International Journal of Current Advanced Research

Research Article

EDUCATIONAL DEVELOPMENT, AN ASPECT OF SOCIAL MARGINALIZATION IN MEXICO, 2010, AN ANALYSIS FROM THE APPROACH OF CULTURAL GEOGRAPHY

Agustín Olmos Cruz*

Faculty of Geography, Autonomous University of the State of Mexico

A R T I C L E   I N F O

A B S T R A C T

From a geographical perspective, situations of vulnerability and social exclusion are a complex reality, therefore, when studying the variables related to marginalization and poverty related to education, it is an issue that affects the population that lives in territories of adverse topography (Guerrero, Oaxaca, Chiapas and Michoacán), unfavorable for the development of productive activities, creating inequality in the distribution of wealth. Mexico's current model of economic development has an impact on all areas, especially education, which is manifested as having low access to educational services, to remaining in school and not successfully completing schooling, with which the excluding character is observed. The work begins with the frame of reference where the approaches that try to explain the causes of the inequality and marginalization adopted in this research are exposed, with which it was defined that the method would be constructed by CONAPO, which integrates 9 socioeconomic indicators, focusing in education mainly to analyze the average level of schooling, the percentage of population of 15 years or more, illiterate and the percentage of population of 15 years or more, without primary or secondary education, specifying in considering the current territorial distribution. As noted marginalization and poverty is quite complex and is more difficult to study the educational component, because the expectation that awakens access to educational services is not fulfilled, because it is not always guaranteed to improve the standard of living, no matter how much they invest to care for the most disadvantaged, because they continue to be poor.

INTRODUCTION

To study marginalization and poverty and understand how it arises, we must review the current economic model, know its characteristics, appreciate how the scenario is, in which the most important productive activities in the country are developed, assess which natural and social resources are intervene, and territorially locate the regions and areas, will allow us to understand why there are places without adequate economic development.

In this paper we study the socioeconomic characteristics of Mexico, as part of the project of the Geographical Observatory: Health and Risks in Mexico, especially we emphasize marginalization, poverty, and the relationship that education has as an axis of development and the inequality that exists of attention, with the purpose of presenting a frame of reference in the spatial distribution, describing the places where they have the greatest attention needs; based on the year 2010.

Corresponding author: **Agustín Olmos Cruz,**
Faculty of Geography, Autonomous University of the State of Mexico

It is to be considered that education is the fundamental pillar of the development of a country. The knowledge that is generated from it, makes it the economic engine of modern societies, which strengthen their prosperity through the strengthening of specific skills and abilities in human capital, as well as technological innovation, which fulfills a crucial function to achieve the good economic development of a society, leading to social modification, a necessary condition for sustained growth.

However, when it has participated in internal and external evaluations on this subject, the results obtained have not been satisfactory, showing the deficiencies of the Mexican Educational System, which exposes the inequality that characterizes the country, which is an inherent fact in all geographical regions. The problem of the distribution of educational lag by state is of great importance.

For what we will analyze in this paper, two aspects of the heading of marginalization and education, which considers the population of 15 years or more illiterate and the population of 15 years or older without complete primary education, as well as the average grade of schooling at the national level, reviewing some contributions from CONEVAL initially.

According to CONEVAL (2011) "considers that a person is in a situation of educational backwardness if: I) has three to 15 years and does not have compulsory basic education or attend a formal education center or II) was born before of 1982 and does not count with the level of compulsory education in force at the time it should have been completed (primary school); or was born from 1982 and does not have the level of compulsory education (full secondary). In 2010 the educational backwardness amounted to 20.6 percent, which represents 23.2 million people CONEVAL (2011).

The National Council for the Evaluation of Social Development Policy (CONEVAL, 2011) states that another way of analyzing educational performance is by means of quality indicators of education. One of them is the so-called PISA international exam (International Program for the Evaluation of Students), which evaluates students from different countries in the world, offering an important reference to compare the performance of their own country with that of other nations.

In a historical background in Mexico, it was in the year 2000 in which this test was applied for the first time to the students of our country, the results placed Mexico in the place nine of 13 countries not members of said international organization. In 2009, Mexico improved its result, the gap reached by the non-member countries of the OECD fell to 17 points and the nation was ranked 16 out of 32.5.

Another relevant indicator is school attendance by normative groups of age; that is, according to the ages in which it is assumed that children and young people should be in school. (See table 1).

structure, resulting in negative and stressful problems and events, decreasing their willingness to adopt more appropriate patterns of interaction and resolution (Linver, Brooks- Gunn, & Kohen, 2002).

In order to carry out this study, indicators such as food, health, housing, availability of public goods and services, social backwardness and unemployment were considered, which in the case of the education sector, the main problem is the schooling of population from 15 to 64 years, which in the general average, has not exceeded secondary education, which puts the country at a clear disadvantage of competitiveness with other countries especially with those of the OECD.

This darkened panorama our country exposes of, without a doubt, a series of limitations and deficiencies in the educational organization, that attends daily to the students, reason why qualifies like a condition of delay in the persons that having 15 years or more of They have not reached the basic educational level required, highlighting the position of accumulated illiteracy.

The problem is greater when the small rural localities are observed, that are located in the mountainous zones, where the localities count on populations smaller than 2500 inhabitants, little urbanized, with dirt roads and where there are schools with roofs in very bad conditions, classrooms built with precarious materials, without boards, or benches and where elementary students have to walk up to two hours a day, and almost all without breakfast to arrive on time, (López, 2010).

Educational inequality as an indicator shows, without a doubt, the geographical regions with the greatest backwardness in the country. 68% of the population has this condition;

Table 1 indicadores de desarrollo social en materia de educación

Educación	2000 20% más pobres por ingreso	2000 Nacional	2006 20% más pobres por ingreso	2006 Nacional	2008 20% más pobres por ingreso	2008 Nacional	2010 20% más pobres por ingreso	2010 Nacional
Asistencia escolar por grupos de edad (%)								
Niños entre 3 y 5 años	69.5	85.2	86.2	93.6	64.1	69.5	66.6	71.9
Niños entre 6 y 11 años	93.3	96.6	96.3	98.0	97.0	98.3	96.8	98.3
Niños entre 12 y 14 años	82.3	88.9	88.5	92.4	86.6	91.5	85.8	91.6
Niños entre 15 y 17 años	35.5	58.4	51.8.	65.9	52.9	65.0	50.6	66.3
Personas entre 18 y 25 años	9.0	24.9	8.5	25.7	12.2.	25.8	12.0	27.6

Fuente: CONEVAL 2011

Problem

Marginalization and poverty create a vicious circle that is very difficult to break, when the neoliberal economic model generates misery, separation, forming excluded sectors in a society, making it vulnerable, with few or no possibilities of development and subsistence. This phenomenon is accompanied by unequal regional development and the anarchic growth of large cities, by the unjust distribution of income that manifests itself in extreme contrasts of wealth and poverty (De la Madrid, 1982).

When these conditions prevail and become chronic, they affect the cognitive and socio-emotional development of those who suffer from it, due to having a deficient diet, notably affecting their health and altering their quality of life, which has the consequence of having a sick population, without the necessary capacity and labor skills, which translates into inefficiency and low productivity that affect the economic

Therefore, the population distribution by federative entity is closely related to the distribution of wealth in general, in such a way that the largest volume in poverty and lag is concentrated in entities such as Guerrero, Oaxaca and Chiapas, whose relief is mountainous on most of its surface, which makes it difficult to provide adequate attention to educational services.

The problem explained here, highlights the enormous need to improve educational services, to optimize coverage and serve the entire marginalized population, with the purpose of improving one of the important basic needs by the transcendence of knowledge and preparation that it has and improve their quality of life, likewise seek to transcend the classification scale of the Organization for Economic Cooperation and Development (OECD), which works as a parameter at the international level and where Mexico occupies the last places .

Betting on quality education implies to strengthen the individuals of Mexico, giving them the competitiveness required to strengthen the human dimension, through welfare that means better health conditions, food, education, housing, security, access to services, employment and income; where the distribution of wealth is more equitable, enabling the individual to be mature, productive and efficient; As the Nahuas said, we must give them "Face and Heart" (Buendía, 2002).

Importance of the Study

Education, is the fundamental pillar of the development of a municipality, state or country, fulfills the function and condition of transmitting to the new generations the knowledge of the previous ones to achieve the growth of a national economy strengthened country. It is through it that the acquisition of knowledge that represents "learning to know" is stimulated; that is to say, to be able to influence the environment and learn to live together, generating the domain of the cognitive and informative dimensions of production systems.

Hence the importance of being able to provide a solid academic background - useful insights that can be applied in their daily lives - as well as a series of skills, values and attitudes, all based on the principles of democracy, justice and freedom, which encourage development harmonious in the individual and in the social, with scientific, humanistic and technological capacities, so that they can participate in the development and transformation of the country.

The education of a people is important, because it helps us discover what our traditions, customs and beliefs are and identifies the values that give us identity and shape us as a society. The formative role is a crucial aspect of environmental awareness and is closely linked to the daily work of individuals, recognizing the environment as a human habitation that needs to be addressed and conserved for a better social coexistence.

From this perspective, we will emphasize that education is an aspect that today is considered necessary for the moral and intellectual formation of the individual that generates an attitude of understanding of the environment, for its conservation

General Purpose

To present the relationship of the distribution of marginalization and poverty in Mexico with education, in order to assess how educational lag influences the development of the population from a geographical perspective.

Specific Objectives

1. Identify regions with a high degree of marginalization of the country.
2. Determine the relationship of the population over 15 years of age with illiterates and those who did not finish primary school.
3. Review the relationship and impact on school achievement.
4. Present the cartography of the subject.

WORK METHODOLOGY

To carry out the present study, the first task has been the critical review of research of similar characteristics, analyzing among other things, the methodological designs used, their definitions, the theoretical frameworks and the way of organizing the information (Lera MJ, 2009). Based on what is found in the bibliography and according to the type of descriptive work proposed, the way of approaching the topic of education as a vulnerability item is articulated, which is integrated to the marginalization and poverty, supported in the same way with the methodology of the National Population Council (CONAPO 2010).

To specifically work on the issue of marginalization, we review the methodological framework proposed in the theme of "Distribution of marginalization and its relationship to mortality in Mexico, 2010" (Olmos, 2017), which consists of four areas: Space, which is made up of location, distribution, extension, limits and accessibility and cartography; The Environmental, which is made up of the use of resources, sustainability and sustainability; The Economic, by means of production, employment and income and The social welfare, which integrates health, services, housing and education, the latter aspect being the issue to develop.

The stages of work were, the description of the importance of education, theoretical and conceptual structuring of vulnerability and education, data analysis come from the INEGI, to make calculations on the rate of marginalization and poverty in 2010 and conjugated CONAPO methodology, we helped generate mapping by region, based on the "socioeconomic Regionalization of Mexico, Sandoval Morales, H. (2012), whose criteria have homogenous population characteristics, economic activities, of educational infrastructure, housing and public services, allowing the analysis of marginalization, as an aspect of vulnerability within each region, with the analysis generated cartography on this subject.

Definition of the conceptual model of vulnerability, marginalization and education Vulnerability

There are multiple definitions of risk, vulnerability and threat, in this sense we adopt the definition of Pérez and Merino (2010), which refers to the quality of the vulnerable (which is susceptible to being hurt or hurt either physically or morally). The concept can be applied to a person or even social groups, according to their capacity to prevent, resist and overcome an impact. Vulnerable people are those who for different reasons do not have this capacity developed and are at risk.

Marginalization

According to CONAPO (2010), marginalization is a multidimensional and structural phenomenon originated, ultimately by the economic production model, expressed in the unequal distribution of progress, in the productive structure and in the exclusion of diverse social groups, both of the process and of the benefits of national development.

Therefore, when these conditions prevail and become chronic, they affect the cognitive and socio-emotional development of the population that suffers it, affecting their quality of life, causing desertion due to the few attitudes that manifest themselves to learning, causing abandonment and increasing illiteracy. in an important way.

Education

There are multiple and varied definitions of education, but for our purposes we chose the one by Fermoso Estébanez (1994), which mentions that it is a typically human process, because it fosters the exclusive capacities of man, such as intelligence and creativity, for which he learns and plans their improvement, the freedom to self-fulfill, the power to relate, communicate and the possibility of socializing.

Under this concept, education, in the true sense, enables the individual to be mature and free, efficient and responsible. So it occupies a growing place in the lives of individuals, as its role in the dynamics of modern societies increases.

Illiteracy

The term illiterate or illiterate in its original and simplest meaning (according to the dictionary of the Royal Spanish Academy) means: "That can not read or write." But, as society has evolved and has become more complex, the concept has required an evolution of its own in order to make it coherent with the needs of the people thus defined. Let's say it has been developed to include progressive skills that allow people to better integrate into society (Narro, R. and Moctezuma N, 2012).

RESULTS

The results of the socioeconomic analysis carried out in the 32 states and 2456 municipalities of the country are exposed, whose distribution of five categories raises at the end, that the highest marginalization is suffered by 441 municipalities that represents 17.94%, having the category of very high in contrast with the municipalities that the calculation showed that it is low and there are 262 municipalities that represent 10.66%.

The municipalities that show the highest index of marginalization are contained in the southern region, comprised by the states of Guerrero, Oaxaca and Chiapas, accompanied by Michoacán, is the area where the employed population has the lowest income and refers to one or less minimum wages, taking into account that the family nucleus usually consists of more than two members, means that the income does not fully cover the basic needs that a family can present.

In this analysis Chiapas stands out, as the most vulnerable state, housing conditions and educational centers are terrible, and if a natural event occurs it is very difficult to recover. According to the INEGI (2010), there were 15.7% of deaths in men and 4.2% in women, figures that exceed three times the number of deaths due to violent causes in the male sex, together with the degree of marginalization is high, nationally, in general, it has a very low socioeconomic level, without basic services. Figure 1 shows the degree of marginalization of the entire country.
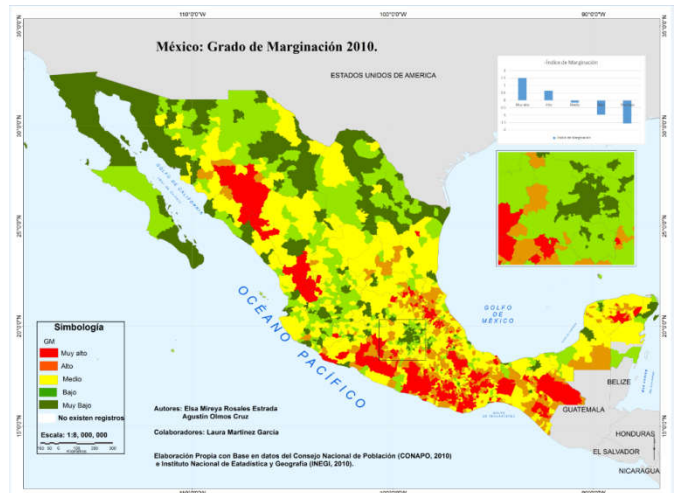

Figure 1 Grado de Marginación

To formulate the statistical table, the categories of marginalization were considered, which are: very high, high, medium, low and very low, the 2456 municipalities were combined and the results were those presented in table 2 and graph.

Table 2 Grado de Marginación.

Simbología Grado de Marginación por intervalo	No. De Municipios	% de municipios	-Índice de Marginación (IM)
Muy alto	441	17.94	1.51
Alto	408	16.60	0.65
Medio	944	38.42	-0.15
Bajo	401	16.32	-0.96
Muy bajo	262	10.66	-1.55

Elaboración propia con base en datos del Consejo Nacional de Población (CONAPO 2010) e Instituto Nacional de Estadística y Geografía (INEGI 2010).
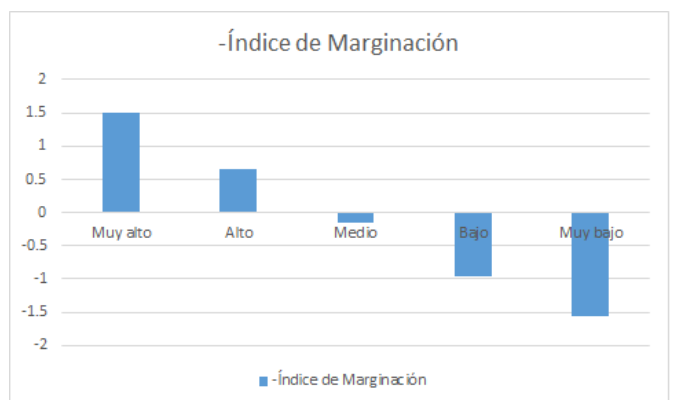
Illiteracy

The educational statistics reports that there is an advance in the coverage of primary and secondary education and that every time it reaches more places, many young people for various reasons, do not attend school, therefore, 6.9 percent can not read or write, which is equivalent on average to approximately 5 million people.

The map that was elaborated on illiteracy at the national level, shows the states with the highest percentages on this item, being the state of Chiapas that has a percentage of 17.8, occupying the first place; Guerrero follows with 16.3%,

occupying the second place; Oaxaca with 16.3%, occupies the third place and Veracruz with 11.4%, who occupies the fourth place.

In contrast to the states that have the lowest percentage, we see Mexico City with 2.1%, having the place 32; Nuevo León with 2.2%, obtaining place 31 and there is a tie between Baja California and Coahuila with 2.6%. These data were obtained based on the XIII Population and Housing Census 2010 on the population of 15 years and more than s of 78 million inhabitants (INEGI 2010), Figure 2 shows the cartography of the illiterate population of 15 years or more of the country.
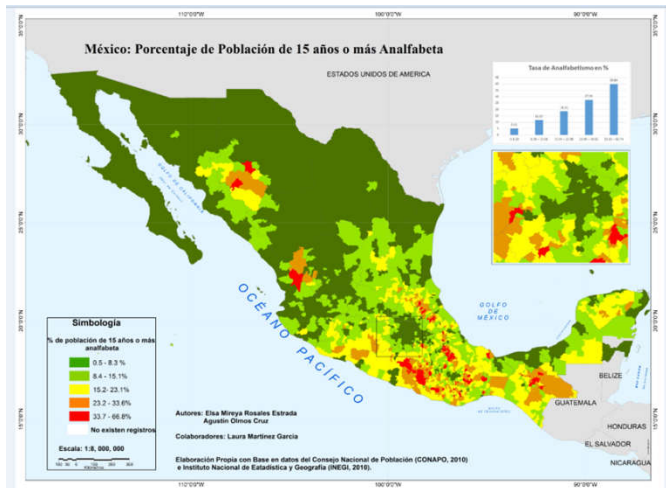

Figure 2 México: Porcentaje de Población de 15 años o más Analfabeta a nivel Municipal.

On the total of analyzed municipalities, the calculations highlight the municipality of Cochoapa, with 66.74%, in the state of Guerrero, which is of recent creation, by dividing the municipalities of Metlatónoc, which are located in the high mountain, where it is difficult to make calculations for lack of records, it is known that they are populations that work for the community with a cooperative sense, which contributes and benefits their communities, the main characteristic is that there is almost no notion of salary. In table 3, besides the Cochoapa, other municipalities with the highest level of illiteracy in the country are presented with their respective graph.

Table 3 Municipios con valores máximos de Analfabetismo en población de 15 años o más

Municipio	Población Total	Analfabetismo (%)	Índice de Marginación	Grado de Marginación
Mixtla de Altamirano	10387	55.50	-0.11	Medio
Tehuipango	23479	56.55	-0.77	Bajo
Santa María de la Asunción	3252	58.54	-1.86	Muy Bajo
Coicoyán de las Flores	8531	58.74	-0.91	Bajo
Cochopa el Grande	18778	66.74	-0.40	Medio

Elaboración Propia con base en datos del Consejo Nacional de Población (CONAPO 2010) e Instituto Nacional de Estadística y Geografía (INEGI, 2010)
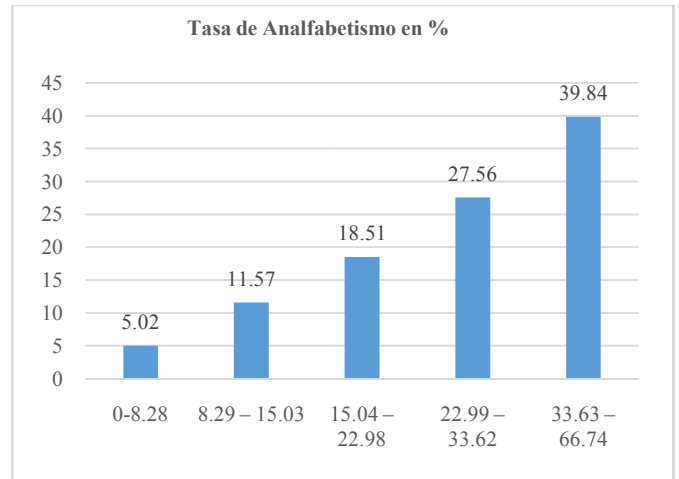

Figure 3 Porcentaje de Analfabetismo en población de 15 años o más

Population of 15 years or older without complete primary

The definition of primary education closest to our study mentions that it is basic education, which ensures correct literacy, that is, that teaches reading, writing, basic calculation and some of the cultural concepts considered essential, called competencies basic and key competences.

Its purpose is to provide students with a common formation that makes possible the development of individual motor skills and abilities, of personal balance; of relationship and social action with the acquisition of the basic cultural elements; the aforementioned learnings, (Wikipedia, 2018).

There are rural primary schools of incomplete or multigrade organization, in which only one teacher attends several groups, particularly when these are of a small number of students; These schools have a very specific teaching organization, which, when not applied, leads to very low terminal efficiencies. It is noteworthy that indigenous education does not constitute a modality proper, but rather a specific form of attention to those ethnic groups that have historically suffered from marginalization (Zavala 1999).In this sense and according to data from the INEGI (2010), there is a total population of 10 million inhabitants without completed primary, with the state of Chiapas predominating, as the state that occupies the first place with 19.1%; followed by Zacatecas, with a percentage of 19.0%; in third place, Michoacán with 18.8% and in fourth place Oaxaca with 17.3%. Figure 4 shows the cartography, with the distribution at the municipal level of the population that did not finish primary school.
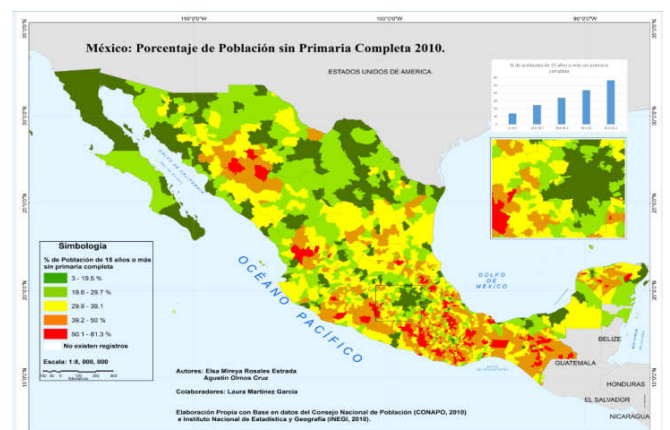

Figure 4 Población de 15 años o más sin primaria completa

The analysis at the municipal level without complete primary, again highlights the municipality of Cochoapa, with 81.26%, in the state of Guerrero, without a doubt the relief represents constraints for the development of community education, which translates into difficulties that they are reflected in the inequality of coverage, because they are a population with unmet basic needs and seek to serve them within or outside the community. Table 4 shows the concentration of the five municipalities with the percentage of population aged 15 years or older without primary completion.

Table 4 Municipios con valores máximos de Población de 15 años o más sin primaria completa.

Municipio	Población Total	Población15 años o más sin primaria completa (%)	Índice de Marginación	Grado de Marginación
Cochoapa el Grande	18778	81.26	-0.40	Medio
Coicoyán de las Flores	8531	77.50	-0.91	Bajo
San Martín Peras	11361	76.03	-0.58	Medio
Santa María la Asunción	3252	73.57	-1.86	Muy bajo
San Miguel Ahuehuetitlán	2465	73.37	-0.91	Bajo

Elaboración Propia con base en datos del Consejo Nacional de Población (CONAPO 2010) e Instituto Nacional de Estadística y Geografía (INEGI 2010).
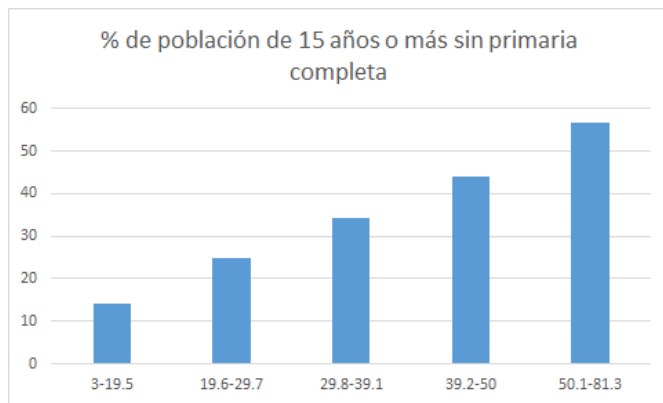

Figure 5 Porcentaje de Población de 15 años o más sin primaria completa

Average Grade of Schooling

We closed the study by reviewing the average level of schooling, which gives us a reference that complements the analysis of educational inequality, which becomes a backlog, considering the population of 15 years or more that in theory should complete 17 years of study and only has 8.6, and represents 50% of schooling, which is equivalent to having completed a little more than second grade.

Therefore, the data is important if it is related to marginalization and poverty, by addressing the correspondence by region, in this sense it stands out that the southern region that contains Guerrero, Oaxaca and Chiapas, has the lowest percentage, with 6.9, that is, you have the complete primary and a little more, against part with the 3 Northeast region that has an average grade of 9.4, and are the states of Tamaulipas and Nuevo León, which is equivalent to having the complete secondary and a little more. Table 5 shows the eight regions with the average level of schooling.

Table 5 Grado de Escolaridad por Regiones Geográficas

Región 1 Noroeste	Grado promedio de escolaridad	Región 2 Norte	Grado promedio de escolaridad
Baja California	9.3	Chihuahua	8.8
Baja California Sur	9.4	Coahuila	9.5
Sonora	9.4	Durango	8.6
Sinaloa	9.1	Zacatecas	7.9
		San Luis Potosí	8.3
Total por región	**9.3**	Total por región	**8.6**

Región 3 Noreste	Grado promedio de escolaridad	Región 4 Centro - Occidente	Grado promedio de escolaridad
Nuevo león	9.8	Nayarit	8.6
Tamaulipas	9.1	Jalisco	8.8
		Aguascalientes	9.2
		Guanajuato	7.7
		Colima	9.0
		Michoacán	7.4
Total por región	**9.4**	Total por región	**8.4**

Región 5 Centro	Grado promedio de escolaridad	Región 6 Sur	Grado promedio de escolaridad
Querétaro	8.9	Guerrero	7.3
Estado de México	9.1	Oaxaca	6.9
Distrito Federal	10.5	Chiapas	6.7
Hidalgo	8.1		
Morelos	8.9		
Tlaxcala	8.8		
Puebla	8.0		
Total por región	**8.9**	Total por región	**6.9**

Región 7 Este	Grado promedio de escolaridad	Región 8 Península de Yucatán	Grado promedio de escolaridad
Tabasco	8.6	Campeche	8.5
Veracruz	7.7	Quintana Roo	9.1
		Yucatán	8.2
Total por región	**8.1**	Total por región	**8.6**

Fuente: Elaboración propia con base en INEGI, 2010

Consequences of poverty in education

After presenting the analysis in the distribution of marginalization and poverty related to education, illiteracy in populations of 15 years or more without primary completed, as well as the average level of schooling. The three items give an idea of how is the distribution and quality of education in Mexico. It also has to be said that the topography of the country is adverse, which is why this problem can not be addressed with the required speed, because it is difficult to provide the necessary infrastructure to these communities; many roads are dirt roads, for example in Oaxaca 290 of the 570 municipalities have no paved roads, there is a deficiency in transportation, which affects the basic services: unattended schools, poorly constructed classrooms, with poor materials, which do not have material to work, no benches and blackboards, adding that their location is not the best forcing students to walk up to two hours a day to get there and in some cases they have not eaten.

These factors greatly affect the development of education; desertion and illiteracy are elements of the backwardness, coupled with political will, represents the backwardness in areas and regions further away from urban centers. So the distance and the infrastructure of the communication and access roads, has to be considered in the support that is given to these areas that are rural and that do not generate the productivity required to be taken into account.

In this context in which the inequality and vulnerability of marginalized people or communities are evident, by:

- The lack of resources to cover school fees
- Cane of school institutions in good condition
- The lack of schools in the most remote places.
- Cane of means: qualified teachers, books and materials
  Child labor, in field work supporting parents.
- Poor feeding

These factors convert the population of rural areas; vulnerable population, because of the high risk that is found by not being able to meet their basic needs efficiently, so it has to enrich pro-social links with a sense of educational community. Find a positive family-school connection.

Finally we must consider the national geographic space, as a mosaic of cultural representations of different societies, synthesizes the social practice of the communities, turning them into thinking entities that have feelings of abandonment and nostalgia for the acute poverty in which they live and that is not attended, therefore, they are considered excluded from the national productive development.

With this knowledge of the space and the actions that are carried out on marginalization, education and poverty, we reflect on the aspects that have to be addressed, in order to reduce the economic inequality that affects education, so it is necessary to change strategies and public policies, in order to contribute to the improvement of the quality of life, so longed for.

CONCLUSIONS

Today the world faces serious problems that require a better understanding of human knowledge, that of marginalization and poverty is quite complex, due to the diversity of variables that intervene in its study, as we can see in this work, which is even more difficult add the educational component and relate it to poverty.

We know that education is the basis of a society that seeks optimal development, hence its importance, turning it into a vital lever for the transformation of its inhabitants, by equipping them with skills and abilities, to train them professionally, but it is also a sign of aggrandizement of a people, that frees obstacles, creating an insatiable search for security.

The purpose is very clear, to understand how the National Education System works, to analyze the causes of illiteracy and desertion, which are very important issues in the development of a nation, see its distribution and understand the incidents that have to be addressed in a school organization that has been seen does not work well, it is a task that concerns everyone, mainly the government, to improve the attention of the almost 15 million illiterate inhabitants and without finished primary that has to be attended to.

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