

Volume 9, Issue 24 — January — June — 2023

ISSN 2414-4967

Journal of Transdisciplinary Migratory Studies

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Journal of Transdisciplinary Migratory Studies

Volume 9, Number 24,
January - June - 2023, is a magazine published
quarterly by ECORFAN-Bolivia. Santa Lucía N-
21, Barrio Libertadores, Sucre City. Chuquisaca,
Bolivia.

WEB:

www.ecorfan.org, revista@ecorfan.org.

Editor
in Chief: VARGAS-DELGADO, Oscar. PhD.
ISSN: 2414-4967. Responsible for the last
update of this issue of the ECORFAN
Informatics Unit. ESCAMILLA-BOUCHÁN,
Imelda, LUNA-SOTO, Vladimir, updated June
30, 2023.

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Journal of Transdisciplinary Migratory Studies

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The works must be unpublished and refer to topics of history, anthropology, sociology, psychology science, policy public, policy laws, demographics and economics, gender studies and other topics related to Social Sciences.

Presentation of the Content

As first article we present, *Sensitization about the importance of the timely properties' succession for family protection*, by MINA, Susana del Carmen & QUINTANA-GARRIDO, Juan Diego, with affiliation at the Universidad Tecnológica del Sureste de Veracruz, as second article we present, *Educating to innovate: designing public policies aligned with sustainable development goals (SDGs) in Guanajuato State*, by VELÁZQUEZ-SAGAHÓN, Francisco Javier, VÁZQUEZ-GARCÍA, Juan Iván, FLORES-JAIME, Jesús Gilberto and PRECIADO-ROCHA, Amneris Aida, with affiliation at the Universidad de Guanajuato, as third article we present, *Social skills identified with areas of opportunity in the student body of the Universidad Tecnológica de León*, by PADILLA-GUTIÉRREZ, Luz Aurora, ARREDONDO-MUÑOZCANO, Ana María, GONZÁLEZ-ARREDONDO, Liliana and HERNÁNDEZ-CASTILLO, Adolfo, with secondment at Universidad Tecnológica de León, as last article we present, *Migration, vulnerability and resilience. Story and life history as narrative tools in social work*, by GONZALEZ-REYES, Alba H., HERNANDEZ-MAR, Sandra Luz, CHAVEZ-DIAZ, Leticia and COBOS-VICENCIO, Rosa María, with secondment at Universidad Veracruzana.

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Sensitization about the importance of the timely properties' succession for family protection**Sensibilización sobre la importancia de la sucesión oportuna de bienes para la protección familiar**

MINA, Susana del Carmen*† & QUINTANA-GARRIDO, Juan Diego

*Universidad Tecnológica Del Sureste De Veracruz. Dirección de Carrera de Administración.*ID 1st Author: *Susana del Carmen, Mina* / **ORC ID:** 0000-0002-6076-5377, **Researcher ID Thomson** F-7402-2019, **arXiv Author ID:** Susi **CVU CONAHCYT ID:** 803667ID 1st Co-author: *Juan Diego, Quintana-Garrido* / **ORC ID:** 0009-0005-5041-4409**DOI:** 10.35429/JTMS.2023.24.9.1.11

Received: January 10, 2023; Accepted: June 30, 2023

Abstract

The objective's study is to sensitize the administrative staff, the managerial staff and the teaching staff of the Universidad Tecnológica del Sureste de Veracruz (UTSV) about the importance of the timely succession of movable and immovable property for a family protection. Quantitative research was carried out, with a statistical analysis, nonexperimental, a descriptive and cross-sectional scope. The data collection technique is the survey; the instrument is a questionnaire with twenty-nine items and a comment section. Derived from the COVID-19 pandemic, the surveys are applied through digital media, Google Forms was used, with 111 surveys in total. It is observed that sensitization of this topic is important so that our relatives are protected and can make use of the movable and immovable property of the owner as soon as he dies. The fact that the owner determines how his properties will be distributed and under what legal procedure, will make it possible that, upon the death of said owner, those relatives or designated persons have the right to make use of the bequeathed assets.

Resumen

El presente estudio tiene como objetivo: sensibilizar al personal administrativo, directivo y docente de la Universidad Tecnológica del Sureste de Veracruz (UTSV) sobre la importancia de la sucesión oportuna de bienes muebles e inmuebles para la protección familiar. Se realiza una investigación de tipo cuantitativa, con un análisis estadístico, un alcance descriptivo, no experimental y de corte transversal. La técnica de recolección de datos es la encuesta; el instrumento es un cuestionario de veintinueve ítems y una sección de comentarios. Derivado de la pandemia por la COVID-19, las encuestas son aplicadas a través de los medios digitales, es decir, a través de Google Forms, siendo 111 encuestas en total. Se observa que, la concientización sobre este tema es importante para que nuestros seres queridos se encuentren protegidos y puedan hacer uso de los bienes muebles e inmuebles del titular en cuanto éste llegue a fallecer. El hecho de que el titular determine de qué forma será repartido sus bienes y bajo qué procedimiento legal, posibilitará que, ante el fallecimiento de dicho titular, aquellos familiares o personas designadas tengan el derecho de hacer uso de los bienes legados.

Succession of properties, legacy, family protection**Sucesión de bienes, legado, protección familiar**

Citation: MINA, Susana del Carmen & QUINTANA-GARRIDO, Juan Diego. Sensitization about the importance of the timely properties' succession for family protection. *Journal of Transdisciplinary Migratory Studies*. 2023. 9-24:1-11.

* Correspondence to the Author (E-mail: susana.mina@utsv.edu.mx)

† Researcher contributing as first author.

Introduction

Protecting our family patrimony and even more, our loved ones or relatives, is an inherent concern in the human being when being part of a family or social group; however, as a cultural matter, in our country and in Latin American countries many people do not want to think about the future, in relation to the importance of having their assets duly regularized; either by superstition, procrastination, mere ignorance, among other reasons. We must take into account that the future is not defined and even if we have a life plan, it can be modified by the situations that arise in the day to day.

Finally, we know that our passage through this world is a flash in the pan and it is convenient to plan what will happen after we leave, in order to avoid misunderstandings, family quarrels or even legal confrontations.

This topic for some may be sensitive, delicate, fragile, fearful; even so, it is something that we must take into consideration to prevent future circumstances and thus, plan strategies that allow us to protect our loved ones or family members in the face of unavoidable events. We know that it is not a legal obligation to transfer our assets to others when they are of age, we know that everyone is free to do with their assets as they see fit; there are people who invest their savings, there are people who create trusts, there are people who acquire properties and keep them for their relatives in the short, medium or long term; but there are also people who sell their properties and travel around the world, or simply, the money generated is used to have a dignified old age, with all the necessary professional care. Then, more than a legal obligation, the transfer of property caused by the death of the owner can be considered as a moral obligation, although, it is also necessary to consider that, according to the Civil Code for the State of Veracruz, in case of having children who are minors, or who are not able to work, it is necessary to indicate that they will be provided with alimony.

Problem

Even though the country has promoted the regularization of the assets of the population, through the preparation of a will, there are also other means by which the assets are protected and entrusted after the death of the owner, however, not everyone knows the procedures under which they can carry out the succession of their assets.

In order to prevent future problems, it is convenient to prepare a suitable document to ensure that the will of the deceased is carried out. Now, with the COVID-19, the number of deceased persons has increased and the subsequent problems are obvious, even causing a family breakup due to the lack of a document that supports the will of the deceased.

Justification

The benefit of this research article is to sensitize the human capital belonging to the Universidad Tecnológica del Sureste de Veracruz about the importance of a culture of foresight regarding the succession of their assets and through it, the timely protection of their relatives before their possible death; in turn, to make them aware of the existing legal means in force in our country so that the holder has the possibility of choosing the most convenient one and thus, be confident that everything will be carried out as he/she has left it arranged.

Hypothesis

The research hypothesis is centered on the fact that, the UTSV personnel has a sufficiently adequate degree of knowledge about the options in force for the succession of assets and that, in turn, guarantees the welfare of his or her dependents in case he or she dies, thus being that there is greater awareness among the personnel on this subject.

Another could be the null hypothesis, which refers to the fact that, UTSV staff does not have a sufficiently adequate degree of knowledge about the options in place for the succession of assets and that, in turn, ensures the welfare of his or her dependents in the event of his or her death, thus, there is no adequate awareness among staff on this topic.

On the other hand, the alternative hypothesis indicates that most of the respondents have a sufficiently adequate degree of knowledge that a will is the only means for the succession of assets.

General Objective

To sensitize the administrative, managerial and teaching staff of the Universidad Tecnológica del Sureste de Veracruz (UTSV) on the importance of timely succession of real and personal property for family protection.

Specific Objectives

- To choose a data collection technique and instrument to obtain the information.
- To structure the content of the data collection instrument according to the problem posed.
- To apply the data collection instrument to UTSV personnel.
- Analyze the data obtained from the surveys.

Background

Starting from the Mesopotamian Laws, issues regarding the succession of property are identified, included in the Laws of the city of Eshnunna, the Code of Hammurabi and the Middle Assyrian Laws.

Focusing on the Code of Hammurabi, dated around 1700 B.C.E., it represents King Hammurabi of Babylon receiving from Samash, god of the Sun and justice, the rules to be followed to promote welfare among the people. It consists of a prologue, 282 laws and an epilogue, where social and economic life is regulated in all its aspects, establishing a rigorous and implacable penal system. (Opinion, 2018)

In said Code, reference is made to the succession of property, where it expressly indicates that "if a man gives his wife a field, an orchard or an object, and extends to her sealed document, that, after her husband's death, her children do not claim it; the mother will give her inheritance to her son whom she loves the most, she does not have to give it to another" (Hammurabi, 1700 B.C.).

The subject is also immersed in Greek, Germanic and Roman Law, although, nowadays there are types of inheritance that allow us to choose the most convenient one.

In this perspective, Italian Law provides that a survivor has the right to claim compensation for material and moral damages derived from the death of the other caused by a third party (Belluscio, 2011).

Theoretical Framework

The legal relationships and rights that people have over certain assets may not be extinguished with their death, being necessary that, upon the death of a person, someone else replaces him/her in the ownership of his/her assets, rights and obligations, and that such situation is regulated.

Inheritance Law, a discipline that is in charge of regulating the post mortem legal relations of the individual, and whose main objective is to provide economic security to the family and society as a whole, by means of the transmission, after the fulfillment of the patrimonial obligations of the deceased, of his property and powers to his relatives and closest persons. (Suprema Corte de Justicia de la Nación, 2015).

Inheritance law is constituted by the set of legal rules intended to regulate the destiny of the estate of a person, in everything that is susceptible of patrimonial transmission after his death (Fernández, 2003).

Regarding succession, this is considered as the legal fact by which the rights and obligations pass from one person to another or others. Such transmission occurs as a consequence of the death of a person; therefore, succession is the transmission of assets and other rights due to death (Ferrero, 1999).

According to Miranda, M., the elements of the succession are: the causer, the successors and the inheritance or estate (Miranda, 1998).

First of all, the causer is the person who dies and who is the owner of the assets that will later be subject to a succession process.

Next, the successor or successors are the persons designated by the deceased for the transfer of his or her assets.

Finally, the inheritance or estate, which is the set of assets owned by the deceased and which it is his decision to transfer to the successor or successors.

There are two types of inheritance:

- Intestate or Legitimate Succession is regulated by law because the person who died did not make a will. This could even go against the will of the deceased. It must be done either through the courts or before a Notary Public. If the possible heirs are of legal age and all are in agreement, the Notary Public will be in charge of the procedure. If the possible heirs are not of legal age or do not agree, they must go through a process before a competent Family Judge.
- Testamentary Succession: is the succession that recognizes the wishes of the deceased person because they are described in his or her will. In this case, the process is carried out through the courts or with a Notary Public, who is in charge of searching for the will and carrying out the necessary procedures for the transfer of the assets. (Instituto de Investigaciones Jurídicas, 2020).

Therefore, when there is a succession, there is also an estate, which is considered in law as "the set of assets belonging to a natural or legal person, or affections to a purpose, susceptible of economic estimation". (Royal Spanish Academy, 2021)

Such assets may be goods or real estate, which allow it to enjoy rights and obligations according to the Law.

The Federal Civil Code in its Third Book refers to successions indicating: preliminary dispositions, succession by will, the form of wills, legitimate succession, common dispositions to testamentary and legitimate successions. (Chamber of Deputies of the Congress of the Union, 2022).

The Civil Code for the State of Veracruz de Ignacio de la Llave, as last amended on June 13, 2022, covers the subject of successions in its Third Book, with five titles, from Articles 1214 to 1724, referring to: preliminary dispositions, succession by will, the form of wills, legitimate succession and the dispositions common to testamentary and legitimate successions.

Also, in its Fourth Title, Chapter One, it includes the subject of donations from Article 2266 to 2316. (Government of the State of Veracruz, 2022).

According to the Civil Code of the State of Veracruz (2022), in its Article 1228, the will is a very personal, revocable and free act, by which a capable person disposes of his property and rights, and declares or fulfills duties for after his death.

Another way to protect his relatives is through the donation, in its article 2266 of said Code, defines it as the contract by which a person transfers to another, free of charge, a part or the totality of his present goods. (Gobierno del Estado de Veracruz, 2022).

On the other hand, testamentary trusts can be mentioned as a means of family protection; these allow guaranteeing that the fiduciary institution will comply with the instructions we have established for the delivery of our patrimony. The person who enters into the contract is called settlor and the beneficiaries are called trustees (Lanzagorta, 2021).

A last means of family protection included in this research is the will with fiduciary clauses, this is a contract that allows you to carry out the administration of your estate according to your convenience, when you fail, you will have the certainty that the Trustee will fulfill the instructions that you have established in favor of your beneficiaries in the determined percentages, avoiding inheritance lawsuits. (BBVA, 2022)

Now, according to the Civil Code of the State of Veracruz, article 1301 indicates that the testator must leave alimony to the persons mentioned in the following fractions:

1. To the descendants under 18 years of age, with respect to whom he has legal obligation to provide alimony at the time of death.
2. To the descendants who are unable to work regardless of their age.
3. To the surviving spouse, when he/she is unable to work and does not have sufficient assets, unless otherwise expressly provided by the testator, this right shall subsist as long as he/she does not marry and lives honestly.
4. To the ascendants.
5. To the concubine or concubinary who is in the case of Article 1568 and under the terms of Section III.
6. To the siblings and other collateral relatives within the fourth degree, if they are incapacitated or while they do not reach eighteen years of age, as long as they do not have assets to support their needs. (Government of the State of Veracruz, 2022).

Methodology to be developed

This is a quantitative type of research, with a statistical analysis, a descriptive, non-experimental and cross-sectional scope. The data collection technique is the survey; the instrument is a questionnaire of twenty-nine items and a comments section.

Derived from the COVID-19 pandemic, the surveys are applied through digital media, that is, through Google Forms, being 111 surveys in total.

The people who responded to this data collection instrument belong to the Universidad Tecnológica del Sureste de Veracruz, being administrative staff, management staff and academic staff.

It should be clarified that the survey is divided into three sections: the first section corresponds to general data such as: type of personnel, age, gender and marital status.

The second section refers to the variable on staff awareness, including items 5, 6, 8, 9, 10 and 11.

The third section is about the variable: degree of knowledge, including questions: 15, 16, 17, 18, 19, 20, 21, 22 and 23.

The remaining questions allow us to have more knowledge about the situation in general, for this reason, they serve as support to make an objective contribution in the conclusions.

Results

With respect to the first section, Table 1 is shown to indicate the type of personnel, gender, age and marital status according to questions 1, 2, 3 and 4.

No	Question	Percentages		
		1	Staff	21.6% Administrative
2	Gender	58.6% Male	41.4% Female	
3	Age	23.4% 35 to 39	22.5% 40 to 44	17.1% 45 to 49
4	Marital Status	57.7% Married	27% Single	7.2% Divorced

Table 1 Section 1
Source: Own elaboration

For the second section with respect to the variable: Degree of Awareness, we begin with question 5 (Table 2), where 91% of the respondents do have people who depend economically on them, while 9% do not.

Among the persons who are economically dependent on the UTSV worker are, in first place, the sons or daughters, in second place, the husband or wife, in third place, the father or mother, and in fourth place, persons other than the above.

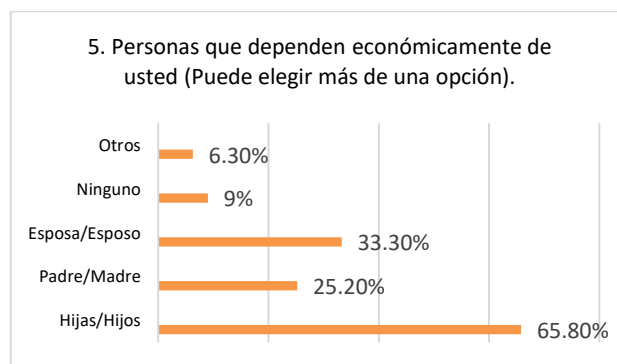


Table 2 Question 5
Source: Own elaboration

Questions 6, 8, 9, 10 and 11 allow the worker to be positioned in the here and now so that he/she can analyze his/her environment and reality (Table 3).

No.	Question	No	Yes	Maybe
6	NCDs (diabetes and asthma)	78.4%	19.8%	1.8%
8	Knowledge of NCDs as a major cause of death	63.1%	36.9%	
9	Do you have any assets of your own?	18.9%	81.1%	
10	Have you thought about the succession of your assets in case of death?	22.5%	67.6%	9.9%
11	Have you thought about the protection of your family members in case of death?	16.2%	76.6%	7.2%

Table 3 Questions 6, 8, 9, 10 and 11

Source: Own elaboration

The above shows that 78.4% do not suffer from Chronic Non-Communicable Diseases (NCDs), while 19.8% do and 1.8% maybe.

Regarding their knowledge that NCDs are an important cause of death, 63.1% mentioned that they do have knowledge and 36.9% do not have it.

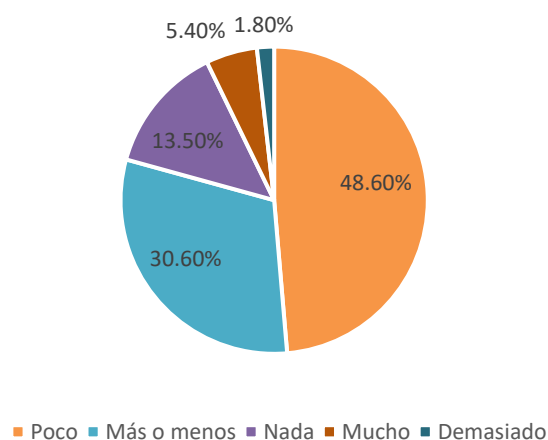
81.1% do have assets of their own and 18.9% do not.

67.6% have thought about the succession of their assets in case of death and even more in times of pandemic generated by the COVID-19, 22.5% mentioned that they have not thought about it and 9.9% mentioned that maybe.

76.6% said that they have thought about protecting their family members in case they lose their lives and 16.2% have not thought about it and 7.2% maybe.

For the third section with respect to the variable: Degree of Knowledge, question 15 (Graph 1) indicates that 48.6% know little about the options in force on the succession of assets, 30.63% more or less, 13.5% not at all and 7.27% know a lot or too much about the subject.

15. How much do you know about any options in place for the succession of assets to ensure the welfare of your dependents in the event of your death?



Graphic 1 Question 15

Source: Own elaboration

Table 4, with questions 16, 17, 18, 19 and 20 includes the following:

92.8% know about the will, 4.5% are not sure and 2.7% do not know about the subject; 87.4% know that the month of the will exists and 12.6% do not; 58.6% do not know about the testamentary trust, 32.4% do and 9% do not.

In contrast to the above and regarding knowledge about the will with trust clauses, 64% do not know about the subject, 31.5% do and 4.5% are not sure.

61.3% know about the subject of donations, 35.1% do not and 3.6% are not sure.

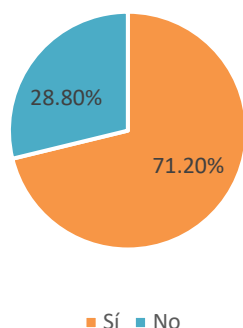
No.	Question	Yes	No	Not sure (a)
16	About the Will	92.8%	2.7%	4.5%
17	About Wills Month	87.4%	12.6%	0
18	About testamentary trust	32.4%	58.6%	9%
19	About wills with fiduciary clauses	31.5%	64%	4.5%
20	About the gift	35.1%	61.3%	3.6%

Table 4 Question 16,17,18,19,20

Source: Own elaboration

In Figure 2, question 21 explains that 71.2% know that not having some legal procedure to transfer assets causes problems and family expenses and that they will not be able to enjoy the assets that are the product of the deceased person's work during his lifetime, while 28.8% did not know this.

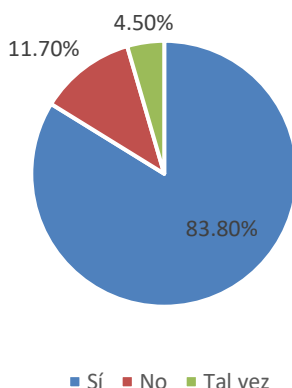
21. Did you know that not having a legal procedure to transfer assets causes problems and expenses for family members and, ultimately, they will not be able to enjoy the assets that are the product of the deceased person's life's work?



Graphic 2 Question 21
Source: Own elaboration

According to question 22, 83.8% know that not having a legal procedure to designate assets can cause quarrels or family estrangement, while 11.47% do not know and 4.73% maybe (graph 3).

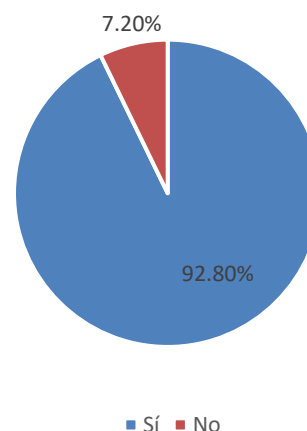
22. Did you know that not having a legal procedure to designate assets can lead to family quarrels or estrangement?



Graphic 3 Question 22
Source: Own elaboration

Regarding question 23, 92.8% do not have any legal instrument for the protection of their family members and their property, 7.2% do (Figure 4).

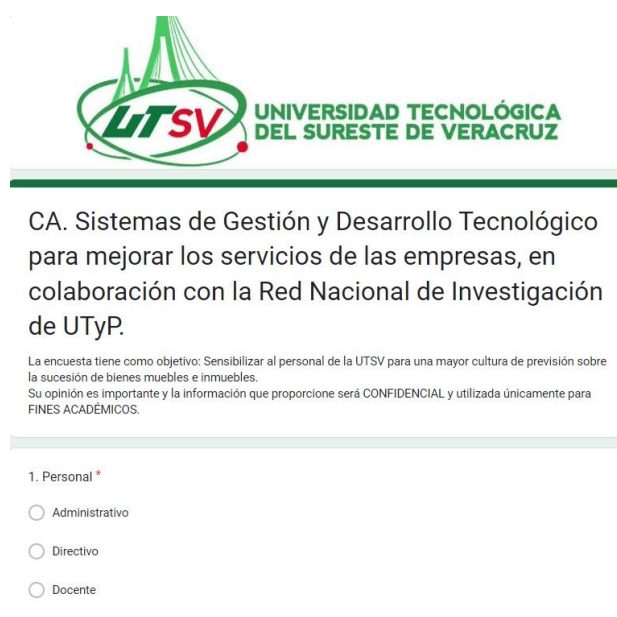
Do you currently have any of the above-mentioned legal instruments in place to manage what happens to your personal belongings in the event of your absence?



Graphic 4 Question 23
Source: Own elaboration

Annexes

The data collection instrument is attached as evidence of the results obtained, which is hosted in Google Forms.



2. Sexo *

- Masculino
- Femenino
- Prefiero no responder

3. Edad *

- 25 a 29 años
- 30 a 34 años
- 35 a 39 años
- 40 a 44 años
- 45 a 49 años
- 50 a 54 años
- 55 a 59 años
- 60 a 64 años
- 65 a 69 años
- + 70 años

4. Estado civil *

- Casada (o)
- Soltera (o)
- Unión Libre
- Divorciado (o)
- Viudo (o)

5. Personas que dependen económicamente de usted (Puede elegir más de una opción). *

- Hijos / Hijas
- Padre / Madre
- Esposa / Esposo

6. ¿Padece usted alguna Enfermedad Crónica No Transmisible (ECNT) como diabetes, enfermedad cardiovascular, enfermedad renal, enfermedades respiratorias, etc.? *

- Sí
- No
- Tal vez

7. ¿Cuál?

Texto de respuesta breve

8. ¿Sabía usted que la ECNT representa la causa de defunción más importante en el mundo, pues acaparan un 63% del número total de muertes anuales? *

- Sí
- No

9. ¿Cuenta usted con algún bien mueble o inmueble propio como: casa, terreno, vehículo, etc.? *

- Sí
- No

10. ¿Ha pensado qué sucedería con sus bienes en caso de que usted, por algún motivo, perdiera la vida? *

- Sí
- No
- Tal vez

11. ¿Ha pensado qué sucedería con sus familiares o personas que económicamente dependen de usted en caso de que, por algún motivo, usted perdiera la vida? *

- Sí
- No
- Tal vez

12. Actualmente, ¿Con qué frecuencia piensa usted en temas de esta índole? *

- Muy frecuentemente
- Frecuentemente
- Ocasionalmente
- Raramente
- Nunca

13. Temas de esta índole le causa: (Puede elegir más de una opción) *

- Sorpresa
- Tristeza
- Desprecio
- Miedo
- Ira
- Alegría
- Asco

14. Considera usted que este tema es: (Puede elegir más de una opción) *

- Temible
- Delicado
- Susceptible
- Irrelevante
- Inapropiado
- Relevante
- Necesario

15. ¿Qué tanto conoce sobre algunas opciones vigentes para la sucesión de los bienes y que, a su vez, garanticen el bienestar de sus dependientes en caso de que usted falte? *

- Nada
- Poco
- Más o menos
- Mucho
- Demasiado

16. ¿Sabía usted que un testamento sirve para administrar lo que suceda con nuestras pertenencias personales después del fallecimiento? Esto incluye dinero, cuentas bancarias, automóvil, mascotas, etc. *

- Sí
- No
- No estoy seguro (a)

17. ¿Conoce usted que el mes de septiembre es considerado como "El mes del testamento", en el que los mexicanos con cultura de previsión, lo utilizan para designar su legado entre sus familiares o persona designada, en caso de faltar, evitando complicaciones futuras entre estos. *

- Sí
- No

18. ¿Sabía usted que un Fideicomiso Testamentario es un contrato donde una persona entrega sus bienes a una institución fiduciaria y los administre en vida, para que a su fallecimiento los distribuya o administre de acuerdo con las instrucciones plasmadas en dicho contrato? *

- Sí
- No
- No estoy seguro (a)

19. ¿Sabía usted que un Testamento con cláusulas fiduciarias es un documento donde una persona prevé que a su fallecimiento se constituya un fideicomiso formalizado con una institución fiduciaria, que será la encargada de administrar y transmitir los bienes a sus herederos, bajo ciertas condiciones? *

- Sí
- No
- No estoy seguro (a)

20. ¿Sabía usted que acorde al Código Civil del Edo. de Veracruz también puede realizar una donación? Siendo esto un contrato por el que una persona transfiere a otra, gratuitamente, una parte o la totalidad de sus bienes presentes. *

- Sí
- No
- No estoy seguro (a)

21. ¿Sabía usted que no contar con un procedimiento legal para transmitir los bienes ocasiona problemas y gastos a los familiares y en última instancia, estos no podrán gozar de los bienes que son producto del trabajo en vida de la persona que falleció? *

- Sí
- No

22. ¿Sabía usted que no contar con un procedimiento legal para designar los bienes puede ocasionar rencillas o distanciamiento familiar? *

- Sí
- No
- Tal vez

23. Actualmente, ¿cuenta con alguno de los instrumentos jurídicos antes mencionados, para administrar lo que suceda con sus pertenencias personales en caso de que falte? *

- Sí (Ir a la pregunta 25)
- No

24. ¿Cuál es el motivo por el que no cuenta con ello? (Puede elegir más de una opción)

- Superstición
- Miedo
- Procrastinación
- Falta de recursos económicos
- Desconocimiento del tema
- Otro (favor de especificar en la pregunta 24a)

25. ¿Considera que está encuesta le ha permitido reflexionar sobre la importancia de proteger sus bienes y seres queridos? *

- Nada
- Poco
- Más o menos
- Mucho
- Demasiado

26. ¿Qué tanto está decidido usted a realizar alguna acción para proteger ambas cuestiones (seres queridos y bienes)? *

- Nada
- Poco
- Más o menos
- Mucho
- Demasiado

27. ¿Por cuál optaría? *

- Testamento
- Fideicomiso Testamentario
- Testamento por cláusulas fiduciarias
- Donación
- Otro (favor de especificar en la pregunta 27a)

27a. Favor de especificar otra opción, en caso de no aparezca en la pregunta anterior.

Texto de respuesta breve

Se agradece su participación. Comentarios (opcional)

Texto de respuesta largo

Acknowledgements

To the Universidad Tecnológica del Sureste de Veracruz, for the facilities they have provided for the completion of this work; to the management, administrative and teaching staff who have actively participated in the development and completion of this project.

To the Master in Legal and Social Sciences, Juan Diego Quintana Garrido, for his contribution in legal matters for this topic.

Conclusions

Based on the methodology used and by dividing the data collection instrument into three sections, it is observed with the first section that, the teaching staff responded to the survey to a greater extent, since in the University the number of teachers is higher compared to the management and administrative staff. It is also observed that there is a higher number of married workers.

In the second section that refers to the variable: Degree of Sensitization, it is observed that most of them have people who are economically dependent on them.

Fortunately, for the most part, they do not have Chronic Non-Communicable Diseases since, being sedentary, many of us do not practice exercise in a timely manner, but we know that this disease is of care so a recommendation is sports activation for the improvement or preservation of good health.

Meanwhile, on a day-to-day and frequent basis, the University worker thinks about issues of this nature.

Therefore, talking about this type of topics causes them mostly: sadness, fear and surprise, also, they consider that it is a delicate topic, but very necessary to talk about.

Most of them do have their own assets and there is an awareness of the subject because they are concerned about their relatives in the event of the owner's death.

With respect to the third section regarding the variable: Degree of Knowledge: the will is the most known means for the protection and transmission of assets.

It is also important to point out that, although there is a will month, it is expensive and it would be convenient to have some support from the Federal Government to make the process easier and less costly.

Consequently, with this project it has been demonstrated that there is indeed knowledge of the subject, however, not everyone knows about the existing means or instruments for the protection of their relatives and their assets.

Most of them are aware that not having the documents in order may cause quarrels or family estrangement.

However, the fact that the owner determines how his assets will be distributed and under what legal procedure, will make it possible that, upon the death of the owner, those family members or designated persons will have the right to make use of the bequeathed assets. This will allow that, under the legal protection of a document, whatever it may be, those designated by the owner will be financially protected and in turn, this could avoid family quarrels and legal suits in the future (lawsuit) or at least, it would be reduced to a greater extent.

As a result of the above, the alternative hypothesis is demonstrated, which indicates that most of the people surveyed have a sufficient and adequate degree of knowledge that the will is the only means for the succession of assets.

Thus, given the need to orient University personnel on this subject, it is considered of great importance to provide a lecture or workshop where the options in place to protect the family in the event of the death of the owner who owns movable and immovable property are defined and explained.

On the other hand, it is of utmost importance that this process not only be carried out in person; certainly, the steps to be followed must be regulated under certain regulations or the Law itself, however, due to the pandemic caused by the COVID-19 we have noticed that multiple activities can be efficiently developed virtually.

As a result of the above, it would be extremely useful to digitally update the Justice System regarding inheritance, with the development and implementation of an Internet page, which includes a catalog with the types of inheritance of property, as well as an explanation, difference between them, costs and the requirements to be covered. Subsequently, the system should allow the attachment of files so that the owner of the assets can only appear before the legal entity at the end of the process and the page can also be linked to the Public Registry of Property to verify the authenticity of the information.

Finally, in order to have the legal certainty that the owner is the one who is actually carrying out the process, a handwritten signature will be requested, being the e-signature the most convenient means of identification.

In this way, it is intended to close the gaps between the lack of knowledge on this subject and the fact that because of this many people do not decide to protect their loved ones.

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Educating to innovate: designing public policies aligned with sustainable development goals (SDGs) in Guanajuato State

Educación para la innovación: diseño de una política pública alineada a los objetivos de desarrollo sostenible (ODS) en el estado de Guanajuato

VELÁZQUEZ-SAGAHÓN, Francisco Javier†*, VÁZQUEZ-GARCÍA, Juan Iván, FLORES-JAIME, Jesús Gilberto and PRECIADO-ROCHA, Amneris Aida

Universidad de Guanajuato, México

ID 1st Author: *Francisco Javier Velázquez-Sagahón* / ORC ID: 0000-0003-1283-4339, CVU CONAHCYT ID: 164260

ID 1st Co-author: *Juan Iván, Vázquez-García* / ORC ID: /0000-0003-1283-4339, CVU CONAHCYT ID: 164260

ID 2nd Co-author: *Jesús Gilberto, Flores-Jaime*

ID 3rd Co-author: *Amneris Aida, Preciado-Rocha*

DOI: 10.35429/JTMS.2023.24.9.12.22

Received: January 15, 2023; Accepted: June 30, 2023

Abstract

A documentary research is presented that has the purpose of explaining the relationship that exists among the educational systems of a region, with the development of a regional innovation and entrepreneurship ecosystem, in order to propose guidelines in public policy that affect the achievement of the Sustainable Development Goals (SDGs) related to Quality Education (SDG 4) as well as Industry, Innovation and Infrastructure (SDG 9). The results show that a key indicator related to these two SDG objectives is school dropout; and to the extent that this phenomenon can be reduced, significant progress can be made towards achieving these aspirations expressed from the United Nations (UN). The study focuses on the Guanajuato case study, which is a political demarcation located in the central region of Mexico. Based on a comparative analysis when applying public policies based on flexible education in other regions of Latin America, together with the principles of participatory governance, a possible way to reduce the school dropout rate, which affects the achievement of SDGs 4 and 9, is proposed to achieve a better quality of life in the state of Guanajuato.

Innovation, Quality of life, Flexible education.

Resumen

Se presenta una investigación documental que tiene la finalidad de explicar la relación que existe entre los sistemas educativos de una región, con el desarrollo de un ecosistema de innovación y emprendimiento regional, con la finalidad de proponer lineamientos en política pública que incidan en el logro de los Objetivos de Desarrollo Sustentable (ODS) relativos a Educación de Calidad (ODS 4) así como Industria, Innovación e Infraestructura (ODS 9). Los resultados muestran que un indicador clave relacionado con estos dos objetivos ODS, es el abandono escolar; y en la medida que pueda abatirse este fenómeno, se podrá tener un avance significativo para el logro de estos anhelos plasmados desde la Organización de las Naciones Unidas (ONU). El estudio se enfoca en el caso de estudio Guanajuato, el cual es una demarcación política ubicada en la región central de México. A partir de un análisis comparativo al aplicar políticas públicas basadas en educación flexible en otras regiones de Latinoamérica, en conjunto con los principios de gobernanza participativa, se propone un camino posible para abatir el índice de abandono escolar, que incida en el logro de los ODS 4 y 9, para alcanzar una mejor calidad de vida en el estado de Guanajuato.

Innovación, Calidad de vida, Educación flexible

Citation: VELÁZQUEZ-SAGAHÓN, Francisco Javier, VÁZQUEZ-GARCÍA, Juan Iván, FLORES-JAIME, Jesús Gilberto and PRECIADO-ROCHA, Amneris Aida. Educating to innovate: designing public policies aligned with sustainable development goals (SDGs) in Guanajuato State. *Journal of Transdisciplinary Migratory Studies*. 2023. 9-24:12-22.

* Correspondence to the Author (E-mail: sagahon@ugto.mx)

† Researcher contributing as first author.

Introduction

Since 2015, the design of national public policies has had a reference point called the Sustainable Development Goals (SDGs), which are a series of global guidelines and aspirations, which were agreed by 193 heads of state and government and approved at the LXX General Assembly of the United Nations, held in September 2015. In general terms, these goals integrate three major dimensions of sustainable development: economic, social and environmental (Gómez, 2018). These goals have been organised into 17 specific aspects, which are: 1) End poverty; 2) Zero hunger; 3) Health and well-being; 4) Quality education; 5) Gender equality; 6) Clean water and sanitation; 7) Affordable and clean energy; 8) Decent work and economic growth; 9) Industry, innovation and infrastructure; 10) Reducing inequalities; 11) Sustainable cities and communities; 12) Responsible production and consumption; 13) Climate action; 14) Undersea life; 15) Life of terrestrial ecosystems; 16) Peace, justice and strong institutions; 17) Partnerships to achieve the goals.

This study is based on goals 4 and 9 of these SDGs, with a view to the 2030 agenda, which have been defined as follows: Goal 4) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Goal 9) Build resilient infrastructure, promote sustainable industrialisation and foster innovation. (United Nations, 2018).

Beginning the analysis of this study, we can identify that what is indicated by SDG 4 is an old desire already considered in the laws of Mexico, due to the fact that access to education is a fundamental Human Right that all States must ensure to their population. Article 3 of the Political Constitution of the United Mexican States establishes the regulations to guarantee early childhood, preschool, primary, primary, secondary, upper secondary and higher education (Constitución Política de los Estados Unidos Mexicanos, 2019). Due to this foundation, it is expected that the different governmental bodies, at federal, state and municipal levels, establish the conditions for the entire population to access the different educational levels that correspond to them, according to their age and intellectual development.

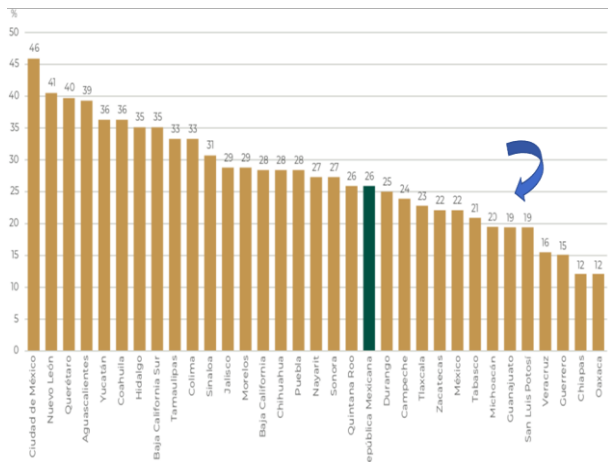
However, in Mexico and in the political demarcation of Guanajuato, there is still much to be done to establish the conditions that will allow the entire population to have the opportunity to access quality education. A study conducted in 2018 by the Colegio de México identifies an educational backwardness of 43% in the National Education System. This is characterised as follows: 5.4 million Mexicans are illiterate (cannot write or read an errand); 10.1 million Mexicans did not manage to finish primary school; and 16.4 million did not finish secondary school. This gives us a total of 31.9 million Mexicans with some kind of educational deficiency, which represents 43% of the population of 74 million Mexicans between 15 and 64 years of age (Gil-Antón, 2018).

Diagnosis to understand the current problem

Access to quality education and regional socio-economic development have always been closely related (Rosaldo and Castaño, 2015). Major global economies are associated with inclusive and consolidated education systems. One way to measure inclusive access to quality education is through an indicator called "Educational Attainment" (LE), which measures the number of students who complete their university education based on 100 students who start their primary education, for the same generational cohort (Ramírez and Hernández, 2012). In turn, an indicator that measures the degree of economic development of a region is determined by its Gross Domestic Product (GDP), which is a macroeconomic variable that expresses the monetary value of the sum of all the production of goods and services that are developed in a country or region during a year. From the definition of these concepts, a close correlation has been identified between the GDP of a region and the "Educational Attainment" indicator (Coleman, 1988).

Applying this theoretical postulate of correlation between LE and GDP, now for the context of Mexico, Graph 1 is presented in the first instance, which shows the LE indicator for each of the states.

Educational Attainment (LE) indicators by state in Mexico, for the school year 2020-2021.



Graphic 1

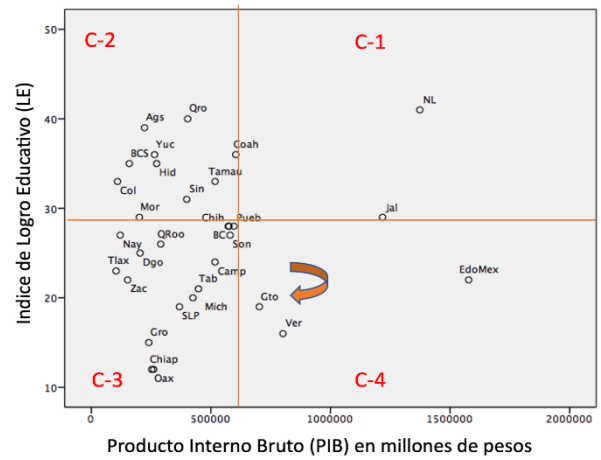
Source: Ministry of Public Education (2021)

A first striking fact is that the highest positions in the PE indicator are mostly associated with states with high economic development, such as Mexico City, Nuevo León, Querétaro and Aguascalientes, the latter two with a large presence of industries belonging to the automotive and aerospace sector.

However, Guanajuato's position in this graph 1 is surprising, as the state LE is only 19 (number of students per 100 who complete their university education for the same generational cohort). Additionally, it can be observed in the same graph that this indicator in Guanajuato is far below the national average LE of 26 students, as shown in Graph 1.

In order to analyse this fact in detail, we now proceed to elaborate a scatter diagram of points, presented as graph 2, where the "X" axis represents the GDP in millions of pesos and the "Y" axis shows the Educational Attainment (LE) indicator. Each point in graph 2 represents the location of a state with respect to its GDP on the "X" axis and its LE proportionally on the "Y" axis.

Gross Domestic Product (GDP) vs. Educational Attainment (LE) by state.



Graphic 2

Source: Own elaboration with data from the Ministry of Public Education (2021) and the National Institute of Statistics and Geography (2021).

Additionally, in order to identify the points that deviate from a possible direct correlation as established by Coleman (2018), Graph 2 is segmented into four quadrants, following the methodology of Estepa (2008), where the points or entities in quadrant 1 represent the states with high GDP indicators and a high LE, i.e. they follow the theoretical trends referred to above. In this quadrant 1 are the states of Jalisco (Jal), Nuevo León (NL) and Mexico City (not plotted for scale reasons). Quadrant 3, on the other hand, integrates the states with comparatively low GDP indicators and lower LE levels, which follow the direct correlation trends. For this analysis, quadrant 3 includes the states of Puebla (Puebla), Chihuahua (Chihuahua), Baja California (BC), Sonora (Son), Quintana Roo (QRoo), Nayarit (Nay), Durango (Dgo), Campeche (Camp), Tlaxcala (Tlax), Zacatecas (Zac), Tabasco (Tab), Michoacán (Mich), San Luis Potosí, (SLP), Guerrero (Gro), Chiapas (Chiap) and Oaxaca (Oax). Quadrant 2 and quadrant 4, integrate points that do not follow these theoretical trends, so that points located in quadrant 2 have retained high LE indices (comparatively) despite not being in the top national GDP rankings. In this quadrant 2 are the entities of Querétaro (Qro), Aguascalientes (Ags), Yucatán (Yuc), Coahuila (Coah), Baja California Sur (BCS), Hidalgo (Hid), Tamaulipas (Tamau), and Sinaloa (Sin). Finally, quadrant 4 shows the most serious situation of all this graphical representation, as this quadrant integrates those states that have high GDP indicators but low LE levels. It is noteworthy that only three states appear in this quadrant: Estado de México (EdoMex), Veracruz (Ver) and Guanajuato (Gto).

The states located in quadrant 4 are deviations from the general correlation trends. That is, there are conditions in the context of these states, which despite having (comparatively) high levels of GDP, their levels of Educational Achievement (LE) are (comparatively) low. In particular, the state of Guanajuato has one of the highest GDPs in Mexico, ranking 6th out of 32 states (Instituto Nacional de Estadística y Geografía, 2021), but its LE indicator is one of the lowest, ranking 26th out of 32 states (Secretaría de Educación Pública, 2021).

This is evidence that it is necessary to intervene with actions or reinforce public policies at the state level in Guanajuato, to change this LE trend and put it at least above average, achieving an advance from 19, to a higher level of 26 students who finish their university education, for each generational cohort of 100 who started primary school.

The problem of school dropouts

Taking up Gil-Antón's (2018) thesis, which aims to reduce school dropout throughout the entire school career, from primary to higher education, Figure 3 presents an infographic that shows the analysis of the main points where the highest dropout rates have been identified.

Infographic of school dropout by level of education in the national school system. Generational cohort 2004-2020.

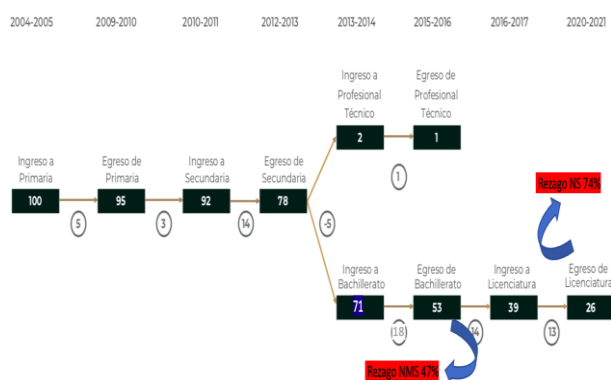


Figure 1

Source: Ministry of Public Education (2021).

Figure 1 shows in the first block a total of 100 pupils entering primary school. The number 5, which appears after this block and enclosed in a small circle, represents the proportion of pupils who for some reason dropped out of primary education, so that in the next block labelled "Primary school leavers" the number 95 appears, which is the proportion of "Educational Attainment" at this first level of education. By successively reviewing the figures presented throughout figure 3, we can identify in the different circled numbers, the proportion of pupils who drop out of education throughout their entire school career.

In Figure 1, two points of particular interest for this analysis have been clearly highlighted, namely the levels of educational lag at the upper secondary level (NMS) and at the tertiary level (NS), which are 47% (cumulative lag) - which is very similar to the 43% percentage of educational lag already described by Gil-Antón (2018) - and 74% (cumulative lag) for NS, ending with an average of only 26 students finishing their university education. This means that, at the national level, in the school-based education system, 47 out of 100 students were not able to complete their NMS education and 74 out of 100 did not finish their NS studies. Thus, it can be stated that approximately only one quarter of this 2004-2020 cohort have completed a bachelor's degree education. Only one quarter, when the Political Constitution of the United Mexican States states that educational opportunities should be for all.

International comparison

A review of this LE indicator in member countries of the Organisation for Economic Co-operation and Development (OECD) shows that Mexico does indeed have a great challenge in this regard, as the LE indicators of some of its trading partners are much higher than those of Mexico. Thus, we can cite some LE indices: Japan 47; Finland 43; United States 42; Switzerland 40; Korea 39 and, in particular, the case of Chile, which has an LE of 42 (OECD, 2021). It is evident that there is a big difference between the LE index of these countries and that of Mexico, which is 26, and the LE index of Guanajuato, which is 19, as shown in Graph 1.

Complexity of the problem of educational backwardness

Although comparisons between GDP and LE in different socio-economic regions allow us to visualise trends and deviations from expected behaviour, LE indices are in turn associated with the development of an innovation and entrepreneurship ecosystem.

In recent years, new methodologies have been developed to identify the causes or main socio-economic variables that drive the efficiency of innovation ecosystems around the world. The World Intellectual Property Organization (WIPO) has developed a system to assess the progress in innovation in 130 countries, and publishes the annual "Global Innovation Index" report, which analyses different variables that have an impact on the innovation ecosystems of these economies. One of the main findings of the WIPO studies (2021) is the strong correlation between the educational attainment index (LE) among the population under 30 years of age who have completed their university education, with the number of patents registered in these countries and the development of innovation processes, mainly in technology-based companies. In addition, this report reports the main countries in Latin America and the Caribbean where significant progress has been made in innovation: 1) Chile, 2) Mexico and 3) Costa Rica (WIPO, 2021).

The location of Chile and Costa Rica within the "Top 3" Latin American countries with the greatest development of their innovation ecosystem is surprising, although this fact is explained by their high indicators of "Educational Achievement", as Chile reports an LE of 42, and Costa Rica an LE of 40 and are the leaders in these indicators in all of Latin America (OECD, 2021) despite the fact that the GDP of these countries is much lower than the GDP of Mexico, which occupies second place in the development of innovation in this Latin American region.

In other words, the development of a country's economic well-being, as well as the growth of its innovation ecosystem, has a complex and multifactorial nature; however, one variable that has a favourable impact on all this socio-economic development is the LE indices achieved by its young population, hence the importance of designing public policies that have an impact on reducing school lag and dropout rates at all educational levels, mainly at the NMS and NS levels.

Origin of the school dropout problema

There are different studies that have identified the causes of school dropout in Guanajuato, although these factors are diverse according to the type of study, educational level or municipality analysed. Sánchez (2015) establishes that failure is the main cause of dropout at the upper secondary level in the state of Guanajuato, leaving in a second order of importance the causes of dropout associated with teacher performance, school support, motivation, teaching and learning strategies, as well as availability of educational offers. Other studies report that lack of resources is the most important reason among higher education students at the Interdisciplinary Professional Unit of Engineering in Guanajuato, belonging to the National Polytechnic Institute (IPN) located in the municipality of Silao (ElSahili, 2011), although the reasons for dropping out of school, later identified by Sánchez (2015), are also recognised as relevant.

Flexible education as an alternative solution

Before reflecting on alternative solutions to this problem, it is important to summarise the causes and consequences of the public problem of school dropout in the state of Guanajuato. Main causes: a) High failure rate, b) Lack of economic support and socio-economic problems, b) Low motivation of students to continue their studies, c) Deficient teaching strategies applied by teachers and d) Scarce educational offer and rigid schooling systems; this is based on the previously consulted research referred to. And the main consequences can be summarised as: a) Slowing down of the social and economic development of the region, b) Possible increase in crime and insecurity rates, and c) Inhibition of the state's innovation and entrepreneurship ecosystem.

The problem of school dropout is present globally and has particularly increased in the second decade of the 21st century (Soto, 2016). A search in the specialised literature on possible solutions to this problem reveals the emergence of Flexible Education Models as a recurrent solution, mainly in different Latin American countries, which are formal education proposals, but with certain characteristics in their contents and modalities, which allow reaching and retaining diverse student populations or those living in vulnerable conditions, to help them overcome their difficulties in participating in the traditional educational offer.

Considering all of the above, the objective of this essay seeks to answer the question: How can the principle of Flexible Education be implemented in Guanajuato to improve the Educational Achievement (LE) index in order to have a favourable impact on the development of an innovation ecosystem, strengthening the development of scientific and technological capacities of young people in the state?.

In a first approach to flexible education models, two currents can be identified. Those aimed at innovating educational modalities, moving from face-to-face or traditional education to so-called "distance" modalities based on the use of information and communication technologies. Another current in flexible education models is oriented towards revising and adapting traditional curricular content, designed from the perception of disciplinary experts, towards content oriented towards the context and the particular learning interests of students. This last trend is closely related to a new role of the teacher, who moves from a transmitter of information to a facilitator of learning. In particular, this current of flexible education has been successfully implemented in Colombia during the second half of the 20th century (Rios, 2012). This model has been called "Escuela Nueva" and was the basis of the education policy implemented by Colombian President César Augusto Gaviria Trujillo, during his term of office from 1990 to 1994. However, this educational policy was oriented towards primary schools located in rural communities in Colombia, based on the contributions and work carried out in the 1970s by the pedagogues Victoria Colbert and Óscar Mogollón.

Following this same trend of flexible education that Colombia has applied, particularly for its basic education, mostly in rural areas, we can identify the case of the public policies applied in Korea. After having overcome the period of war, which resulted in the separation of North Korea (dictatorship) and South Korea (democratic), the latter country has implemented an education policy that gives priority to the interests and abilities of students, particularly at the EMS and HE levels. However, some studies conclude that the high LE rates and quality of the Korean education system are primarily related to a legacy of the Confucian ethic that is widely recognised in this country, as well as the high social esteem for education (García and Arechavaleta, 2011).

Evaluation of flexible education policies

UNICEF has conducted a very interesting evaluation of the implementation of flexible education models in 4 Latin American countries: El Salvador, Ecuador, Guatemala and Argentina (UNICEF, 2022). It is interesting to analyse that this report clarifies that flexible education models are not proposals based on unique structures, but that each country or region has adapted the philosophy of the educational models to its own educational objectives, as well as its social and economic reality. The main achievements of implementing education policies in these countries are thus described.

El Salvador

The implementation of the flexible education model in this country focused on the following aspects: Virtual modality; Expansion of the offer of educational programmes; Adaptation of the curriculum to the skills and competences required in the region; Training of teachers in the flexible education scheme; Decentralisation of the administration of educational services.

Ecuador

Among the outstanding features is the involvement of community organisations in the implementation of flexible strategies together with educational organisations. An intense programme of teacher training and participation of community organisations, implementing plans to contain school dropout in specific regions.

Guatemala

The flexible modality implemented was oriented to the reincorporation of students who dropped out of primary and secondary education; face-to-face, blended and distance learning modalities; curriculum redesign based on the development of competencies in seven basic areas with a humanistic approach that promotes cultural identity. It is relevant that the teachers who participated in this programme were trained and come from different public, private and NGO sources.

Argentina

Creation of an information system on students who had dropped out of school in order to implement actions to reintegrate them into their educational levels. This Argentinean programme places special emphasis on understanding the reasons for dropping out in order to carry out actions to ensure a successful return; Implementation of different modalities, both face-to-face and distance learning; the Ministry of Education worked with other governmental bodies such as the Ministries of Health, Social Development and other social organisations, to implement actions for the return of students. Despite the progress achieved, this programme did not continue with the change of government in 2019 in some provinces such as Santa Fe, and only the virtual modality has remained.

To summarise these outstanding experiences of flexible educational models in Latin America, we can mention the close cooperation that existed in the implementation of these programmes both between the federal ministries of education in each country and the governmental education bodies in each province. In addition, the participation of non-governmental actors such as private educational organisations, community organisations and civil society organisations (NGOs) has also been identified. The joint work of all these organisations was aimed at recognising that there is a sector that has been excluded from traditional programmes and that the specific causes in each region should be analysed in detail in order to implement differentiated actions.

Another lesson derived from the review of these Latin American cases is related to the recognition that flexible education models can be implemented in parallel to the different schemes of the traditional educational ecosystem, aimed at the recovery of people who have stopped studying, making flexible schemes such as timetables, modalities and curricular contents, which, although inspired by the official programmes of each country, prioritise the development of competences and skills required in their economic and social reality. But, above all, the fundamental element in all these cases is the close articulation between governmental and civil society actors.

Educational governance

The concept of Governance emerged in the academic and political discourse in the last decade of the 20th century and although it has different meanings, for this essay we take the concept of Aguilar (2010) understood as a new way of governing, where the hegemonic power of a single governmental actor is reconsidered, to move towards a form of government based on cooperation between the State and different organisations and actors of civil society, where the State remains the predominant actor but with a balanced interrelation between other actors, whether from the public or private sector. The term Governance has gained special relevance in the 21st century due to the high degree of complexity of the main social problems faced by governments, where the joint participation and collaboration of society and government is required to implement effective public policies. Based on what has been identified in the experiences of flexible educational models in the four countries analysed, it is evident that these have been successful experiences as they have implemented the concept of governance to address the problem of high dropout rates in their countries.

In this way, the problem of educational dropout in Guanajuato can be addressed by reflecting on the fact that the educational trajectories of students in a region can be very different due to the conditions of vulnerability, exclusion and backwardness generated by traditional school structures and processes (González, 2021). As a response to this problem, flexible educational models emerge where flexibility is identified in aspects such as modalities (face-to-face, hybrid or distance); timetables and spaces; curriculum; materials and infrastructure, as well as pedagogical practices. In addition, flexible educational proposals recognise that there are differentiated needs for the development of competences and skills that are useful in the social and economic context where students live. However, the implementation of these models is not an easy task, due to the high complexity involved.

Therefore, the concept of Educational Governance makes sense to address the problem of high dropout rates in Guanajuato, based on the steering role of governmental educational bodies, but with an interrelation and cooperation between different sectors of civil society.

Final reflection by way of recommendation

The guiding thread of this essay has been How can the principle of Flexible Education be implemented in Guanajuato to improve the Educational Achievement (LE) index? Based on the identified causes and consequences of this social problem, as well as on the evaluation of experiences of flexible education models implemented in some Latin American countries, the following aspects can be enunciated that should be considered for a state public policy that addresses this problem:

- The intervention to reduce school dropout in Guanajuato must be a parallel and simultaneous action that is inserted in the different instances and sectors that already operate in the state education system.
- It must consider that there are sectors and groups of students with a high degree of vulnerability, to whom differentiated solutions must be applied over those students who follow stable school trajectories.

- Public policy for the rescue of this vulnerable sector must take into account the concept of governance, in which governmental and civil society actors participate and collaborate.
- Recover the broad proposal of flexible educational models, where modalities, timetables and spaces, curricula, materials and infrastructure, as well as pedagogical practices must be rethought and innovated. The flexibilisation actions for each dimension will be designed with the collaboration of the actors involved and taking into account the particular needs of each region or municipality.
- Clearly establish indicators to evaluate the effectiveness of the intervention in order to decide whether to continue with the intervention or to make adjustments to reduce the factors of exclusion of vulnerable students, which have caused them to leave the state education system..

The current state government implements a series of public policies that have proven to be effective in addressing the problem of school dropout as well as boosting the state innovation ecosystem, such as the scholarship programmes for maintenance, international mobility scholarships, the free allocation of computers to NMS and NS students, delivered by the "Mi Compu" project, as well as the "Valle de la Mentefactura" project that promotes a culture of innovation and entrepreneurship among young people in Guanajuato. All these actions have proven effective and should be continued.

In fact, on 1 June 2022, a collaboration agreement has been signed with the World Bank and UNESCO to reduce the dropout rates reported in this essay. The emergence of COVID-19 in the period from 2020 to 2022 will have an even more negative impact on the measurements of this state issue. This collaboration agreement is a first step towards Education Governance, but agreements with other internal actors directly or indirectly related to education are necessary.

The implementation of an Education Governance must consider the characteristics of the state of Guanajuato such as high industrialisation, but high levels of insecurity, addictions and large educational gaps between the 4 main cities of the industrial corridor (León, Irapuato, Salamanca and Celaya) and the rural communities.

With all these actions, it will be possible to continue implementing a public policy to achieve SDGs 4 and 9 respectively in the state of Guanajuato.

Funding

This research work has been carried out autonomously, without any external financial support.

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Social skills identified with areas of opportunity in the student body of the Universidad Tecnológica de León

Habilidades sociales identificadas con áreas de oportunidad en el estudiantado de la Universidad Tecnológica de León

PADILLA-GUTIÉRREZ, Luz Aurora^{†*}, ARREDONDO-MUÑOZCANO, Ana María, GONZÁLEZ-ARREDONDO, Liliana and HERNÁNDEZ-CASTILLO, Adolfo

Universidad Tecnológica de León, México.

1st Author: *Luz Aurora, Padilla-Gutiérrez* / ORC ID: 0000-0003-4183-8777, CVU CONAHCYT ID: 1014262 ID

ID 1st Co-author: *Ana María del Carmen, Arredondo-Muñozcano* / ORC ID: 0000-0001-7252-6894, CVU CONAHCYT ID: 1014278

ID 2nd Co-author: *Liliana, González Arredondo* / ORC ID: 0000-0002-1692-9602, Researcher ID: S-8366-2018, CVU CONAHCYT ID: 563829

ID 3rd Co-author: *Adolfo, Hernández-Castillo* / ORC ID: 0000-00003-2105-1846, CVU CONAHCYT ID: 1014136

DOI: 10.35429/JTMS.2023.24.9.22.32

Received: January 20, 2023; Accepted: June 30, 2023

Abstract

The present investigation helped to identify the social skills that need to be reinforced in the students of the period January-April 2023 of the Technological University of León, (UTL) through the Goldstein evaluation instrument, with responses on the Likert scale. The survey was adapted in the UTL Virtual Classroom and applied to 2,394 students representing 70% of the TSU level population. The analysis of the skills with the lowest score was carried out by crossing the information with the career, after which the general analysis of each skill was carried out with respect to the sociodemographic data. The skills and careers that require further reinforcement were identified. The results contribute to the subsequent design of strategies that help students to improve in all skills, emphasizing the lowest ones. Other investigations in this regard were analyzed, resulting in similarities in the behavior of the student body according to the age or stage they are living.

Resumen

La presente investigación ayudó a identificar las habilidades sociales que requieren ser reforzadas en el estudiantado del periodo enero-abril 2023 de la Universidad Tecnológica de León, (UTL) a través del instrumento de evaluación de Goldstein, con respuestas en escala Likert. Se adaptó la encuesta en el Aula Virtual de la UTL y se aplicó a 2394 estudiantes que representan el 70% de la población de nivel TSU. Se realizó el análisis de las habilidades con menor puntuación cruzando la información con la carrera, posterior se realizó el análisis general de cada habilidad respecto a los datos sociodemográficos. Se identificaron las habilidades y carreras que requieren mayor reforzamiento. Los resultados contribuyen a que posteriormente se diseñen estrategias que ayuden al estudiantado a mejorar en todas las habilidades, poniendo énfasis en las más bajas. Se analizaron otras investigaciones al respecto, dando como resultado similitudes en el comportamiento del estudiantado de acuerdo con la edad o etapa que están viviendo.

Social skills, feelings, student body

Habilidades sociales, sentimientos, estudiantado

Citation: PADILLA-GUTIÉRREZ, Luz Aurora, ARREDONDO-MUÑOZCANO, Ana María, GONZÁLEZ-ARREDONDO, Liliana and HERNÁNDEZ-CASTILLO, Adolfo. Social skills identified with areas of opportunity in the student body of the Universidad Tecnológica de León. *Journal of Transdisciplinary Migratory Studies*. 2023. 9-24:22-32.

* Correspondence to the Author (E-mail: apadilla@utleon.edu.mx)

† Researcher contributing as first author.

Introduction

The Technological Universities in Mexico were created under an intensive system so that the students have a quick insertion in the productive and service sector, which, according to the region, determines the careers that are required (Vázquez, 2016). The effectiveness of the curricula of each degree programme is constantly evaluated with the Situational Analyses of Work (AST) that are carried out with employers in the region and teachers at the university; in the AST, information is gathered regarding the labour competences, psychomotor, cognitive and socio-affective skills that graduates require to comply with the standards currently required in their professional work (González, 2016).

With regard to socio-affective skills, in the ASTs carried out between 2020 and 2021, it was identified that the two competences that have been most required by employers in the region for many years are teamwork and leadership (Hernández-Castillo et al., 2022), for which the development of social skills is fundamental (Tolentino Quiñones, 2020). The fact that these socio-affective competences are the most in demand reflects the problem that concerns us: that training in the management of social skills has not been effective among UTL students.

This is why it was decided to carry out a Likert scale diagnosis based on the instrument developed by Goldstein (1989) on the students of the Universidad Tecnológica de León, at the Higher Technical University level in the period January - April 2023, referring to how they perceive themselves in social skills, with the hypothesis that the social skills related to feelings are those that are in the category of deficient or low and therefore have the most areas of opportunity.

The analysis is based on the quantitative results obtained from the students' responses in each of the fifty skills that were evaluated, which are also organised into six groups. The variables of gender, term, shift, area and career were also taken into account.

The survey made it possible to identify not only the social skills most in need of reinforcement, but also the career in which the students who require support in this area are located.

As a result of these results, one of the actions derived from the analysis was to design a proposal for the period May-August 2023 and 2024, for students who are in the process of their stay in companies, which is the equivalent of professional practices, in addition to carrying out actions in the Planning of the subject of Socio-cultural Training. The purpose of the workshops is to accompany students so that they can recognise real contexts in which they need and know how to manage social skills that will enable them to perform effectively in the organisation.

The article is structured with a theoretical framework that supports the identification of the importance of social skills in the university, work and social context, briefly explaining what social skills are and the justification of the instrument used for this research. This is followed by the methodology used, analysis of the results and finally the references that support the research.

Theoretical framework

The challenges facing higher education in Mexico are great; the vocational training model in its scientific and technological fields of knowledge must consider the trend towards the human, focusing more attention on the teaching of total values, which will allow society to respect life in society and recognise that we all have rights and obligations to fulfil.

Education with a focus on competences consists of a set of knowledge, skills, attitudes and strategies that enable students to contribute to the construction of a more just and peaceful society, based on their effective performance in the world of work (Trujillo-Segoviano, 2014). Comprehensive education is, in reality, an education with a focus on competences, where there must be a balance between theoretical, practical and attitudinal knowledge. In fact, it is precisely the attitudinal aspects that become the competitive advantage in a world of work in which there is more and more knowledge and technical skills, however, the need for better people must be emphasised.

Within school education, one of the attitudinal aspects that best contributes to the formation of better people is precisely the knowledge and mastery of social skills, as these allow human beings to relate and communicate effectively with others. (Acosta-Luis et al, 2020).

Social and interpersonal communication skills have to do with everything that people do with each other and in groups to share information, comment and/or explain about something or about themselves; this involves behavioural, personal and situational aspects. Communication considers not only verbal aspects, but also non-verbal and cognitive aspects, all of which are important for integral development. The person with a good management of their social and communication skills will be able to integrate effectively into the labour and professional world. (Flores Mamani et al, 2016).

Social skills

These are a set of behaviours that allow the person to interact assertively with others, expressing their desires, needs, opinions in an appropriate manner, achieving a socially competent performance, respecting or caring for the rights of their interlocutor and themselves, according to the context or situation they are living and achieving a positive impact and reducing a negative one (Morán, 2014).

Teamwork and leadership require people who are competent in social skills, as this helps to have appropriate relationships, where the achievement of objectives and goals for all is sought.

Social skills must be reflected upon according to the context, considering factors such as age, gender, social status or defining whether a behaviour is appropriate or not (Caballo, 2007).

On the other hand, there are other theoretical models analysed by Moran (2014), such as the Big Five Factor Model, Costa and Mc Crae, who observe social skills with an approach linked to the study of personality structure; they consider that the different forms of behaviour are due to the circumstances and/or situations that arise and personality traits, such as, for example, extroversion. The work of other authors such as Salovey and Carusso, Mayer and Goleman, refer to social skills as something that originates according to the individual's abilities to perceive, use, understand and manage their own emotions and those of others; what is known today as Emotional Intelligence (EI). (Morán, 2014 and Fernández-Berrocal, 2005).

In this same context Betina (2011), mentions Fernández Ballesteros, who directly relates social skills from a behavioural model based on the analysis of behaviour, the environment in which it takes place, personal variables (cognitions, beliefs, among others) and their interaction (Betina, 2011). (Betina, 2011).

Methodology

Goldstein's diagnosis of social skills

The present work is an exploratory study whose quantitative information was obtained by means of the survey technique through the virtual classroom of the UTL. The second, fifth and eighth semester students of the Higher Technical University level participated in the survey.

To carry out the diagnosis, questions were used based on the list of social skills proposed by Goldstein (1989), which are classified into six groups (Table 1). For each question, the response options were formulated on a Likert scale: Never, Almost never, Occasionally, Almost always and Always. The structure of the instrument is as follows:

Group I. First skills (8 questions).

Group II. Advanced social skills (6 questions).

Group III. Skills related to feelings (7 questions).

Group IV. Alternative skills to aggression (9 questions).

Group V. Stress coping skills (12 questions).

Group VI. Planning skills (8 questions).

Group I. First skills
1. Listening
2. Initiating conversation
3. Maintaining a conversation
4. Asking questions
5. Saying thank you
6. Introduce yourself
7. Introducing other people
8. Paying a compliment
Group II. Advanced social skills
9. Asking for help
10. Participating
11. Giving instructions
12. Following instructions
13. Apologising
14. Convincing others
Group III. Skills related to feelings
15. Knowing one's own feelings
16. Expressing feelings
17. Understanding other people's feelings
18. Coping with another's anger
19. Expressing affection
20. Resolving fear
21. Self-reward
Group IV. Alternative skills to aggression
22. Asking permission
23. Sharing something
24. Helping others
25. Negotiate
26. Using self-control
27. Stand up for one's rights
28. Respond to jokes
29. Avoid problems with others
30. Not getting into fights
Group V. Coping with stress
31. Formulate a complaint
32. Responds to a complaint
33. Demonstrates sportsmanship after a game.
34. Resolve embarrassment
35. Deal with being left out.
36. Standing up for a friend
37. Respond to persuasion
38. Responding to failure
39. Responding to contradictory messages
40. Responding to an accusation
41. Preparing for a difficult conversation
42. Coping with peer pressure
Group VI. Planning skills
43. Taking initiatives
44. Discerning about the cause of a problem
45. Set a goal
46. Determine one's skills
47. Collect information
48. Solve problems according to their importance
49. Make a decision
50. Concentrate on a task

Table 1 Social skills groups

Source: (Goldstein, 1989)

Application of the instrument

The diagnostic instrument was programmed in the virtual classroom platform of the Universidad Tecnológica de León and was applied in the period January-April 2023, to students belonging to the student body of the 2nd, 5th and 8th semesters of the Higher University Technician level.

The student population of the Universidad Tecnológica de León in the period January-April 2023 was 3397 students, of which 2394 responded to the survey, representing 70.4% of the total student body.

Quantitative results by variable

Gender: there were 1267 males corresponding to 52.9% of the sample, 1118 females representing 46.7% and 9 participants who mentioned that they did not feel identified with any gender, representing 0.04%, as shown in Table 2.

genre	Respondents	Percentage
Men	1267	52.9%
Women	1118	46.7%
Not identified	9	0.4%
Total	2394	100%

Table 2 Respondents by gender

Ages: ages range from 17 to 30 years and over, with students between 18 and 21 years having the highest participation with 86% of the population, as shown in Table 3.

Age	Respondents	Percentage
17	24	1%
18	669	28%
19	667	28%
20	450	19%
21	260	11%
22	129	5%
23	79	3%
24	53	2%
25	15	1%
26	11	0%
27	16	1%
28	4	0%
29	3	0%
30 o more	14	1%
Total	2394	100%

Table 3 Respondents by age

Second semester: Table 4 shows that 1469 respondents participated in the second semester, which corresponds to 61% of the sample. In the fifth term, 851 students answered the survey, representing 36% of the sample. In the case of the eighth semester, 74 students took part in the survey, representing 3%.

four-month period	Respondents	Percentage
Second	1469	61%
Fifth	851	36%
Eighth	74	3%
Total	2394	100%

Table 4 Respondents by four-month period

Shift: the highest participation was from the morning shift with 2052 students, which corresponds to 86% of the surveyed population, and from the afternoon shift with 342, representing 14%. It is worth noting that the morning shift has a larger student population of Higher University Technicians than the afternoon shift.

Shift	Respondents	Percentage
Morning	2052	86%
Afternoon	342	14%

Table 5 Respondents by shift

Areas: UTL is currently divided into two areas, Administrative Economics and Emerging Industrial and Information Technologies, and the participation of both was proportional.

Areas	Respondents	Percentage
Economic	1114	47%
Emerging Industrial Technologies and Informatics	1280	53%
Total	2394	100%

Table 6 Respondents by Area

Career: 17 careers participated, Table 7 shows the percentage of participation in each one, it should be noted that those with the largest population are the five that make up the Economic-Administrative area, which are the first to appear.

Career	Respondents	Percentage
Administration	333	13.9%
Business Development	297	12.4%
Gastronomy	184	7.7%
Logistics	120	5.0%
Tourism	180	7.5%
Software Development	232	9.7%
Virtual Environments	135	5.6%
Network Infrastructure	59	2.5%
Footwear Management	15	0.6%
Maintenance	73	3.0%
Flexible Manufacturing	215	9.0%
Mechatronics	17	0.7%
Optomechatronics	94	3.9%
Automotive Processes	147	6.1%
Manufacturing Processes	112	4.7%
Production Processes	20	0.8%
Chemistry	161	6.7%
Total	2394	100%

Table 7 Respondents by career

Interpretation of the results

The analysis of the results was carried out in two ways: one to identify the level of mastery specifically by skill, and the other by group of skills.

For social skills, the results were obtained according to the alternatives provided by the Likert scale, where all the options grouped by the same value in the group were added up and, according to Table 8, the values were assigned, converting them as follows:

Group	Number of questions	Number of questions Score according to the Likert scale				
		5 points Always = Excellent	4 points Almost always = Good	3 points Occasionally = Regular	2 points Hardly ever = Bajo	1 point Never = Poor
1	8	5x8=40 Range: 35-40	4x8=32 Range: 28-34	3x8=24 Range: 21-27	2x8=16 Range: 14-20	1x8=8 Range: 8-13
2	6	6x5=30 Range: 27-30	6x4=24 Range: 22-26	6x3=18 Range: 17-21	6x2=12 Range: 12-16	6x1=6 Range: 6-11
3	7	7x5=35 Range: 30-35	7x4=28 Range: 24-29	7x3=21 Range: 18-23	7x2=14 Range: 12-17	7x1=7 Range: 7-11
4	9	9x5=45 Range: 39-45	9x4=36 Range: 32-38	9x3=27 Range: 22-31	9x2=18 Range: 16-21	9x1=9 Range: 9-15
5	12	12x5=60 Range: 51-60	12x4=48 Range: 41-50	12x3=36 Range: 31-40	12x2=24 Range: 21-30	12x1=12 Range: 12-20
6	8	5x8=40 Range: 35-40	4x8=32 Range: 28-34	3x8=24 Range: 21-27	2x8=16 Range: 14-20	1x8=8 Range: 8-13

Table 8 Scores according to the Likert scale

Results

For the analysis of the results, we first identified the level of mastery by specific social skill, according to the students' perception.

With regard to the level of mastery of social skills, those that were below 3 points were considered for the analysis, as the aim is to identify skills that the students perceive as low or deficient. If the result is 1, it is considered a deficient skill; 2 refers to a low skill; 3 is a fair skill; 4 is good and 5 is excellent.

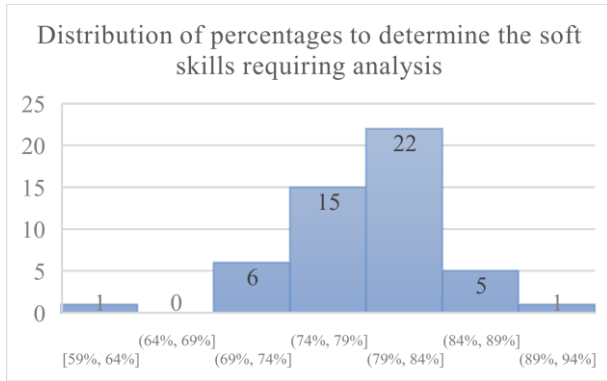
Quantitative analysis by social skills

The results of the skills were ordered from lowest to highest average and converted into percentages for greater clarity, where 100% is excellent and corresponds to 5.

Group	Social skills	Average	Percentage
3	16. Expressing feelings	2.96	59%
5	35. Coping with being pushed aside	3.57	71%
1	2. Initiate conversation	3.57	71%
1	7. Introducing other people	3.61	72%
3	20. Resolving fear	3.65	73%
5	34. Resolving shame	3.66	73%
6	49. Make a decision	3.67	73%
2	14. Convincing others	3.70	74%
1	6. Introducing yourself	3.71	74%
2	9. Asking for help	3.78	76%
5	39. Dealing with conflicting messages	3.81	76%
4	26. Using self-control	3.82	76%
5	31. Formulate a complaint	3.82	76%
2	10. Participate	3.83	77%
1	3. Hold a conversation	3.83	77%
3	21. Self-reward	3.84	77%
6	43. Take initiatives	3.86	77%
4	25. Negotiate	3.88	78%
5	38. Respond to failure	3.91	78%
5	32. Respond to a complaint	3.94	79%
2	11. Give instructions	3.94	79%
3	15. Know one's own feelings	3.94	79%
3	19. Expressing affection	3.95	79%
6	47. Gathering information	3.96	79%
3	18. Coping with the anger of another	3.96	79%
6	50. Concentrating on a task	3.97	79%
4	23. Sharing something	4.01	80%
1	4. Asking questions	4.02	80%
1	8. Paying a compliment	4.03	81%
5	42. Coping with peer pressure	4.04	81%
4	28. Responding to jokes	4.05	81%
6	44. Discerning about the cause of a problem	4.06	81%
5	33. Demonstrating sportsmanship after a game	4.08	82%
5	40. Respond to an accusation	4.08	82%
5	41. Prepare for a difficult conversation	4.08	82%
6	46. Determining one's own abilities	4.09	82%
5	36. Standing up for a friend	4.09	82%
6	48. Solve problems according to their importance	4.09	82%
4	27. Stand up for one's rights	4.10	82%
3	17. Understand the feelings of others	4.13	83%
4	29. Avoiding problems with others	4.14	83%
6	45. Setting a goal	4.14	83%
5	37. Respond to persuasion	4.15	83%
4	30. Not getting into fights	4.18	84%
4	24. Help others	4.20	84%
2	12. Follow instructions	4.20	84%
2	13. Apologise	4.26	85%
4	22. Asking permission	4.30	86%
1	1. Listen	4.38	88%
1	5. Saying thank you	4.67	93%

Table 9 Average and percentage by social skill

It was found that, of the 50 skills analysed, only one is in the range below 3 or less than 60%. To identify which other skills are concentrated in a similar range, a histogram was made to see the distribution of the percentages, obtaining the following distribution.



Graphic 1 Distribution of percentages to determine the social skills requiring analysis

It was identified that the skills requiring more detailed analysis were those found in a range of less than 74%, as indicated by the histogram in the distribution of percentages (graph 1).

The skills found in the range of 59% to less than 74%, that is, deficient or low, are the first seven skills indicated in Table 10.

Group	Social skills	Average	Percentage
3	16. Expressing feelings	2.96	59%
5	35. Coping with being pushed aside	3.57	71%
1	2. Initiate conversation	3.57	71%
1	7. Introducing other people	3.61	72%
3	20. Resolving fear	3.65	73%
5	34. Resolving shame	3.66	73%
6	49. Make a decision	3.67	73%

Table 10 Social skills with lower scores

With this information, the hypothesis is not completely proven, since the other five skills that are related to feelings are very close to category 4 of Good, as shown in Table 11.

Group	Social skills	Average	Percentage
3	16. Expressing feelings	2.96	59%
3	20. Resolving fear	3.65	73%
3	21. Self-reward	3.84	77%
3	15. Knowing one's feelings	3.94	79%
3	19. Expressing affection	3.95	79%
3	18. Dealing with another's anger	3.96	79%
3	17. Understanding the feelings of others	4.13	83%

Table 11 Average and percentage of Social Skills related to feelings

If we analyse the social skills by group as a whole, we do have the lowest percentage, as can be seen in graph 2.

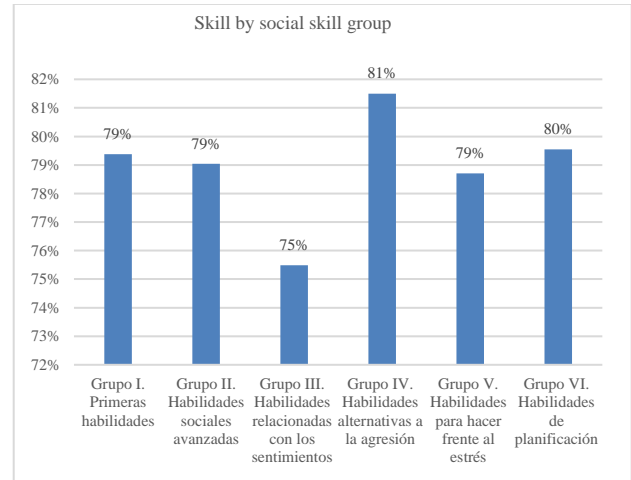


Figure 2 Proficiency by social skill group

Analysis by social skill correlating with the career path

The analysis of the seven skills with the greatest areas of opportunity is presented below, cross-referencing the information with the career variable, which will help to identify where the emphasis should be placed on reinforcement.

[For the analysis, a table of the totals was made, indicating the categories of Deficient (D), Low (B) and Regular (R), which were added together to identify the careers with the lowest scores, leaving the following nomenclature (D+B+R) for interpretation. Only the five lowest careers are shown for each of the seven skills that were analysed.

Skill 16. Expressing feelings										
Career	Deficient	Low	Regular	High	Very High	Excellent	Outstanding	Superior	Outstanding	Excellent
Production Processes	20	20%	45%	20%	5%	10%	100%	85%	15%	100%
Optomechatronics	94	20%	34%	30%	14%	2%	100%	84%	16%	100%
Virtual Environments	135	13%	41%	25%	16%	4%	100%	79%	21%	100%
Software Development	232	10%	30%	35%	13%	11%	100%	75%	25%	100%
Mechatronics	17	18%	18%	35%	18%	12%	100%	71%	29%	100%

Table 12 Lowest percentages by race in Skill 16. Expressing feelings.

Skill 35. Coping when left on the sidelines										
Career	Deficient	Low	Regular	High	Very High	Excellent	Outstanding	Superior	Outstanding	Excellent
Tourism	180	4%	14%	36%	24%	22%	100%	54%	46%	100%
Virtual Environments	135	7%	17%	28%	30%	18%	100%	53%	47%	100%
Logistics	120	5%	11%	35%	33%	16%	100%	51%	49%	100%
Administration	333	5%	14%	31%	31%	19%	100%	50%	50%	100%
Network Infrastructure	59	7%	19%	22%	34%	19%	100%	47%	53%	100%

Table 13 Lowest percentages by race in Skill 35. Coping with being left behind

Skill 2. Initiate a conversation										
Career	Respondents	Deficient	Under	Regular	Good	Excellent	Total	(D+B+R)	(B+E)	Total
Virtual Environments	135	5%	9%	46%	29%	11%	100%	60%	40%	100%
Software Development	232	0%	10%	44%	33%	12%	100%	55%	45%	100%
Production Processes	20	0%	15%	40%	30%	15%	100%	55%	45%	100%
Logistics	120	3%	5%	47%	33%	13%	100%	54%	46%	100%
Mechatronics	17	0%	6%	47%	24%	24%	100%	53%	47%	100%

Table 14 Lowest percentages by race in Skill 2. Initiating a conversation

Skill 7. Introducing other people										
Career	Respondents	Deficient	Under	Regular	Good	Excellent	Total	(D+B+R)	(B+E)	Total
Virtual Environments	135	4%	15%	39%	25%	17%	100%	58%	42%	100%
Optomechatronics	94	2%	20%	30%	26%	22%	100%	52%	48%	100%
Logistics	120	1%	10%	40%	30%	19%	100%	51%	49%	100%
Production Processes	20	0%	20%	30%	35%	15%	100%	50%	50%	100%
Tourism	180	2%	9%	37%	35%	17%	100%	48%	52%	100%

Table 15 Lowest percentages by race in Skill 7. Introducing other people

Ability. 20. Resolving fear										
Career	Respondents	Deficient	Under	Regular	Good	Excellent	Total	(D+B+R)	(B+E)	Total
Mechatronics	17	6%	18%	41%	6%	29%	100%	65%	35%	100%
Optomechatronics	94	4%	18%	31%	26%	21%	100%	53%	47%	100%
Logistics	120	3%	18%	30%	33%	16%	100%	52%	48%	100%
Tourism	180	3%	13%	35%	37%	12%	100%	51%	49%	100%
Virtual Environments	135	4%	15%	29%	35%	18%	100%	47%	53%	100%

Table 16 Lowest percentages by race in Skill 20. Resolving fear

Skill 34. Resolving shame										
Career	Respondents	Deficient	Under	Regular	Good	Excellent	Total	(D+B+R)	(B+E)	Total
Virtual Environments	135	4%	15%	30%	33%	18%	100%	50%	50%	100%
Mechatronics	17	0%	29%	18%	24%	29%	100%	47%	53%	100%
Tourism	180	6%	10%	31%	37%	17%	100%	47%	53%	100%
Software Development	232	2%	14%	31%	34%	20%	100%	47%	53%	100%
Administration	333	3%	11%	32%	34%	21%	100%	45%	55%	100%

Table 17 Lowest percentages by race in Skill 34. Resolving embarrassment

Skill 49. Make a decision										
Career	Respondents	Deficient	Under	Regular	Good	Excellent	Total	(D+B+R)	(B+E)	Total
Virtual Environments	135	1%	12%	46%	35%	7%	100%	59%	41%	100%
Optomechatronics	94	7%	2%	44%	34%	13%	100%	53%	47%	100%
Software Development	232	1%	10%	37%	42%	9%	100%	49%	51%	100%
Tourism	180	3%	4%	39%	44%	9%	100%	47%	53%	100%
Logistics	120	1%	7%	37%	42%	14%	100%	44%	56%	100%

Table 18 Lowest percentages by race for Skill 49.

According to the results of each of the skills analysed, Table 19 was made. Frequency of careers by low skills to identify which careers require greater support. It was found that Virtual Environments is the main one, as it appears in all the skills analysed, followed by Tourism, Logistics and Mechatronics, which appear 5 times out of 7; followed by Software Development with 4; Optomechatronics and Productive Processes on 3 occasions; and Administration with 2; and Network Infrastructure with 1.

Career	Hab. 16	Hab. 35	Hab. 2	Hab. 7	Hab. 20	Hab. 34	Hab. 49	Frequency
Virtual Environments	1	1	1	1	1	1	1	7
Tourism		1		1	1	1	1	5
Logistics		1	1	1	1		1	5
Mechatronics	1		1	1	1	1		5
Software Development	1		1			1	1	4
Optomechatronics	1				1		1	3
Production Processes	1		1	1				3
Administration		1				1		2
Network Infrastructure		1						1

Table 19 Frequency of low-scoring careers by skills

Analysis of results generally by socio-demographic data

An analysis was carried out with all socio-demographic data in general and the following information was identified:

Gender: people who do not identify with any gender are those who report the greatest need to strengthen social skills, followed by women and finally men, where there is no significant difference.

Gender	Deficient	Under	Regular	Good	Excellent	Total	
Men	52.9%	0.00%	0.47%	15.39%	55.88%	28.26%	100%
Women	46.7%	0.00%	0.63%	19.32%	55.55%	24.51%	100%
Not identified	0.4%	0.00%	0.00%	22.22%	55.56%	22.22%	100%

Table 20. General analysis of social skills by gender

Age: with a slightly greater need for reinforcement of social skills are those at the extremes; those under 17 years of age, who represent 1% of the population, and those over 26 years of age, who correspond to 2%.

Term: It is identified that students in the last four terms perceive themselves to be more confident in terms of their social skills. According to the results, the students surveyed in the second semester, who represent 61% of the sample surveyed, are the ones who need to reinforce their social skills the most, while those in the eighth semester say that they feel more confident in their social skills.

Four-month period	%	Deficient	Under	Regular	Good	Excellent	Total
Second	61%	0.00%	0.48%	18.92%	56.84%	23.76%	100%
Fifth	36%	0.00%	0.71%	15.16%	54.05%	30.08%	100%
Eighth	3%	0.00%	0.00%	8.11%	52.70%	39.19%	100%

Table 21 General analysis of social skills by four-month period

Area

The Technological University of Leon, is divided into two areas which are: Economic-Administrative and Emerging Industrial and Computer Technologies. Economic-Administrative is responsible for the careers of Administration, Business Development, Tourism, Gastronomy and Logistics. Emerging Industrial Technologies and Informatics is in charge of the rest of the careers such as: Virtual Environments, Software Development, Network Infrastructure, Mechatronics, Maintenance, Optomechatronics, Chemistry, Flexible Manufacturing, Automotive Processes, Production Processes, Manufacturing Processes and Footwear Management. According to the results, no relevant difference is detected, which is interesting, since it would be thought that Administrative Economics, being a humanities area, would have more developed skills; but, according to the results, there is no significant discrepancy.

Area	%	Deficient	Under	Regular	Good	Excellent
Economic-Administrative	47%	0%	1%	17%	57%	26%
Emerging Industrial Technologies and Computer Science	53%	0%	0%	18%	55%	27%

Table 22 General analysis of social skills by area

Career: in order to carry out the analysis by career, it was necessary to integrate the categories of deficient, low and fair, as this is what we are interested in analysing, and they were ordered according to the career that came out highest in these categories. In accordance with what was previously analysed of the skills compared with the careers, it coincides that the careers of Virtual Environments, Software Development, Network Infrastructure, Mechatronics, Logistics, Tourism, among others, are among the lowest in the categories of "soft skills", "soft skills", "soft skills", "soft skills", "soft skills", "soft skills", "soft skills", "soft skills", "soft skills" and "soft skills".

Career	Respondents	Deficient	Under	Regular	Good	Excellent	Total	(D+B+R)	(B+E)
Virtual environments	135	0%	0.74%	26%	59%	15%	100%	27%	73%
Software Development	232	0%	0.00%	26%	55%	19%	100%	26%	74%
Network Infrastructure	59	0%	0.00%	24%	53%	24%	100%	24%	76%
Mechatronics	17	0%	0.00%	24%	53%	24%	100%	24%	76%
Logistics	120	0%	0.83%	21%	60%	18%	100%	22%	78%
Tourism	180	0%	0.56%	21%	59%	20%	100%	21%	79%
Gastronomy	184	0%	2.17%	18%	58%	22%	100%	21%	79%
Maintenance	73	0%	0.00%	19%	45%	36%	100%	19%	81%
Optomechatronics	94	0%	1.06%	18%	59%	22%	100%	19%	81%
Administration	333	0%	0.60%	17%	53%	29%	100%	17%	83%
Chemistry	161	0%	0.00%	17%	51%	32%	100%	17%	83%
Flexible manufacturing	215	0%	0.47%	13%	54%	32%	100%	13%	87%
Business Development	297	0%	0.00%	12%	57%	31%	100%	12%	88%
Automotive Processes	147	0%	1.36%	9%	56%	34%	100%	10%	90%
Production Processes	20	0%	0.00%	10%	65%	25%	100%	10%	90%
Manufacturing Processes	112	0%	0.00%	9%	57%	34%	100%	9%	91%
Footwear Management	15	0%	0.00%	7%	67%	27%	100%	7%	93%

Table 23 Overall analysis of soft skills by career

Conclusions

Social skills are a fundamental part of developing professional competencies; therefore, and in accordance with the results obtained in this research, strategies should be implemented in most of the skills proposed by Goldstein, but with emphasis on the one that refers to expressing feelings, as this is the one that obtained the lowest performance of the fifty that were evaluated.

Knowing the level of development or competence of the social skills of the students of the Technological University of León will allow for the elaboration of strategies that will help them to improve their performance.

When comparing the information obtained with other similar studies, it can be seen that the social skills groups obtain similar results. Such is the case of the study conducted by Alquina and collaborators (2023), who found that, in high school students in Quito, Ecuador, they also need to reinforce skills related to feelings. In a similar situation are the results of Flores Lascano (2020), coinciding with the majority of skills that obtained low scores in Business Engineering students at the National Polytechnic School in Mexico. These results encourage us to reflect on whether these results are a consequence of our culture, of the pandemic situation that we have been experiencing since 2020, or whether it is a common behaviour in human beings who are at the university stage.

Sánchez and Ñañez (2022) identify that one strategy for the development of social skills is teamwork. According to their research, it was identified that social skills for the resolution of conflicts and the achievement of the objective were strengthened. This would be a good strategy to analyse, especially in the lower ranked careers and identify how they mainly work.

An important point to consider in these results is not to take for granted that this is the common behaviour in the careers that came out with low scores, it would be convenient to carry out this same study comparing one generation to another and corroborate if it is the context in which the students are currently or if it is common, in this way more effective strategies can be carried out.

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Migration, vulnerability and resilience. Story and life history as narrative tools in social work**Migración, vulnerabilidad y resiliencia. Relato e Historia de vida como herramientas narrativas en el trabajo social**

GONZALEZ-REYES, Alba H.*, HERNANDEZ-MAR, Sandra Luz, CHAVEZ-DIAZ, Leticia and COBOS-VICENCIO, Rosa María

Universidad Veracruzana, Facultad de Trabajo Social, Calle 12 No. 215 Colonia cazonas, Poza Rica, Veracruz

ID 1st Author: *Alba H. González-Reyes* / ORC ID 0000-0003-0928-0611, Researcher ID Thomson: IUN-6459-2023, CVU CONAHCYT ID: 47453

ID 1st Co-author: *Sandra Luz Hernández-Mar* / ORC ID: 0000-0001-7162-9963, Researcher ID Thomson: S-7602-2018, CVU CONAHCYT ID: 473381

ID 2nd Co-author: *Leticia Chávez-Díaz* / ORC ID: 0000-0002-3803-0403, Researcher ID Thomson: I-6708-2018, CVU- CONAHCYT ID: 902209

ID 3rd Co-author: *Rosa María Cobos-Vicencio* / ORC ID: 0000-0001-8683-2286, Researcher ID Thomson: S-7632-2018, CVU CONAHCYT ID: 450327

DOI: 10.35429/JTMS.2023.24.9.33.40

Received: January 30, 2023; Accepted: June 30, 2023

Abstract

This paper aims to intertwine the history of life as a technique within social work, to talk about family migration that goes from a Totonac town to the north of the Mexican Republic. The phenomenon of migration is generally associated with heartbreaking and sad stories. In this case, memory and life history go hand in hand to talk about the youthful subjective experience of effort, commitment, achievements, but also problems, illness, and the forced path towards resilience. With the use of qualitative methodology and specifically from narrative techniques, it presents us with another way of expressing the problem of youth migration. The narrative becomes, then, an example of how social research techniques come together to expose a daily experience of mobility, making it a reason for interdisciplinary study of social work with anthropology, under the auspices of hermeneutics.

Narrative techniques, Youth, Migration**Resumen**

Esta ponencia tiene por objetivo entrelazar la historia de vida como técnica dentro del trabajo social, para hablarnos sobre la migración juvenil que va de un poblado totonaca hacia el norte de la república mexicana. El fenómeno de la migración, generalmente se asocia a historias desgarradoras y de tristeza. En este caso, la memoria y la historia de vida se acompañan para hablar de la experiencia subjetiva juvenil de empeño, compromiso, logros, pero también de problemas, enfermedad y el camino obligado hacia la resiliencia. Con el uso de la metodología cualitativa y en específico desde las técnicas narrativas, nos presenta otra forma de manifestar la problemática de la migración juvenil. La narrativa se convierte, entonces, en un ejemplo de cómo se unen las técnicas de investigación social para exponer una vivencia cotidiana de movilidad, convirtiéndola en un motivo de estudio interdisciplinaria del trabajo social con la antropología, bajo el auspicio de la hermenéutica.

Técnicas narrativas, Juventud, Migración

Citation: GONZALEZ-REYES, Alba H., HERNANDEZ-MAR, Sandra Luz, CHAVEZ-DIAZ, Leticia and COBOS-VICENCIO, Rosa María. Migration, vulnerability and resilience. Story and life history as narrative tools in social work. *Journal of Transdisciplinary Migratory Studies*. 2023. 9-24:33-40.

† Researcher contributing as first author.

Introduction

Social Context

Zozocolco de Hidalgo, Veracruz is a magical town in the Sierra Madre Oriental of the Totonacapan region of Veracruz. "It is bordered to the north by the municipalities of Coxquihui and Espinal; to the east by the municipality of Espinal and the state of Puebla; to the south by the state of Puebla; to the west by the state of Puebla and the municipality of Coxquihui" (INEGI, 2010).

The potential land use is for agriculture and livestock. The climate is semi-humid with year-round rainfall (62%) and warm-humid with year-round rainfall (38%), and there are 26 indigenous rural localities and one urban locality. The largest number of people are young people and adults between 15 and 64 years of age, followed by children between 0 and 14 years of age. In terms of social development, the formal educational level has basic education from preschool to high school, starting with the highest number in primary school, with secondary school dropout rate of 2.2% and high school dropout rate of 3.5% and an illiteracy rate of 20.8% (INEGI 2021: p.5).

In terms of poverty, Zozocolco de Hidalgo, Veracruz, has 86.7% of its population living in poverty; 40.9% of its population in moderate poverty, 45.8% of its population in extreme poverty, 11.9% of its population is vulnerable due to social deprivation; 0.3% of the population is vulnerable due to income, and only 1.1% of the population is not poor and not vulnerable. In addition, the degree of social backwardness in 2015 was very high; by 2020 the backwardness decreased to high (INEGI 2021, p. 7).

González Reyes confirms that since 2010 the communities of this small municipality were covered under the Program for the Development of Priority Zones (PDZP) and population in Priority Attention Zones (ZAP) due to their high degree of marginalization. All these aspects increase inequalities between social sectors and, of them, youth are the most disadvantaged in contexts of poverty (2021, p. 28).

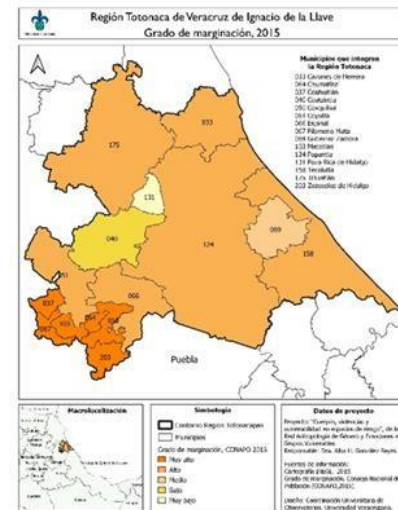


Figure 1 Totonaca region of Veracruz. Degree of Marginalization, INEGI 2019. CUO design, UV.

Problem statement

Zozocolco de Hidalgo, within the Sierra de Papantla is characterized, like many other native peoples, by its unfavorable conditions in economic development. Neoliberal policies and socioeconomic programs, detrimental to the Veracruz population of the sierra, resulted in falling prices of agricultural products in the face of overproduction in international markets or, in the absence of work, they joined the migration flows to the border area of Mexico, looking for better life opportunities. As Pérez Monterosas writes:

Veracruz has gradually lost its importance as a receiving state of national and foreign immigrants, to become an expeller, first by intrastate and national migrations of agricultural day laborers, and second as an expeller to the northern border, bound for the United States and Canada, of groups of people of both urban and rural origin (2018: p. 37).

Of urban, rural or indigenous origin young people from the Totonaca highlands are inserted into the migratory phenomenon that favor social interaction and mobilities not only from cities, but also from diverse areas of productive activities. As Hernández, Chávez and Cobos indicate in their study on the lives of native youth, with the experience of migration by their parents, they can suffer their absence and turn them into vulnerable children (2022, p. 160).

Nevertheless, adolescents and youth can take advantage of family-type networks, using social interaction for work, for example, in urban places near the northern border of Mexico. These family networks can be diffuse not only "because of the limited quantity and quality of resources they possess, but also because they allow only a few of their members to migrate". migrate to a few of its members" (Pérez, 2018: 48); adventure can also be part of the individual decision of mobility to other places, with the intentionality of knowing and experiencing different ways of life.

Adult men, but also young people and adolescents are part of the migratory flows; along with that experience, they are shaping migrant stories that they can tell us, and that can range from the various types of adversity, to life stories that can redefine their life expectations and decision making.

General Objective

To interweave life history as a social research technique, to tell us about youth migration from a Totonaca village to the north of the Mexican Republic.

Specific Objectives

- -To consider the story within the narrative techniques to know the youth subjective experience of commitment, commitment, achievements.
- -To recover the memory and life history to analyze the problems, the illness and the forced path towards resilience in young migrants.

Methodology

Narrative and life history, from the point of view of social work. Within the qualitative methodology, we place the biographical method, which is excellent for narrative research, whose origin is linked to the life history of migrants and their families; for example, *The Polish Peasant in Europe and America* (19018) by William I. Thomas and Florian Znanieck (19019) by William I. Thomas and Florian Znanieck (19019).

Thomas and Florian Znaniecki. Another ethnographic study, that of the Chicago school, mainly with Ezra Park, offers us with his essay *The City* (1925) an innovative sense of making an ethnography of the city, to tell us about the appropriation of the territory, of groups of migrant people to form a sense of rootedness, but also to face the urban reality fed by collective consciousness, social differentiation and the division of labor, as well as social mobility.

Social mobility that is not only the movement of bodies, but also of communication, education communication, of education, of the extension of the monetary economy to other spheres of life. Such as one dreams of when one is a migrant.

Life narratives and life histories describe the points of view in individual lives, they tell about their existence, their vital or critical moments of special interest, their ideas, objectives and life goals. But if we want to understand the difference between narrative and life story, in the former, we are only told about a certain fragment, focusing on their own individuality and personality (Montagud and Pérez, 2015, 244). The life history is closer to a case study, in which various forms of elaboration and analysis are presented. It is the construction of experiences that have influenced the personal or professional formation of a subject, it tells us how he has lived and gives it meaning, with his own prejudices, beliefs, his socialization, everything that forge his vision of the world.

Both in the story and in the life history, there is another person, the researcher, who actively listens and interprets what the participatory subject relates participatory subject. As interpreter, the researcher co-participates in the elaboration of the narrative, but with the understanding that she can be the narrator, never the owner of her story and her life history. In this exercise of writing about one's own life, in scientific terms "it is inscribed within the constructivist-interpretative paradigm and its interest revolves around the lived experience of social actors and the knowledge of social reality from the subjective" (2015, p. 252).

Montagud and Pérez consider these techniques for social work as a social research strategy for students to "allow them to make the personal conditioning factors of practice visible and consolidate their professional identity and as a means to improve professional practice" (2015, p. 252).

For his part Guerrero opines:

These techniques are a means for the exploration and analysis of personal identity either to make diagnoses, for therapeutic or social intervention purposes; to rethink the relationship between the user and the professional favoring the humanization of the helping process and to allow to rewrite the own coordinates of the intervention aimed at changing and transforming reality (2014, pp. 63-79).

As an applied exercise, the implementation of narrative and life history of a social work student is presented here. He narrates his experience as a migrant and his achievements in lands far from his territory of origin. He also narrates his obstacles and experiences in his life, the courage and resilient power to get ahead being very young and in migration conditions, in which loneliness turns out to be the only ally, but always with the firm conviction of a sense of life, as Viktor Frankl father of logotherapy says (2020), the human being can only endure the worst and realize the impossible: his unrepeatable individuality, his freedom and responsibility for himself.

The story of a migrant and undergraduate student in social work.

I left my homeland at the age of 13, my father lived in the north of the country, in the state of Baja California, and I went alone to live with him. My parents decided to send me there for the best opportunities for me, living there for almost 5 years. This was not easy, leaving my place of residence for Playas de Rosarito in Baja California meant leaving my mother's care behind. I studied the last two years of junior high school and two years of high school, finishing high school in my place of residence in order to become independent.

My experience as a migrant far from home was the saddest when I lived moments of despair, fell into loneliness, went through many difficulties to start a new life and adapt to the context in which I found myself. In this process, between the first contacts and the relationship with new people in my life, I was gradually developing, assimilating the fact that I was away from home. I realized that being away from the people I grew up with is very difficult, especially because of cultural differences. Being in the north of the country I noticed that not all people were treated well, especially if you came from the south, discrimination was very noticeable either because of your skin color, way of speaking, way of dressing or if you came from an indigenous community.

As time went by, I observed that not all people had a discriminatory mentality.

Fortunately I met people who not only changed my way of thinking, but also taught me another culture, another way of living, very different from what I was used to. During my stay in Playas de Rosarito I was able to look for and find a job which taught me the value of earning money with my own effort, I also learned the responsibility of knowing how to manage and be autonomous. In my job everything was perfect, thanks to that I met many people who took me to know different kinds of places; but, above all, they helped me not to feel so far from home.

Time went by and I started to meet more and more people learning new things and getting to know different ways of thinking and seeing things, for all that was very enriching since they not only changed my perspective but also integrated a new knowledge to my knowledge about a specific topic and that was very satisfying. Playas de Rosarito is a small city, but with great job opportunities, excellent people and beautiful beaches, thanks to my work I was generating knowledge about leadership since, shortly after I started working I was given the position of

I was given the position of manager because of my responsibility and above all my commitment. The management gave me the opportunity to learn how to handle stress, to better manage my time at work and my personal life, since all of this was helping me in the new city where I was living.

Yes, I had met many people, but I recognize that many times I needed the warmth of my family, to be able to get home and tell someone about your day, but unfortunately there was no one else and I had to keep that desire to myself. As the months went by, I got used to living alone and to solve the problems that came up in my daily life. My life began to change, also in the work environment in Playas de Rosarito, Baja California.

When I was 16 years old, I won a trip to Guadalajara from Arcos Dorados (McDonalds). Just when I was 4 months working in that company, I found out that they chose an employee every year to send him/her to a trip to Guadalajara with all expenses paid and they chose only one from each branch of the country, the award was called "employee of the year"; as I had been working there for a short time, I didn't have much knowledge about that award knowledge about this award. One day at the end of my shift, all my coworkers got together as they were going to name the employee of the year. My boss told me to come in and open a large blue box with a picture of an airplane on it. I was so surprised that when I opened the box many balloons came out and a folder that said: Congratulations, Ramon you are going to Guadalajara! I could not believe it, since I had been with the company for the shortest time and I never imagined that this prize would be for me.

The day arrived, I was very nervous because it was the first time I was going on a trip by myself and I did not know who was going to go with me, since I had to be at the Tijuana Airport together with other people from the Baja California branches. The hotel that the company had paid for us to stay at was called Hotel Villa Primavera, a beautiful hotel that was inside a forest. Nearby there were fields where you could play soccer and do different activities. Thanks to that trip I met many people, I had a lot of fun, and I made several friends from different parts of the Republic, most of those who went were of age, but that was not an obstacle.

I made several friends from different parts of the country, most of them were older, but that was not an obstacle for us to get along.

I enjoyed the stay very much, we did many activities and dynamics that the organizers of the event had prepared, the hard part was to return because the extraordinary of everything lived, a great experience. When I got home I reflected on that trip and realized that when your work is recognized, it is a pleasant feeling. One of the points mentioned by my bosses was that, despite the short time working in the company, I was very responsible, mature and, above all, a person committed to the job, that was an important factor in choosing the right person. Knowing that at my young age I was considered a very mature and committed person, filled me with a lot of satisfaction and joy, that motivated me to continue learning many more things and always giving the best of me in everything I was given.

This award would not have been possible if I had stayed to live in Veracruz. It was when I realized the positive aspects of migration, many times it is very necessary to be able to have great opportunities not only in the job market but also on the opportunities not only in terms of work but also in terms of student preparation. The trip helped me to know many cities of the Republic, to know their culture and their way of living. Changing your place of residence is difficult, especially if you are alone and with the different situations that can be a little complicated, especially if you study and work at the same time.

Today I see many things that have changed in me and in my way of thinking, thanks to the fact that I left my place of origin. I lost my fear of a lot of things, I learned to be independent and, above all, I learned to be alone with myself in an unknown place and to get ahead by my own efforts. Migrating is not something easy because the adaptation process is complicated for many and they choose to return to their place of origin, it is difficult to be away from home and their loved ones, but others make huge sacrifices to excel in their day to day life and thus achieve their goal.

Today I am so grateful for the opportunity I had to move to another state of the republic, to know places, people and other forms of culture. My experience has been very different from many people's. I guess it depends a lot on where you go. I guess it depends a lot on the place where you go or the people you meet; thank God I always met good people, who always taught me good things, especially that serve you for life.

With the achievements in the labor aspect, I have also suffered setbacks in my health. As a young migrant, the subject of illness also deserves to be narrated.

Life story during my time as a migrant

I will describe one of the most difficult stages that has left its mark on my life during my stay in Baja California. Before I finished my high school studies, I began to have very strong and intense pains in my abdomen, which caused me nausea, vomiting and heartburn. As time went by, the pain became more intense and that did not allow me to continue with my normal life. After undergoing several tests, none of the doctors could find the cause of my symptoms, so I decided to leave the city to look for other specialists, until I found Dr. Jonathan, who was originally from San Diego, California originally from San Diego, California. He was the one who diagnosed me with a disease called stage 1 carcinoma in situ. At that time, the doctor told me that, although it was very expensive, there was a 30% chance that the radiotherapy treatment would work and the other 70% that it would have no effect. When I received that news I felt that my world was falling apart and my dreams would not come true, since this disease was stomach cancer and when that word was mentioned the first thing that came to my mind was death.

That news was something very shocking in my life and I could not assimilate it, and I constantly asked myself the why of my situation. I was filled with despair for not finding a way out of my problem, at that moment I needed the affection of my family, but because of the distance it was not possible.

Even with everything I started my treatment, having as a priority to recover my health, although at the beginning it was very difficult because receiving radiotherapy causes a lot of weakness, both physical and emotional. I radically changed my life in terms of nutrition, physical activities and above all, I was advised not to fall into depression, so as not to aggravate my health not to aggravate my health. The doctor who treated me was a specialist in his area, and at every check-up he gave me words of encouragement and motivated me to continue, even though the chances of the treatment working were very slim.

For me it was a great challenge to go through this process; financially because the treatment was expensive and to cover it I had to work hard. Due to the fear of being rejected by my colleagues and fired, I decided to keep my problem to myself, but that did not prevent me from being competent at work. At that time I worked at Café Sirena (Starbucks), the company valued very much the effort of each employee, there was a good work environment and it was very pleasant to go to work. There were days in which I felt very weak and emotionally tired because the treatment I was receiving was very aggressive with my body and that was reflecting on me, but thanks to the fact that I was always surrounded by friends who gave me their love and support, I never lost faith, that strengthened me enormously.

As time went by, the treatment began to give positive results and that gave me more motivation and hope to keep going and hope to keep going. After 2 years fighting against this disease, I could finally breathe a sigh of relief when I found out that the medications had been beneficial for my body, and the trace of cancer had disappeared. Today I can say that when I received the news of my illness my life took a 180 degree turn, it moved all my stability; but, above all, it changed my perspective on life. At some point I came to think that I could have avoided it and I would say to myself: "if I had done such and such exercise, or eaten more of that".

I tell you a secret: you cannot avoid it, I could not foresee it, but I could overcome it, I could take control of my life again. Thanks to cancer I see life in a different way, I faithfully believe that courage was an important factor in facing this problem. Being brave is natural and there is no possibility of not being brave, being afraid is natural, but everyone has it in their own way, and being unbearable at times is a logical consequence of the stress of living through a treatment that in order to heal you needs to destroy you in part.

In my living and in my thinking I am grateful to have gone through this adversity from which I learned a lot; because when the path is easy, each person goes through life naturally, normally, there are few lessons that life gives when nothing happens to you. My illness has taught me to grasp life with strength and with a will to live, it has shown me that life does not end if you do not want it to, and it has taught me to value things more, the simple fact that now I am telling all this is the perfect gift from God and I feel that I have been born again.

I think the key is to see more possibilities than limitations, when we have problems in our life we only see the difficulty, the problem. It is better to change the focus and give more importance to the answer, to the solution in the good and the positive that always, no matter how negative the reality is, no matter how black we see everything, there is always a light at the end of the tunnel. You will never know how strong you are until being strong is your only option. I feel that people run away from adversity, difficulty and it should be the opposite, because they should focus and face what is necessary, because in this way they will meet their new self, their new self they will meet their new, much stronger self.

This part of my life marked a before and after and there is a phrase that accompanied me throughout this process which says "son I will make you strong and confident, but you must stumble to learn, so I will give you human strengths, giving you much love and much confidence in yourself; but I will not remove the stones from your path, because the more stones you find and the heavier they are, the bigger and stronger you will build your castle".

Resilience as a tool to change the meaning of life

Trauma is a deep wound that starts with a first blow received from reality, the second one is the one that is embedded in the representation of reality and causes suffering from the memory of having been humiliated, abandoned, excluded (Cyrułnik, :24). After the event happens, the person can avoid, evade the external situation whether it is blows, pains or other sufferings. This situation can be delayed or even forgotten, but the social environment is structured so that the suffering person is forced to use mechanisms to avoid the situation is forced to use defense mechanisms such as denial, secrecy or anguish (:27).

And resilience is to change the idea that the subject who suffers from what has happened to him, can manage to modify the representation of his misfortune, for this it is necessary to take care of the environment, to act on the family, to shake the cultural routines, the beliefs with which we justify our interpretations and reactions to events such as the disease.

The neuroscientist Boris Cyrułnik:

Resilience is explained as that long-term work, a project to move away from the past, to transmute the pain of the moment to become a remembrance with an emotional distancing. This is possible thanks to some defense mechanisms and their process: a) denial: the person adopts attitudes of not suffering; b) isolation: the person remembers the event by stripping it of affectivity, withdraws into himself; c) flight forward: constantly fighting to avoid the return of the anguish; d) intellectualization: the more I try to understand, the more I master the unbearable emotion; and the most important point, creativity: the person expresses the emotion by expressing it in a way that is not only emotional, but also emotional; e) the person expresses the emotion in an emotional way: the more I try to understand, the more I master the unbearable emotion creativity: the person expresses the unspeakable thanks to the resource of the work of art (: 33).

And returning home does not mean returning to a sweet place or safe from problems, it is returning to the test, but the resilient person can return with less shame of being afraid, can make up for the feeling of not being able to and discover his worth. Resilient people become sensitive to the pain of others because of the lived experience, they attend to others excessively and although they are afraid of receiving love, they experience a strong feeling of gratitude.

By way of conclusion

The so-called neuroscience of education, neuroscience of well-being and art therapy are the possibilities we now have as alternatives for intervention in social work. The approach of linking narrative qualitative methodologies with others, for example, art therapy and mindfulness meditation practices as a tool of mindfulness for young people, to indicate that, although adversity left them with a wound inscribed in their history, it is not fate and life can be continued with joy. The path that leads from suffering to survival has phases for change.

In this model of significant action with narrative methodologies and creativity, it is a learning proposal to later carry out the intervention exercise accompanied by tools such as: creativity, imagination, compassion, leisure, empathy; which make up a possibility that grants a cognition and emotion contrary to fear or anxiety, with a right to life experience.

The encounter with the interviewees and their testimonies constitute a point of reflection on anthropological ethics about what information and in terms of dense description should be presented to the public the stories of illness, or suffering, in consideration of those young people who have suffered from chronic-infectious diseases.

Social anthropology, as well as social work in the interdisciplinary concatenation rely on qualitative social research techniques, through narrative techniques, to instruct students in intervention work intervention work.

And it has been the qualitative techniques and specifically the reflexivity and narratives, which favor the sensitization of learning and the opening of the narratives of the students themselves, understanding that these exercises are not only anecdotes of life, but acquire a significant force, through another discovery, that of having acquired a great knowledge, called resilience.

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Surname (IN UPPERCASE), Name 1st Author†*, Surname (IN UPPERCASE), Name 1st Coauthor, Surname (IN UPPERCASE), Name 2nd Coauthor and Surname (IN UPPERCASE), Name 3rd Coauthor

Institutional Affiliation of Author including Dependency (No.10 Times New Roman and Italic)

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(Report Submission Date: Month, Day, and Year); Accepted (Insert date of Acceptance: Use Only ECORFAN)

Abstract (In English, 150-200 words)

Objectives
Methodology
Contribution

Keywords (In English)

Indicate 3 keywords in Times New Roman and Bold No. 10

Abstract (In Spanish, 150-200 words)

Objectives
Methodology
Contribution

Keywords (In Spanish)

Indicate 3 keywords in Times New Roman and Bold No. 10

Citation: Surname (IN UPPERCASE), Name 1st Author, Surname (IN UPPERCASE), Name 1st Coauthor, Surname (IN UPPERCASE), Name 2nd Coauthor and Surname (IN UPPERCASE), Name 3rd Coauthor. Paper Title. Journal of Transdisciplinary Migratory Studies. Year. 1-1: 1-11 [Times New Roman No.10]

* Correspondence to Author (example@example.org)

† Researcher contributing as first author.

Introduction

Text in Times New Roman No.12, single space.

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

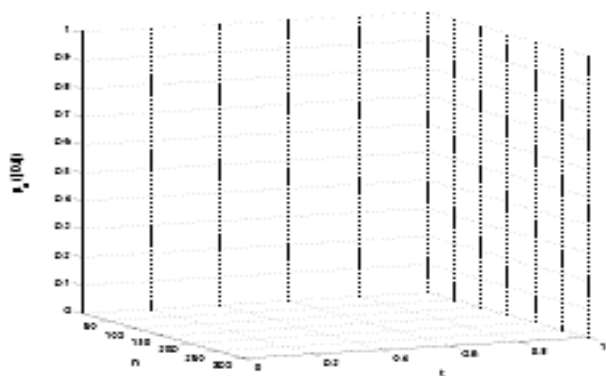
[Title No.12 in Times New Roman, single spaced and bold]

Products in development No.12 Times New Roman, single spaced.

Including graphs, figures and tables-Editable

In the article content any graphic, table and figure should be editable formats that can change size, type and number of letter, for the purposes of edition, these must be high quality, not pixelated and should be noticeable even reducing image scale.

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Graphic 1 Title and Source (in italics)

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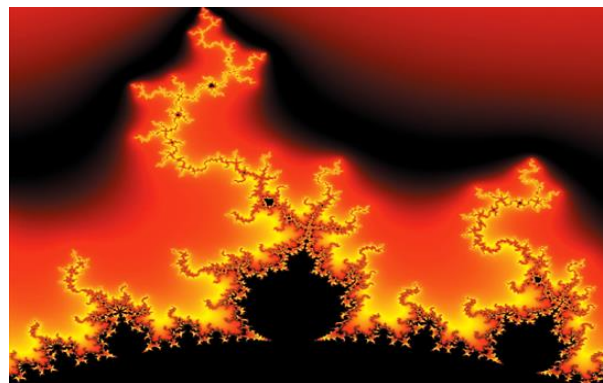


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Each article shall present separately in 3 folders: a) Figures, b) Charts and c) Tables in .JPG format, indicating the number and sequential Bold Title.

For the use of equations, noted as follows:

$$Y_{ij} = \alpha + \sum_{h=1}^r \beta_h X_{hij} + u_j + e_{ij} \tag{1}$$

Must be editable and number aligned on the right side.

Methodology

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

Results

The results shall be by section of the article.

Annexes

Tables and adequate sources

Thanks

Indicate if they were financed by any institution, University or company.

Conclusions

Explain clearly the results and possibilities of improvement.

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Use APA system. Should not be numbered, nor with bullets, however if necessary numbering will be because reference or mention is made somewhere in the Article.

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Technical Specifications

Each article must submit your dates into a Word document (.docx):

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Article sections, for example:

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2. Description of the method

3. Analysis from the regression demand curve

4. Results

5. Thanks

6. Conclusions

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