policies to be transformative and will influence the attention to citizens.

Gender equity policies must include social, cultural, economic, political and, above all, educational aspects that reflect the conditions of the different actors in an institution. The above implies that actions and policies promote the presence and participation of women and minority groups in the different spaces of action.

AFFIRMATIVE ACTION POLICIES

Affirmative action is a policy that is intrinsically included in the measures to achieve gender equality and that takes the form of intervention plans that will help correct inequalities that exist in different groups of the population; Therefore, the application of these policies is oriented to the benefit of a certain socially, culturally and economically disadvantaged group.

Affirmative action is a concept that is derived from the actions that are undertaken to seek to reduce as much as possible the inequity gaps that are significantly observed in gender and promote gender equality, which is necessarily achieved with education. Affirmative action policies have the objective of improving the general quality of life of society, particularly of the most vulnerable groups that have historically been excluded;

An example of this is the development of women or the discrimination of which they are victims.

The gender perspective is to achieve equality and find parity in all actions in the environment of men and women seeking to have the perspective of “equity.” Public policies make it possible to favor the various sectors that are vulnerable in society, guiding the restoration of equal conditions; This way, the aim is to create support networks between nations to form a solid region in the medium term and empowered in the long term between Central America and Mexico.

The equal participation of women and men in access to education, work, appointments, decision-making spaces, management and administrative positions must be promoted and the various areas in which inequalities are being expressed in the various actors involved in the process must be considered. An institution as an example is article 4 of the Convention on the Elimination of all forms of Discrimination against Women (CEDAW), so these actions must be extrapolated to the areas and regions of the Central American countries.

According to the Central American Agricultural Council (CAC), (2015) the Regional Policy for Gender Equality and Equity (PRIEG) is a transversal, long-term policy, which bases its institutional viability on the pillars of regional integration. To achieve this goal, the Policy proposes to develop measures in seven strategic axes, each responding to certain specific objectives:

1. Economic Autonomy.
2. Education for equality: strengthen public action in critical areas for the development of capabilities and the social and productive insertion of women in the region.
3. Comprehensive disaster risk management and prevention.
4. Health in equality.

5. Security and life free of violence.
6. Political participation and decision making.
7. Conditions for implementation and sustainability.

The second area is where this proposal is reflected, allowing access to education, opportunities and, consequently, a better quality of life.

PROPOSAL

However, the purpose of a public policy is to solve problems that affect various sectors of the population of a country and cover the needs of society to improve the possibilities of economic, social, political, cultural and educational development. Without a doubt, the training and education you receive influences the way you act, however, it is important to know the rights and guarantees with which you are born, such as freedom, the right to life, education, health, housing, freedom of expression, a fair trial, fair work and pay, and equality before the law, to name a few. Gender equality must also be considered; it implies that public servants are prepared to attend to and perform their functions, providing treatment without discrimination and with equality.

Establish a *macro education network* for the Central American region where, derived from the public policies of each country, support for exchanges between nations is established to establish a work agenda on education and gender equity.

Starting from a system where information is controlled and contributions are made from each region in accordance with its context and development policies, which, when combined, entail block actions that address the social needs of the regions with equity and commitments. shared, so each government must open up and show its interest and not leave society or the population in general

that demands certain satisfactions, especially employment and education, adrift.

Mexico can lead governments in organizing a macro network to establish the projection of immediate attention to vulnerable groups, seeking the strategy of establishing roots in the region of origin; simultaneously promoting regional economic, political and social development.

According to the International Labor Organization (ILO), the basic principles of mainstreaming the gender perspective can be covered with the following proposals and affirmative actions explained in Table 1:

DISCUSSION

It is proposed to hold a convention between the Central American countries and Mexico to determine the needs of the society of each country and seek block policies for mutual support and, as a result, promote the development of the region. Through this macro network, employment, education, health, roots and sports policies can be established; and with this, academic exchanges are generated.

The axes of attention will be developed with a socioeconomic study in order to develop internal markets and establish exchanges abroad with other regions to generate employment and deliver resources to Central American countries. Mexico would coordinate these actions and each government will contribute what is necessary to achieve the cooperation infrastructure for various projects such as research.

With a vision of equality and equity between the region of Central America and Mexico, it will be possible to increase technological, scientific, and environmental development where all nations contribute and the region grows equitably since there is mutual respect between nations; and equal in terms of participation since the opening is for

all countries.

Considering what is shown in table 2, that as of September 2018 there are 12,381 requests for refugee status from Central America in Mexico and considering an age range from 19 to 75 and over, there is a population of around 9,000 possible students who are already living in Mexico and the population of the Central American countries that can join you remotely from their respective countries is about to be contemplated, in an international room designed expressly for this purpose.

An important point of the proposal is to generate academic exchange agreements so that the immigration situation must not affect it.

By 2023, there will be 317,334 total cases of people in an irregular immigration situation in Mexico, as shown in table 3 by state; of which 224,268 are presented and 93,066 channeled. Which leads us to reflect on the number of people who will remain in Mexico since they must be able to complete the educational program and therefore, it is key that enrollment does not occur under these conditions to affect the assigned budget in comparison with the terminal efficiency that it is a fundamental indicator for this proposal.

Developing Higher University Technical educational programs, which have a shorter duration, would help to complete this educational level, but at the same time, have the possibility of continuing with a bachelor's degree, if the student so wishes. Having the support of the governments of the Central American countries implies the allocation of an annual economic budget, so that enrolled students can complete their studies remotely.

CONCLUSION

The gender perspective creates awareness of the social aspects that generate discrimination and the government, through its public policies, various programs and positive

Principles of transversals	University contribution proposal	University Affirmative Action
Appropriate and reliable mechanisms must be established to monitor progress.	<ul style="list-style-type: none"> * Applicant registration platform. * Platform for monitoring registrations and academic career. * Virtual classroom 	Provide education to refugees in Mexico and in this case specifically to Central Americans.
The initial identification of issues and problems in all areas of activity must be such that differences and disparities due to gender can be diagnosed.	* Implementation of structures for the selection of educational programs through vocational guidance tests, without gender distinction.	Implementation of the vocational guidance area to support the selection of educational programs.
It must never be assumed that there are issues or problems that are indifferent from the perspective of gender equality.	* Through the vocational guidance area, a detection of priority needs will be carried out.	Students will be enrolled in optional insurance so that they have permanent medical service during their study stay.
Gender analyzes must be carried out systematically.	* Preventive health days will be held to guarantee permanence at the University.	Derived from the registrations, actions will be carried out to encourage the gender with the lowest participation to register for the next school period.
Clear political will and the allocation of adequate resources, including additional financial and human resources if necessary, are important to translate the idea of mainstreaming into realities.	* The service will be of quality and the graduates will be followed up.	It is contemplated to hire Central American graduates of the University to perform academic tutoring functions since they are aware of the context of Central America.
It does not eliminate the need to develop policies and programs specifically aimed at women, as well as positive legislation in their favor; nor does it eliminate the need for gender units or coordinators.	* Student recruitment sessions will be held where the benefits of having better preparation are reported.	As an inclusion policy, the acceptance of students of all educational levels who meet previous educational levels, such as the high school level, is intended.

Table 1. Contribution proposal and affirmative actions. Own elaboration.

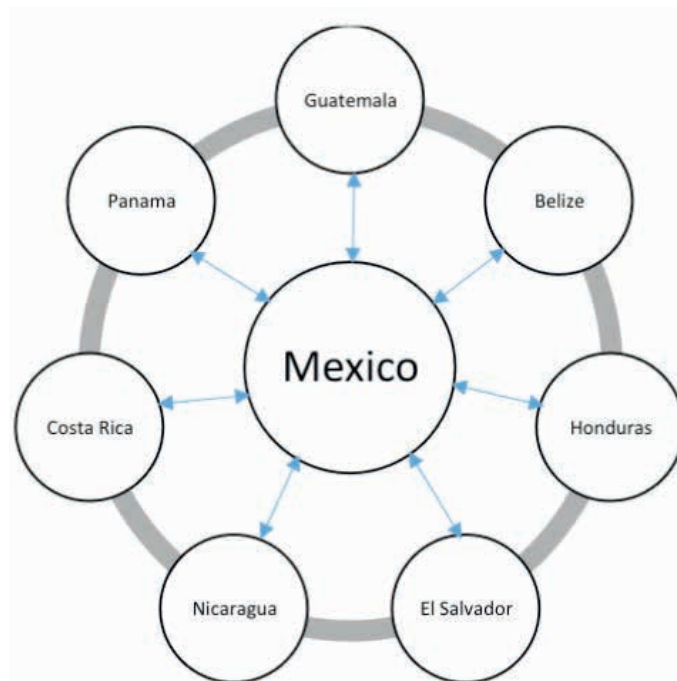


Image 1. Macro network to generate public policies for cooperation between nations. Own elaboration.

Continent/Country of nationality	Age groups																	Total
	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75 y más	n. e	
Total	1 368	1 324	945	1 614	2 924	2 787	2 074	1 577	979	591	440	219	122	84	29	17	22	17 116
Central America	1 152	1 084	749	1 325	2 244	1 903	1 415	1 083	621	367	229	113	37	29	7	3	20	12 381
Costa Rica	1	-	1	-	-	1	-	-	-	-	1	-	-	-	-	-	-	4
El Salvador	298	233	212	369	681	531	385	328	209	129	102	35	6	9	2	1	3	3 533
Guatemala	82	81	44	88	124	95	88	77	41	25	17	3	5	1	-	-	3	791
Honduras	741	750	473	831	1 349	1 182	870	594	318	179	94	48	24	14	3	2	12	7 484
Nicaragua	28	19	19	37	90	94	72	84	53	34	15	13	4	1	1	-	2	566
Panamá	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2

(-) It means right (n.e.) Not specified

Figures may differ from those published in government and labor reports due to the information validation process.

Preliminary information.

Source: Migration Policy Unit, SEGOB, based on COMAR records.

Table 2. Applications for refugee status in Mexico, by continent, country of nationality and age groups, January-September 2018. Prepared with information from the Ministry of the Interior.

Federal State	January		February		March		April		May		June		July		Subtotal		Total
	Presentados	Canalizados	Presentados	Canalizados	Presentados	Canalizados	Presentados	Canalizados	Presentados	Canalizados	Presentados	Canalizados	Presentados	Canalizados	Presentados	Canalizados	
Total general	25 158	12 485	23 924	14 440	31 747	12 990	18 104	6 870	28 544	12 239	43 077	15 533	53 714	18 509	224 268	93 066	317 334
Agua Calientes	153	13	155	15	17	13	20	3	-	-	-	-	15	14	360	58	418
Baja California	641	577	839	1026	1645	2050	1167	1667	1112	1125	1086	713	1456	899	7 946	8 057	16 003
Baja California Sur	8	-	6	-	9	-	17	-	19	-	8	-	16	-	83	-	83
Campeche	30	5	1	7	80	20	128	28	251	86	59	49	129	111	678	306	984
Chiapas	7906	6861	8078	7196	9869	4962	3355	1064	10469	5589	14633	9365	16807	10922	71 117	45 959	117 076
Chihuahua	2007	732	1348	335	421	15	31	3	257	-	1085	3	890	-	6 039	1 088	7 127
Coahuila*	3469	742	1561	591	2342	509	1987	238	987	537	938	745	-	-	11 284	3 362	14 646
Colima	-	-	1	-	3	-	-	-	-	-	2	-	1	-	7	-	7
Ciudad de México	269	105	454	190	505	282	388	232	286	49	561	240	634	336	3 097	1 434	4 531
Durango	191	49	127	46	147	18	88	39	28	11	23	20	68	17	672	200	872
México	461	103	595	152	574	53	193	43	144	39	203	20	469	122	2 639	532	3 171
Guanajuato	26	-	72	-	46	1	40	-	1	-	7	1	-	-	192	2	194
Guerrero	97	19	270	66	292	76	151	20	-	1	4	-	48	12	862	194	1 056
Hidalgo	146	1	126	85	66	30	119	28	-	3	24	1	349	-	830	148	978
Jalisco	220	-	333	-	268	-	107	-	1	-	-	-	123	-	1 052	-	1 052
Michoacán	2	1	5	17	3	-	7	1	2	1	7	-	-	-	26	20	46
Morelos	8	-	4	-	7	-	1	-	3	-	1	-	5	3	29	3	32
Nayarit	25	-	12	2	43	7	1	-	10	3	9	-	29	4	129	16	145
Nuevo León	625	277	538	529	1365	1104	415	119	409	107	309	202	542	780	4 203	3 118	7 321
Oaxaca	460	251	741	473	674	430	632	368	121	74	288	101	183	77	3 099	1 774	4 873
Puebla	413	147	642	442	965	491	498	203	172	88	7	4	1	11	2 698	1 386	4 084
Querétaro	122	3	35	-	29	-	157	-	4	1	-	-	88	1	435	5	440
Quintana Roo	71	7	149	22	202	11	194	27	76	4	113	8	460	88	1 265	167	1 432
San Luis Potosí	246	-	310	-	380	-	216	-	16	-	-	-	126	61	1 229	126	1 355
Sinaloa	76	40	96	125	125	132	22	39	2	-	-	-	-	88	321	424	745
Sonora	1384	364	1353	365	1660	295	2519	291	991	145	2086	754	1158	637	11 151	2 851	14 002
Tabasco	2472	836	2043	1238	3345	1962	2167	1591	8526	1909	18081	765	25005	996	61 639	9 297	70 936
Tamaulipas	735	160	990	67	1995	174	518	33	324	14	82	4	1031	55	5 675	507	6 182
Tlaxcala	863	192	691	432	642	204	561	189	183	97	284	87	502	261	3 726	1 462	5 188
Veracruz	1777	951	2246	1011	3615	42	2055	643	4143	2354	3160	2325	3594	3062	20 590	10 388	30 978
Yucatán	39	11	37	-	128	1	336	-	4	-	10	-	23	-	577	12	589
Zacatecas	216	38	66	8	285	108	14	1	3	2	7	-	27	13	618	170	788

(-) Means zero.

Note: to maintain statistical comparability, “people in an irregular migratory situation” was adopted as a general concept, which allows the construction of statistics independently of regulatory changes. In this sense, until 2012 the information includes events of foreigners in an irregular immigration situation for whom the National Migration Institute (INM) initiated an administrative insurance procedure and Central Americans covered by the “Memorandum of understanding between the governments of the United States, Mexico, of the Republic of El Salvador, of the Republic of Guatemala, of the Republic of Honduras and of the Republic of Nicaragua, for the dignified, orderly, agile and safe repatriation of Central American nationals migrants by land” signed on May 5, 2006 and its annex of April 26, 2007. As

of 2013, the information includes the events of migrants in an irregular immigration situation for whom an administrative presentation procedure was initiated for not proving their immigration status, as provided in the arts. 99, 112 and 113 of the Migration Law and art. 222 of its Regulations. As of 2021, the information refers to the events of foreigners in an irregular immigration situation for whom a Migration Administrative Procedure (PAM) was initiated before the National Migration Institute (INM) for not accrediting their immigration status, as provided in the arts. 99, 100, 101 and 113 of the Migration Law and art. 222 of its Regulations and those who were channeled by this same authority to the shelters of the DIF network, with PAM initiated; as provided in art. 112 and 113 of the Migration Law and art. 222 of its Regulations, as well as arts. 89, 94 of the General Law on the Rights of Girls, Boys and Adolescents Preliminary information.

1 There are 154 cases under review not considered in the month of January

2 There are 66 cases under review not considered in the month of February.

3 There are 340 cases under review not considered in the month of March.

4 There are 95 cases under review not considered in the month of April.

5 There are 67 cases under review not considered in the month of May.

6 There are 46 cases under review not considered in the month of June.

7 There are 198 cases under review not considered in the month of July.

The figures may differ from those published in the Government and Labor reports due to the information validation process.

* The month of July records a sub-enumeration of migrants admitted to immigration stations under the administrative presentation procedure for not proving their immigration status, as provided for in arts. 99, 112 and 113 of the Migration Law and art. 222 of its Regulations, because the INM Representative Office in Coahuila omitted the report of the administrative records of its immigration stations and stays and no information is available at the time of publication of this bulletin.

Table 3. Events of people in an irregular migratory situation in Mexico, according to federal entity, 2023. Source: Migration Policy Unit, Registration and Identity of Persons, SEGOB, based on information registered in the immigration stays and stations of the INM.

actions, guarantees equal opportunities.

There must be a permanent commitment from the rulers and declarations of intentions to improve the region; This way, acting as a block and not individually will strengthen Central America and Mexico. One of the benefits of the distance modality is that they can work and study at the same time; in such a way that they become economically active people, who assume their own expenses and those of their families.

As a recommendation, it is proposed that nations generate academic exchange agreements within the macro education network to promote teaching, research and

the dissemination of culture; where, in a collaborative manner, all participants can disseminate the proposal and support it with their own resources; thus, allowing students whether or not they are in Mexico to access the educational offer.

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