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Artículos científicos

Seguimiento de egresados, telebachillerato comunitario Campeche. Estudio de caso

*Follow-up of Graduates, Campeche Community Telebachillerato
Case study*

*Acompanhamento de egressos da faculdade comunitária do Campeche.
Estudo de caso*

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Resumen

El presente documento contiene los resultados obtenidos de un estudio de seguimiento de egresados del servicio educativo telebachillerato comunitario del estado de Campeche, el cual se llevó a cabo con el propósito de valorar la pertinencia del servicio mediante el análisis de la trayectoria de sus egresados y el tránsito que han tenido al nivel superior. La metodología que se ha seleccionado fue el estudio de casos múltiples, con un enfoque cualitativo y un alcance descriptivo. Para ello se consideraron 516 egresados de las generaciones 2013-2016, 2014-2017, 2015-2018 y 2016-2019 de los 19 planteles que conforman el servicio educativo. Los resultados muestran que han egresado durante las cuatro generaciones 516 jóvenes, de los cuales 279 son hombres y 237 mujeres; asimismo, 139 egresados se encuentran estudiando, lo que corresponde a 26.93 % del total. Este dato es particularmente importante por la necesidad de facilitar el tránsito a nivel superior. Igualmente, se registró que 316 egresados se encuentran laborando en actividades diferentes a su formación profesional (es decir, desarrollo comunitario), pues principalmente realizan labores del campo, del hogar o trabajan de forma independiente.



Los resultados obtenidos plasman la necesidad de establecer mecanismos para fortalecer la formación integral que reciben para incidir positivamente en su comunidad y para transitar al nivel superior de forma satisfactoria.

Palabras clave: evaluación de la educación, educación media superior, pertinencia.

Abstract

This document contains the results obtained from a Follow-up Study of Graduates of the Community Telebachillerato Educational Service of the State of Campeche, which was carried out with the purpose of evaluating the relevance of the educational service, this by analyzing the trajectory of their graduates and the transit they have had at the Higher Level. The methodology that has been selected is the Multiple Case Study, with a qualitative approach and a descriptive scope. For this, 516 graduates of the 2013-2016, 2014-2017, 2015-2018, 2016-2019 generations were considered; of the 19 schools that make up the educational service.

The results show that 516 young people have graduated during the 4 generations, of whom 279 are men and 237 women, and 139 graduates are studying, which corresponds to 26.93% of the total graduates. This is particularly important due to the need to facilitate transit at a higher level. It was also recorded that 316 graduates are working in activities other than their professional training Community Development; They mainly carry out work in the fields, household chores and work independently. The results obtained reflect the need to establish mechanisms to strengthen the comprehensive training they receive that allows them, on the one hand, to have a positive impact on their community and, on the other hand, to successfully move to the Higher Level.

Keywords: educational evaluation, upper middle education, relevance.

Resumo

Este documento contém os resultados obtidos em estudo de acompanhamento com egressos do serviço de telebachillerato comunitário educacional do estado de Campeche, realizado com o objetivo de avaliar a relevância do serviço por meio da análise da trajetória de seus egressos e do tráfego que eles tiveram para o nível superior. A metodologia escolhida foi o estudo de casos múltiplos, com abordagem qualitativa e âmbito descritivo. Para isso, foram considerados 516 egressos das gerações 2013-2016, 2014-2017, 2015-2018 e 2016-2019 das 19 escolas que compõem o serviço educacional. Os resultados mostram que 516 jovens se formaram nas quatro gerações, sendo 279 homens e 237 mulheres; da mesma forma, estão estudando 139 egressos, o que corresponde a 26,93% do total. Esses dados são particularmente importantes devido à necessidade de facilitar o trânsito para um nível superior. Da mesma forma, constatou-se que 316 egressos exercem atividades distintas da formação profissional (ou seja, desenvolvimento comunitário), uma vez que atuam principalmente no campo, em casa ou por conta própria.

Os resultados obtidos refletem a necessidade de se estabelecer mecanismos que fortaleçam a formação integral que recebem para impactar positivamente sua comunidade e passar de forma satisfatória para o nível superior.

Palavras-chave: avaliação educacional, ensino médio, relevância.

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Introduction

Upper secondary education has allowed many young people to access training that gives them the skills to function in life and to continue at the higher level. However, given the existing inequality in the country, it is necessary to recognize the main challenges and difficulties that must be faced:

Although diagnoses at this level show some (slight) improvement, they reveal high dropout rates for their students; poor school performance; little interest in subjects and the way they are taught; low teacher training and lack of job protection (a high portion of teachers are subject); as well as inattention of authorities, teachers and parents regarding the environment in which these young people carry out their studies, which can make them use drugs,

unprotected sexual relations and violence in general (Instituto Nacional para la Evaluación de la Educación [INEE], 2018a, p. 5).

For this reason, this document - as part of the National Congress of Educational Research (COMIE) - presents the results of a case study of high school efficiency carried out in a community tele-baccalaureate campus in Aguascalientes. In the first instance, the main problems of upper secondary education are reflected, that is, “lack of equity in the educational offer, deficiencies in the training of both teachers and managers of the different subsystems, low educational results, insufficient infrastructure and equipment of schools, lack of articulation with the labor demand (Ramírez and Padilla González, 2017, p. 2).

In this context, the Community Tele-Baccalaureate Educational Service (TBC) is specified taking into account the institutional reform that requires the provision of the service of upper secondary education, which establishes its obligation for the population between 16 and 17 years of age; Faced with this situation, the federal government, in the 2013-2018 six-year period, proposed to expand coverage to 80%.

The TBC provides upper secondary education in order to train people who can develop skills by carrying out various types of recreational, social, cultural, environmental, economic, artistic, scientific projects, etc., which are linked to the competencies established in the graduation profile. Likewise, they have a direct impact on the community, given their educational purpose stipulated in the base document: "To provide young people with a comprehensive training made up of skills, knowledge and attitudes that allow them to understand the culture of their time and act as subjects assets capable of positively influencing local and global contexts "(Subsecretariat of Higher Secondary Education [SEMS], 2018, p. 5).

During the 2017-2018 school year, according to figures obtained from the INEE historical file (2018b), in the state of Campeche there are 125 upper secondary education schools that include general high school, technological high school, technical professional. With 19 educational campuses (which constitutes 15.2% of the total campuses), the community telebaccalaureate is the second largest educational service in the state. Table 1 shows the figures for upper secondary education in the state of Campeche for the beginning of the 2017-2018 school year:

Tabla 1. Cifras de educación media superior en el estado de Campeche (inicio del ciclo escolar 2017-2018)

Sostenimiento	Control administrativo	Institución	Tipo de plantel	Alumnos		Docentes		Planteles	
				Abs.	%	Ab s.	%	Ab s.	%
Federal	Centralizado	Coordinadas por SEMS	DGB	360	1.0	16	0.8	1	0.8
			UEMSTAYCM	4356	11.9	236	11.3	6	4.8
			UEMSTIS	4361	11.9	184	8.8	4	3.2
	Total		9077	24.8	436	20.9	11	8.8	
Estatal	Centralizado	Organismo centralizados de los estados	Bachilleratos estatales	1704	4.7	115	5.5	3	2.4
	Descentralizado	Organismos descentralizados de los estados	CECyTE	5023	13.7	181	8.7	7	5.6
			CONALEP	1809	4.9	105	5.0	3	2.4
			Colegio de Bachilleres	7684	21.0	324	15.5	20	16.0
			Educación Media Superior a Distancia	2534	6.9	113	5.4	17	13.6
			Telebachillerato Comunitario	835	2.3	57	2.7	19	15.2
Total		19589	53.5	895	42.9	69	55.2		
Autónomo	Autónomo	Universidades Autónomas Estatales	Bachilleratos Autónomos	5073	13.9	224	10.7	4	3.2
Total		5073	13.9	224	10.7	4	3.2		
	Particular	Instituciones particulares	Bachilleratos particulares	2865	7.8	525	25.1	40	32.0
	Subsidiado	Subsidiados por los estados o AC	Preparatoria Estatal o Federal por Cooperación	9	0.0	8	0.4	1	0.8
Total		2874	7.8	533	25.5	41	32.8		

Total	366	100	20	100	12	100
	13	.0	88	.0	5	.0

Fuente: INEE (2018b)

For the year 2019, after six years of starting operations and with four generations of graduates, it is necessary to recognize the path that TBC graduates have followed and to what extent the training purpose has been fulfilled, how the student's experience has been and what has been the social contribution and impact on the community. This work, therefore, seeks to assess the relevance of the educational service, recognizing the professional and labor path that its graduates have followed.

One of the most important aspects in the evaluation of the educational service is that referred to the study programs, which must respond to current needs. In the words of Barriga, González, Pacheco Pinzón, Saad Dayan and Rojas Drummond (1990), this implies “the need to permanently adapt the curriculum plan, determine its achievements, for this it is necessary to continuously evaluate the internal and external aspects of the curriculum”(P. 133).

Now, for Barriga et al. (1990) evaluating the effectiveness of the curriculum contemplates the following aspects:

1. Analysis of graduates and their professional functions. This analysis seeks to determine what type of professional functions graduates actually perform, if they were trained for these functions or not in the career, what utility graduates, employers and beneficiaries of said functions report, what functions are considered convenient to join the plan of studies.
2. Analysis of graduates and job markets. It is essential to determine the types of areas and sectors in which graduates are working, analyze whether they correspond to traditional, new or potential labor markets, investigate the unemployment and underemployment rates of graduates, obtain an employment relationship compared to graduates of other institutions.
3. Analysis of the work of the graduate based on his intervention in the real solution of social needs and the problems of the community for which the degree was designed. At this point, it will be confronted with reality to discover whether or not there really is a close link between educational institutions and the social system, and the foundations, which are the core part of the curriculum, can be restructured or changed. (p. 147).

Not knowing the occupation of TBC graduates limits the possibilities to evaluate the study programs, leaves the educational service without inputs to improve the quality of the

education provided and, therefore, cannot have a favorable impact on the surrounding rural communities. For this reason, in this work the following research question has been raised: what is the trajectory that graduates of the community telebaccalaureate have followed in the state of Campeche?

Development

The opening of TBC facilities in the state of Campeche began in 2013 with four educational centers in the communities of Cumpich, Mancolona, Oxcabal and Pablo García. With a gradual growth each year, in 2014 five more educational centers were opened in the communities of Chunchintok, Chunkanán, Laguna Grande, Tikinmul and Suctuc. In 2015, the Isla Arena, La Victoria and Miguel Colorado centers were added.

Then, in 2016, six schools were opened in the communities of Adolfo Ruiz Cortínez, Carlos Salinas de Gortari, Gustavo Díaz Ordaz, Nayarit de Castellot, San José de las Montañas and Yohaltun. Finally, in 2017 the educational center was opened in Iturbide. Currently, there are 19 schools in the interior of the state.

This service has a series of peculiarities that distinguish it from the other subsystems, which are described in the base document that regulates the TBC:

- It is preferably established in telesecundaria facilities or in spaces that the community itself makes available to the service.
- It is taught in a face-to-face school modality.
- It is based on the general baccalaureate curriculum.
- It has a staff of three teachers.
- It relies on printed and audiovisual materials expressly prepared for this service.
- The duration of studies is a minimum of three years and a maximum of five years (SEMS, 2016).

Likewise, it focuses its attention on rural communities with less than 2,500 inhabitants that do not have another high school within a radius of five kilometers. The basic equipment includes the following:

- A TV.
- A cannon projector.
- A compact disc player in DVD format.
- A laptop for use in teaching activities.

Three teachers work at each campus. Each one focuses on the disciplinary area that corresponds to him according to his professional profile, which is established in the profesiogram for the community telebaccalaureate, a document cataloged as “a tool of an academic-administrative nature, which contains in an organized and synthetic way the Desirable qualities or competencies in a professional who aspires to be a teacher in the community telebaccalaureate”(General Directorate of the Bachillerato, 2019, p. 3).

Teachers, according to secretarial agreement 447, are defined as "the set of educators who meet the necessary requirements and who, as promoters and agents of the educational process, exercise teaching through the chair, guidance, tutoring and in general any activity linked to these processes”(SEMS, 2018, p. 2).

At the beginning of its operations in 2013, the educational model was formed by the current plan and study programs of the general baccalaureate with a structure organized by subjects into three training components: basic, preparatory and professional. Likewise, an intercultural approach that allows transversality in diversity, tolerance and civility, which also integrates tutoring activities, as well as carrying out sports, artistic, cultural and recreational initiatives (this study plan was in force for the first four generations : 2013-2016; 2014-2017; 2015-2018; 2016-2019 and 2017-2020).

As of 2018, the base document that replaces the previous one issued in 2016 came into force, which expresses the purpose of the change to the modular plan:

It is proposed to lay the foundations that distinguish the community Telebaccalaureate as a school-based, face-to-face modality that preferably offers educational services to rural populations or in a situation of marginalization, or in those that having conditions, do not have satisfied EMS coverage, which is based academic the General Baccalaureate Study Plan of the General Directorate of Baccalaureate and is distinguished by its academic implementation by disciplinary areas and a modular curricular map (SEMS, 2018, p. 4).

The foregoing so that the community telebaccalaureate meets the entry requirements, as well as the evaluation criteria that guarantee its belonging to the Quality Register of the National System of Higher Secondary Education (PC-SINEMS) and respond to compatibility, operability, functionality and feasibility.

This new modular plan articulated the subjects in such a way that they were grouped by fields of knowledge and integrated into the three initial disciplinary areas. In addition, an

educational practice was proposed that requires new rules to work in the classroom, as well as administrative adjustments to make it happen.

The TBC graduation profile is described in the generic competences that make up the common curricular framework, as well as the basic disciplinary, extended disciplinary and professional competencies. Likewise, it is made up of eleven areas to respond to current requirements, as well as the development of socio-emotional skills.

This allows for comprehensive training that has an impact on their context and on society in general. Regarding the most important social and educational contributions, the following can be highlighted:

- The pedagogical processes of the TBC prioritize the experience and link the learning in the classrooms with their daily life, which allows them to develop a comprehensive training to lead a successful life in the family, academic and work.
- The Community Development professional training, unique to this educational service, allows the student to have the skills required to carry out community development projects that impact their community. For this reason, from the third semester they start a project that is consolidated during the following semesters. Then, in the sixth semester, a monitoring and continuity plan is created so that the projects are permanent and produce various benefits to the community.

At present, many graduate studies are carried out mainly at the higher level; However, the need to focus on the upper secondary level is increasingly evident, since "more and more graduates of this type of education no longer have the conditions or the interest to continue higher studies and must enter the labor market" (García , Fonseca Bautista and Ibarra Uribe, 2017, p. 1).

Due to this, in the state of Morelos a collective study of typical cases was carried out in order to characterize the aspirations of the young people who graduate from their schools. According to Alanís (2020) "from the perspective of its graduates, obstacles and supports were identified that delineated their aspirations, distinguishing between those who continued their studies and those who did not. It was found that it is the first who exercise the most their suction capacity "(p. 2).

This follow-up of graduates allows evaluating the quality of the education provided, as well as the relevance of study plans and programs, which must respond to the needs of students so that they can access the next educational level or so that they can successfully implement improvement projects in their contexts.

Some of the objectives established by the Instituto Tecnológico de Estudios Superiores de Monterrey, through the Gradua2 Network and the Columbus Association for this type of study, are the following:

- Evaluate the relevance and quality of the study plans.
- Improve the design of study plans.
- Help students choose a career.
- Communicate to alumni.
- Obtain indicators of the quality of education.
- Evaluate the level of satisfaction of graduates with their training.
- Make better marketing decisions.
- Know the level of insertion of graduates in the labor market and in their professional careers.
- Meet the needs of employers.
- Design ad hoc training, postgraduate and continuing education programs.
- Evaluate the accuracy of the education of the graduates with respect to their work.
- Verify if the mission of the university is reflected in the personal fulfillment of the graduates and their commitment (Instituto Tecnológico de Estudios Superiores de Monterrey [ITESM], 2006).

To carry them out, the characteristics of the educational service must be considered, so that the results allow to implement improvements and raise the quality of the education provided. Within the monitoring and evaluation processes carried out by the DGB is the certificate of graduates whose purpose is to have a reference on the impact that TBC has on the population served; This is carried out in two stages —before and after the student's discharge—, for which it is supported by online forms.

Method

There are various methodologies to monitor the graduate. The DGB has implemented sample-type studies that allow a national overview; However, this typology does not offer complete state data necessary to make decisions that strengthen and improve the educational service. Therefore, in order to have accurate information on each campus that integrates the educational service in the state, the multiple case study methodology was considered, with a qualitative approach and a descriptive scope, of a census type.

Likewise, an integrative perspective is adopted when studying a certain contemporary phenomenon where there are various circumstances that, when analyzed, will be able to answer the research questions linked primarily to the why and how. By examining the phenomenon with this methodology, it will also be possible to generate a theory or, where appropriate, have a sufficiently broad panorama to assume a position.

Various authors maintain that the value of the case study is based on its timeliness, which implies being able to analyze units that would not otherwise be possible. Starke and Strohschneider (2009), cited by Hernández Sampieri, Fernandez and Baptista (2014), point out that “they offer several benefits, among which stand out that they provide an enriching database and complete information on the phenomenon or unit considered and reveal differences between expressions of said phenomenon or the cases analyzed”(p. 3).

Table 2 concentrates some of the main characteristics of the case studies indicated by Hernández Sampieri *et al.* (2014):

Tabla 2. Características de los estudios de caso

Constituyen métodos o diseños flexibles, ya que el investigador puede utilizar múltiples herramientas para capturar y analizar los datos que le permiten comprender las peculiaridades del fenómeno o problema bajo indagación y conocer sus causas.	Yin (2011), Bell (2010), <i>The SAGE Glossary of the social and Behavioral Sciences</i> (2009) y Timmons y Cairns (2009)
El investigador y el objeto de investigación interactúan constantemente entre sí.	Aaltio y Heilmann (2009)
El objeto de estudio o caso es examinado de manera sistémica, global y holística.	Xiao (2009)
El investigador casi siempre trata de identificar patrones.	Green (2011)
Se realiza en ambientes naturales.	Yin (2013) y Moore (2009)
Son de naturaleza empírica, por lo cual los datos recolectados deben ser ricos y profundos.	Sekaran y Bougie (2013), Mertler y Charles (2010)
Son completamente contextuales, es decir, analizan tanto el caso como su contexto, pues ambos son igualmente importantes.	Hernández Sampieri y Mendoza (2012) y Stake (2006)
Utilizan triangulación de fuentes de datos como eje de análisis.	Greenn (2011)
Se fundamentan en la premisa de que un examen en profundidad de un caso y su contexto puede generar información significativa sobre otros casos similares.	<i>The SAGE Glossary of the Social and Behavioral Sciences</i> (2009)
Incluyen todas las perspectivas posibles de los participantes.	Rauffer (2009)

Fuente: Hernández Sampieri *et al.* (2014)

Within this collection of characteristics, the great utility of case studies that allow comprehensive and holistic study of a phenomenon in a natural environment with the purpose of gathering meaningful information and being able to establish patterns can be appreciated.

In this sense, when studying the community telebachillerato educational service of the state of Campeche, it is intended to identify patterns that allow us to understand how this service has responded to the needs of the community and training of students in such a way that they can generate proposals for improvement of their environment and quality of life. In this process, the questions how and why are considered more important, since the researcher does not have great control over the phenomenon studied. Yin (1994) defines the case study as follows:

A case study is (1) an empirical question that investigates a contemporary phenomenon within its real life context especially when the boundaries between the phenomenon and context are not clearly evident, (2) the case study question covers with the technically distinctive situation in which there will be many more variables of interest than data points and as a result relies on multiple sources of evidence, with data needing to converge in a triangular mode, and as a result benefits the earlier development of theoretical propositions to guide the data collection and analysis (p. 9).

Each investigation must be based on a plan that will be the investigator's guide; in this way, there will be a method to collect and analyze the information that is collected, which will then be used to issue a report. According to Yin (1994), there are five components of a research plan for case studies:

- A study question.
- Your propositions, if any.
- Your unit or units of analysis.
- The logic that links data to propositions.
- Criterion for interpreting the results of a study.

For data collection, a survey was designed that was applied to two population groups: sixth semester students (prior to graduation at the time of the study) and graduates from previous years (of which there was no registration).

The study - in order to make comparisons and establish patterns - needs to gather information from all possible angles. For this reason - and not to limit it to a single area where three or four schools were in similar conditions, but which did not apply to the rest - it was

decided that each campus be considered a case. This allows for an overview and analysis of central aspects of each campus to establish similarities and differences. Specifically, each case was identified with the name of the campus (in total there were 19):

Tabla 3. Casos definidos para el estudio

N.º de caso	Nombre del caso
Caso 1	Adolfo Ruiz Cortínez
Caso 2	Carlos Salinas de Gortari
Caso 3	Chunchintok
Caso 4	Chunkanan
Caso 5	Cumpich
Caso 6	Gustavo Díaz Ordaz
Caso 7	Isla Arena
Caso 8	Iturbide
Caso 9	La Victoria
Caso 10	Laguna Grande
Caso 11	Mancolona
Caso 12	Miguel Colorado
Caso 13	Nayarit Castellot
Caso 14	Oxcabal
Caso 15	Pablo García
Caso 16	San José de las Montañas
Caso 17	Suctuc
Caso 18	Tikinmul
Caso 19	Yohaltun

Fuente: Elaboración propia

The design of multiple cases is particularly useful, since it will allow finding the similarities and differences between each of them in order to establish patterns and generate the comparative report. The study was carried out using the logic of repetition over that of sampling, since all the schools were analyzed in a period of 8 months (from April to November 2019).

The first phase of the study focused on the population that has already graduated (generations 2013, 2014 and 2015). The purpose was to know what these people are doing (the professional and personal course they have taken). The second phase of the study focused on the population that at the time of the study was close to graduation (generation 2016-2019) in order to continue the study of the first phase (this will be done with each subsequent generation).

The months of April, May and June of 2019 were taken for the application of the instrument, which was carried out through Google forms. The information collected for each graduate was from which school they graduated, in what year and general data such as name,

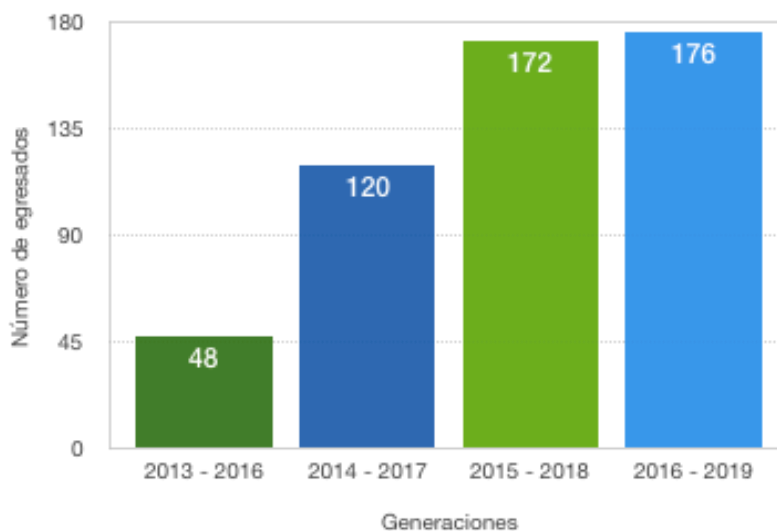
sex, email, age, marital status, children, occupation, institutions in which they are enrolled, as well as in which areas they are develop professionally. Finally, an attempt was made to know the degree of satisfaction with the training received in the community telebaccalaureate.

For the second phase, students who were close to graduating in July 2019 were considered (the registration period ended in November 2019). In this phase, the purpose was to recognize the expectations around their professional and work life project, and if they managed to carry it out. Since the data collection period ended in November, it was possible to record the results of their applications to higher education institutions or if they were able to enter the labor field.

Results

The results obtained are presented below. A total of 516 graduates were registered distributed by generations as follows:

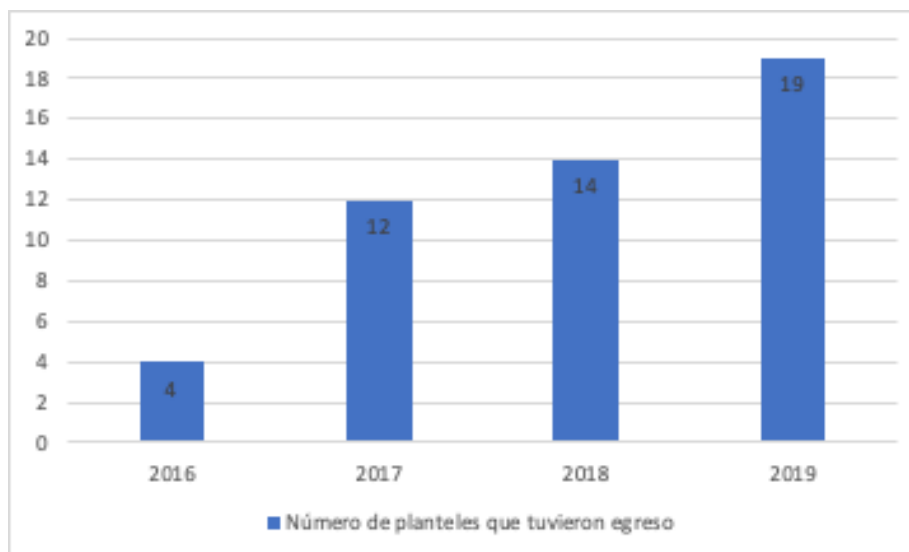
Figura 1. Número de egresados de TBC por generación



Fuente: Elaboración propia

It is important to highlight that a 336% growth is registered because, as already mentioned, as of 2013 there was a progressive increase in TB, which currently has 19 centers (Figure 2).

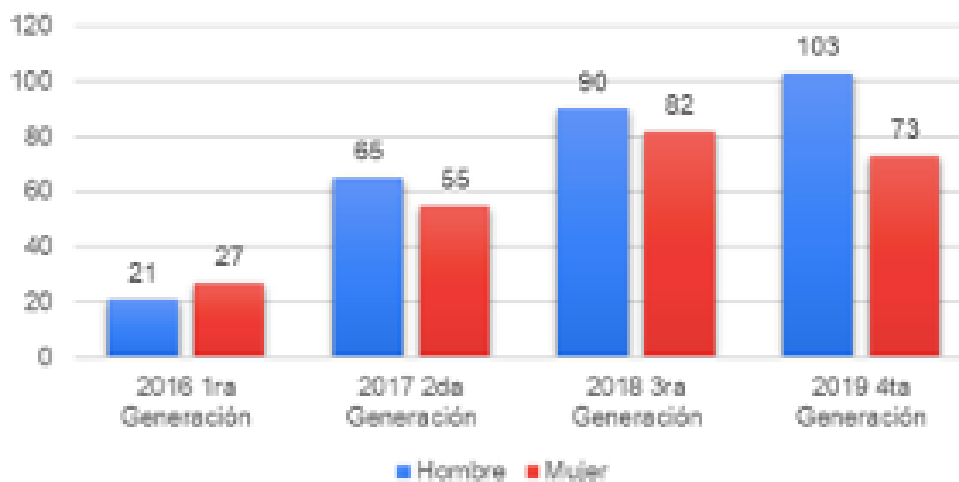
Figura 2. Planteles que tuvieron egreso en cada generación



Fuente: Elaboración propia

In relation to gender, of the 516 graduates, 54% are men and 45.93% women (figure 3).

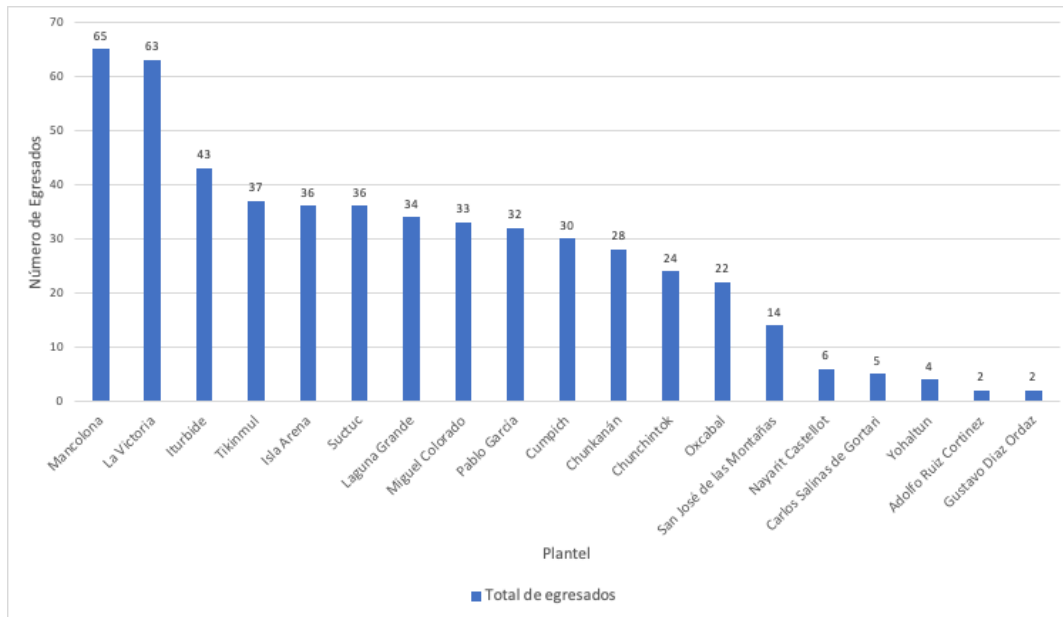
Figura 3. Egresados por sexo y generación



Fuente: Elaboración propia

In relation to the number of graduates from each campus, in Figure 4 it can be seen that the highest number in a campus of TBC Campeche was 65 (Mancolona) and the lowest number was 2 in the schools of Adolfo Ruiz Cortínez and Gustavo Díaz Ordaz.

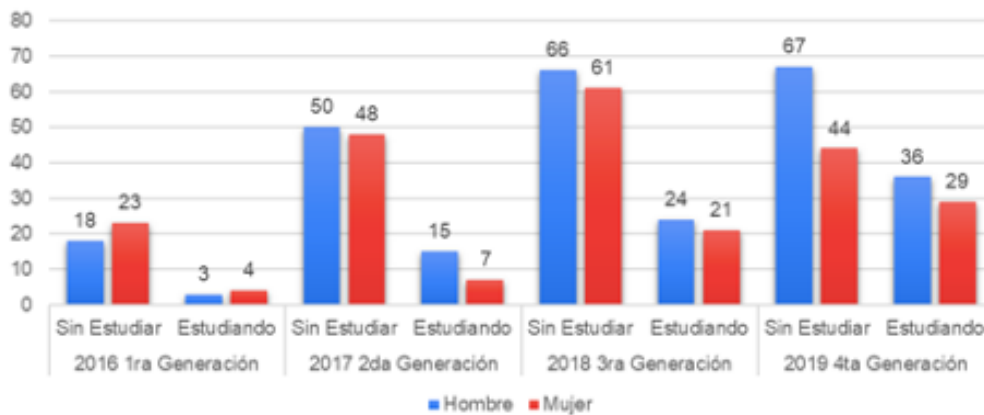
Figura 4. Número de egresos en cada plantel de TBC Campeche



Fuente: Elaboración propia

Figure 5 shows that of the 516 graduates, 139 (26.93%) are studying, of which 56% are men and 36.69% women.

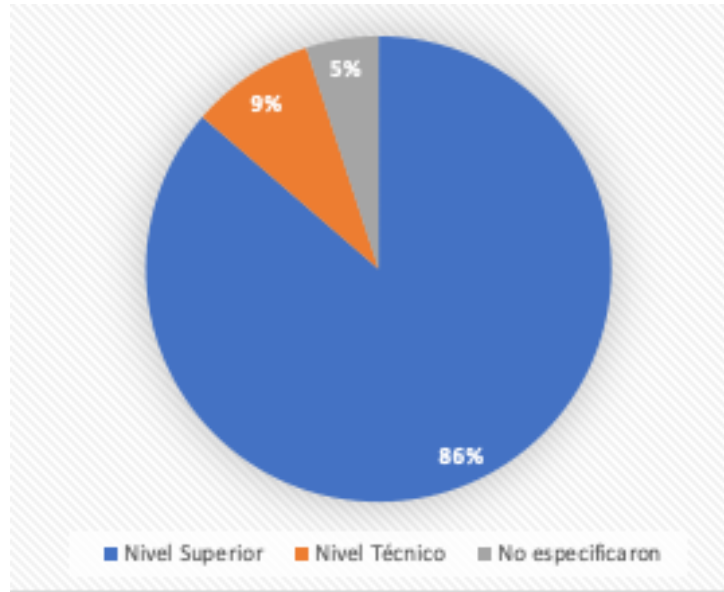
Figura 5. Egresados que se encuentran estudiando



Fuente: Elaboración propia

Regarding the level of study in which they are enrolled, 86% are studying in higher level institutions, while 9% are studying technical level or some trade (5% did not specify).

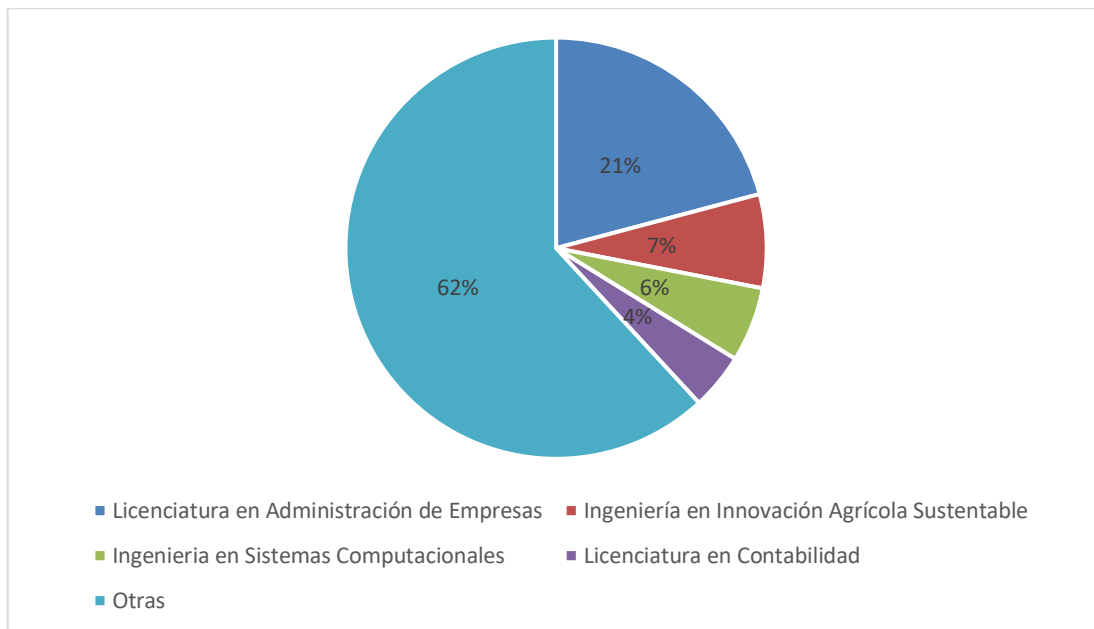
Figura 6. Nivel educativo en que se matricularon los egresados



Fuente: Elaboración propia

Regarding the main careers chosen by graduates, 62% are studying a degree in Business Administration, 7% Engineering in Sustainable Agricultural Innovation, 6% Engineering in Computer Systems, 4% Accounting (in other careers the equivalent of 2 %).

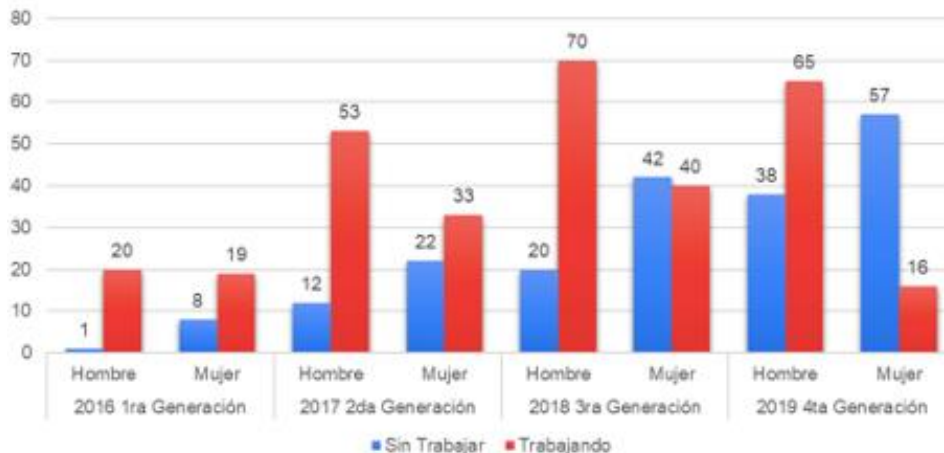
Figura 7. Principales carreras elegidas por los egresados



Fuente: Elaboración propia

In relation to the employment situation, 61.24% of the graduates are working, of which 40% are men and 20% women.

Figura 8. Situación laboral de egresados



Fuente: Elaboración propia

Regarding the type of work they carry out, the main activities can be seen in table 4, which highlights the work in the field and around the house.

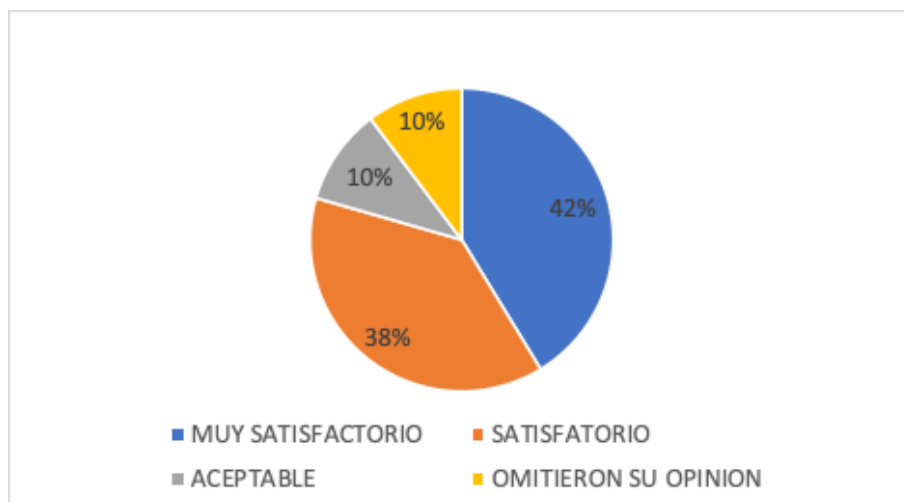
Tabla 4. Principales actividades laborales

Actividades laborales	Número de egresados
Labores domésticas	39
Asistente en la comisaría municipal	1
Independiente	49
Labores de limpieza	1
Labores del campo	99
Labores del campo, independiente	4
Privado	54
Privado, independiente	1
Privado, labores del campo	1
Público	37
Público, labores del campo	1
Secretaría de la defensa nacional	2
N/E	27
Total	316

Fuente: Elaboración propia

Regarding the degree of satisfaction with the training received at the TBC, for 42% of the graduates it was a very satisfactory training experience, 38% considered it satisfactory, 10% acceptable and 10% omitted their opinion.

Figura 9. Nivel de satisfacción de la formación recibida



Fuente: Elaboración propia

Discussion

The results obtained allow us to answer the research question posed at the beginning of the study, that is, what is the trajectory that graduates of the community telebaccalaureate have followed in the state of Campeche? In this sense, when comparing the results of each campus, similar percentages of men and women who completed their upper secondary level studies were recorded in the telebaccalaureate, which shows the possibility of equitable academic development. This is a great perceived strength.

One of the fundamental purposes of the EMS is to provide students with the necessary skills to continue their higher level studies. Following this path translates into a professional life project and a vision to build a better future. In this regard, it can be indicated that 26% are currently studying a career, especially a degree in Business Administration. In a future work, the reasons for this choice could be investigated. However, it should also be noted that the majority have chosen to work. Although socioeconomic conditions may make it difficult to continue studies, it is perceived as necessary to include this aspect in future research. In TBC, professional training is promoted to promote the development of competencies aimed at achieving responsible attitudes in the student towards their environment. In other words,

graduates with this training are qualified to work in civil organizations, offering orientation services, social work, public opinion surveys, research, training, etc.

Likewise, it should be noted that the main occupation of the graduates who did not continue their studies are field and domestic work, so it is a priority for the educational service to strengthen this training. It remains a pending task for education professionals to implement strategies that allow the consolidation and continuity of the projects to turn them into a permanent and beneficial activity, which provides elements of self-sufficiency in case of choosing to stay with this educational level.

Given that graduates are expected to be prepared to continue their studies at the immediate higher level, as well as to have a positive impact on their community by taking advantage of job training training, this aspect still remains an important area of weakness.

On the other hand, it should be emphasized that it was particularly difficult to contact the graduates, given that there was no prior record of them. For this reason, since there was no institutional database, a form was designed that was mostly filled out by the staff of the schools that collaborated in the task of locating the graduates. This, on the one hand, was one of the main strengths of this work, since the sum of efforts of the educational community served to locate and register the largest number of graduates. However, at the same time, this was one of the areas of weakness of this work, so for later generations it is suggested to implement mechanisms that facilitate communication and follow-up of students, as well as design a more standardized and systematized process that guarantees issuing reliable results.

Likewise, increasing the number of students who enter the higher level continues to be one of the main challenges of the community telebaccalaureate, as well as strengthening the work for projects to directly influence the community and so that they remain active even after graduating.

The results, in summary, make it possible to reaffirm the need to strengthen the quality of upper secondary education, especially that taught to the most vulnerable populations. Likewise, sufficient inputs must be provided so that the decisions made can have a favorable impact on the realities of young people.

Conclusions

The present study served to offer valuable inputs on how the community telebachillerato educational service in the state of Campeche has been consolidating itself as an educational offer that offers young people quality education, hence it is currently recognized as an alternative to train in academic way. This consolidation has allowed it to be the second largest educational service in the state, with 19 schools distributed throughout the interior. Likewise, the sustained growth of its enrollment has made it serve a population of 800 students who can receive upper secondary education.

The increase in enrollment reflects the fact that upper secondary level studies are carried out in TBC where men and women develop the required competencies in the same way, which is highly motivating, given the efforts of teachers to prevent women from leaving the studies to assume traditional roles (housewives) within the community.

Assessing the importance of conducting this study represented an effort to create a culture of monitoring the graduate in each campus as a basis for improvement, so its continuity will be essential to strengthen the education provided.

Upon graduation, young people are expected to show their capabilities and their integration into all areas of society and those related to their comprehensive training (physical, emotional, social aspects).

Regarding the number of students who managed to graduate satisfactorily, of the four generations analyzed there were 516; future research will consider the analysis of terminal efficiency.

One of the purposes of the educational service being to guide the vocational interest of young people and to continue their studies, by registering that of the 139 graduates who were studying at the time of applying the survey, 120 do so in higher education institutions, it can be affirm that the first option of study is the higher level (technical careers or trades are far below).

One aspect that needs to be strengthened is that related to occupation. In this sense, 61.24% of the graduates are working at the time of the study, of which 40% are men and 20% women. However, the occupations are far from the purpose of self-employment, formal employment or that related to their professional training (that is, community work), since they primarily work in the fields or at home.

Recognizing the career of the graduate is a fundamental part of the educational and curricular evaluation, as it serves to assess the relevance of the study plans and the achievement of competencies that characterize upper secondary education.

With the results, each campus will have data that allow assessing the strengths and weaknesses of their educational centers, analyzing aspects related to student performance, as well as conducting educational evaluations in all areas taking into account that the school, the educational administration and the teaching and learning processes must be in accordance to achieve the objectives.

Future lines of research

This study highlights the need to continue documenting and investigating the various actors and processes of the community telebaccalaureate educational service, as future lines of research the following are mentioned:

- Continuity of the follow-up of graduates to maintain the updated history that allows having inputs on the trajectory that young people follow upon graduation.
- Analyze the terminal efficiency to know the number of young people who graduate, comparing it with new entrants.
- A next aspect is to deepen the external evaluation of the curriculum to document the experience that graduates have had in the formal and informal occupations in which they work, gathering the perception of employers.
- Follow up on the graduate's professional career, to recognize the disciplinary areas in which he feels strengthened and those that have been difficult for him in his higher education.

Finally, it is perceived as necessary to permanently include in the collegiate work studies not only of graduates, but of all the processes related to the training of students to carry out actions aimed at strengthening education in Campeche and, above all, to provide young people who are in a vulnerable situation possibilities of overcoming.

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