

Geolocation Processes of Higher Education Educational Institutions in the State of Puebla as an Influence on the Local Development of the Region

Beatriz Martínez Carreño, Miguel Ángel González Romero, María Isabel Garrido Lastra
(Benemérita Autonomous University of Puebla, Mexico)

Abstract: This essay addresses as a central theme the educational public policies that have been carried out in the last decade for the State of Puebla, building an educational network of great importance for the country and that influences locally the dynamics of both productive and social relations that develop in it. Articulating the conceptualization of development for Mexico and the localization processes in the territory and space of the public and private higher education schools in the State of Puebla as influence and/or consequence for the elaboration and axis of public policies; emphasizing the City of Puebla as an educational cluster for the country.

The first approach corresponds to how development is conceptualized in terms of epistemological analysis and when the term development in Mexico arises as the axis of the Economy; as well as the emergence and the boom of public educational policies at the beginning of the decade with the inclusion of compulsory and universal basic education in the Millennium Development Goals (MDGs). Subsequently, the reasons for building a regional and local policy are discussed, as well as some aspects of the theoretical development proposals focused on local development.

Therefore, the work is oriented to the analysis of regional and local politics from two perspectives: the first corresponds to the territorial visualization that makes the country and the second to the eye in terms of individuals as subjects of the policies, which is to say from a sectoral and territorial aspect.

Key words: education; geolocation; public policies

JEL codes: I, I2, I250

1. Introduction

Social policies have focused on economic growth and not human development that consists of the freedom that individuals enjoy choosing between different options and ways of life (Amartya Sen, 2010). The fundamental factors that allow people to overcome the inequality gap, in terms of categorizing them as poor or not — for government authorities — has been to meet basic needs (health, education and food) without worrying about other qualitative factors.

Beatriz Martínez Carreño, Doctor in Territorial Processes and Doctorate en Public Administration, Benemérita Autonomous University of Puebla; research areas: land use, competitiveness, spatial patterns and development. E-mail: beatriz.mtz.c@gmail.com.

Miguel Ángel González Romero, Master, Benemérita Autonomous University of Puebla; research areas: education, politic publics and development. E-mail: igarridolastra@gmail.com.

María Isabel Garrido Lastra, Master, Doctor Candidate, Institute of Public Administration of the State of Puebla. E-mail: igarridolastra@gmail.com.

Another problem facing the country is the poor execution of social programs for health, education, housing, in order to dissolve the problem of poverty. In Mexico, in general there is no work to generate proposals and development alternatives. On the one hand, because the government administration is focused (judging a lot by its reports and regularly by its actions) in generating better conditions for the population, that is, to convey the effects of economic growth. And on the other hand, an international positioning as a reference of quality of life.

These local development proposals were generated from the growth processes in cities and their concentration of socio-economic activities — better known as macrocephaly — creating historical (space delimitation), geographical (distribution of production factors and activities) and policies disparities (control mode of resource management such as the division of social classes).

Singer (2008) points out that public policy proposals have had a favorable bias in favor of the city, since the industrialization process it became productive and a growth factor at the national level, and at the same time, mechanisms of division of labor were established; considered as operating mechanisms par excellence; denoting a rearrangement of the same structure, but with an important variant: rural migration.

Punctually, it is said that the problem of poverty in Mexico is at the root of our system, in which, power is in the hands of limited groups of people who are far from paying attention to the resolution of society's problems as a whole, they are responsible for solving their own problems. Some of the influential factors in the problem of poverty are:

- The poor distribution of income.
- Education levels
- The role of democracy
- The role of government
- Constant growth of the economy without this implying economic development
- Increase in middle class impoverishment

With an emphasis on educational public policies, with the Educational Reform approved in 2014, they visualize that the transformations of public education have reduced the responsibility of the government for the formation of human capital that can contribute in the future to the productive sphere. The primary objective was to complete the expansion of educational coverage, through three initial and complementary objectives at the same time: increase in basic educational quality, expansion of enrollment and improve the higher and upper secondary education systems; and that the Mexican State recover the rectory of the national education system.

Per se, it is added to the third constitutional article that education must be of quality to seek the constant improvement and the maximum educational achievement of the students, being the State who will guarantee the educational materials and methods, the school organization, the educational infrastructure and the suitability of teachers and executives for compliance with such constitutional precept in a framework of inclusion and diversity.

In order to achieve this objective, it is intended to create actions that contribute to it, such as the creation of an educational information and management system, a national educational evaluation system; as well as granting autonomy to the schools for their management and that they get to elaborate full time.

It is worth mentioning that in order for there to be full-time schools, better salaries are required for teachers who fulfill their functions, also that the teachers union creates reforms that promote the quality of teachers to train students of the same size and compete internationally; For this to happen, it is also necessary to increase education by more than 1% of GDP in infrastructure as well as for the evaluation, training and formation of both teachers and students.

For the State of Puebla, education, although not as an exclusive activity of the government sector, has had a wide-ranging geographical growth and expansion throughout the country, becoming one of the regions with the largest universities in the country or training centers for human capital.

However, this educational growth has not been accompanied by long-term planning on population dynamics since no specific policies have been developed for the spatial patterns of companies dedicated to academic training nor has a specific path been built for that sector.

The analytical approach that is given to education is to seek explanations about the increasing rate of truncated education, by shortening the educational level to be able to contribute in the family nucleus with an additional income for their subsistence; or young people who have the possibility to study complete their studies in a longer period of time than is foreseen in the bill.

Per se, the problem at the national level is a rule of law incapable of being able to sustain all the activities and needs of the population, having an impact on a development — a quality of life — low; In addition to this, state policies only focus on the productive sectors of society, such as industry, leaving a scarce elaboration of public policies for the services sector but allowing a specialization in it, such as education for the State of Puebla since education has an intrinsic and real capacity for change and transformation, as long as it is based on institutional, legal, rational, cultural, political, financial and democratic forms and rules that contribute to enhance its effectiveness.

2. Historical Background

The progress of equity in the quality of education is, so far, in an inverse relationship with the regions and population strata of greater poverty. The lowest performing schools are mostly in the poorest entities in the country. Perverse functioning scheme that perpetuates and multiplies the existing educational inequalities, both among individuals and between regions of the country (Izquierdo, 2000).

The economic policy of the different national governments have been strategic variants of development on the basic theme of respect for private property forms, which have generated urbanization correlated with economic development, social and political modernization, as well as industrialization. With the processes of globalization and regionalization in the 70s a new reconfiguration of the economic sectors in the State of Puebla begins, with the service sector being of great importance, specifically, the education sector has reflected an impact by the public policies applied at the level international. That is, in the framework of the Millennium Development Goals, at the beginning of the 21st century the reconfiguration of education as a strategic sector for the State has allowed it to have regional growth in the area, as a consequence of the population growth of the sector in formation.

The development of Mexico and particularly in Puebla, throughout the eighteenth, nineteenth centuries but especially in the twentieth century and in the first decades of the twenty-first century, has experienced a high concentration of economic development, industrial activities, of services and commerce, as well as of the infrastructure transforming the country, from a rural and dispersed territory to an urban territory and highly concentrated in Metropolitan Areas (ZM), in many of which adequate and sufficient resources are not available for a quality of life, having to import them from other areas of the country modifying the natural vocation of the territory by the demands of the markets. In addition, for an adequate strengthening of industrial activities, they have focused on educational services as a complementary tool to improve the productivity and competitiveness of

industrial activities due to the technological innovation processes that they would imply.

With these bases, it was thought that in order to have a support for education, a state policy was required that would support private institutions and that capital expenditure on education be increased to consider favorable growth and greater openness (López, 2006).

In this development process based on an economic vision, competitiveness among regions, states, metropolitan areas or municipalities becomes a constant abandoning the natural vocation of the region and local development, for a voracious search to attract and retain large investments transnational companies. For the services sector, in the area of education, privatization mechanisms of a common good are created as a method of attracting private capital and as a support mechanism for an activity that is not sustainable by government institutions.

In general terms, the Law of Education of the State of Puebla of March of the year 2000, as well as the Law of Higher Middle Education of the Free and Sovereign State of Puebla of 1974, in the matter that concerns us require an integral renewal, according to the current Program Education Sector that declares the need to “adapt the legal framework that regulates the national education system so that it contributes to the achievement of institutional objectives” (SEP, Education Sector Program 2007-2012, MJ1).

These modifications are in accordance with the National Development Plan that states:

“The purpose is to turn higher education into a true engine to achieve better standards of living, with the capacity to transmit, generate and apply knowledge and achieve an advantageous insertion in the emerging knowledge economy... that is why it will be necessary to give a great boost to Technological universities and research centers ... UNESCO warns that without adequate higher education and research institutions, developing countries cannot expect to appropriate and apply the latest discoveries and, even less, make their own contributions to development and reduction from the gap that separates these countries from developed countries. The consolidation of higher education as a system of greater coverage, more open, diversified, flexible, articulate and of high quality is essential for the development of Mexico” (PND 2007-2012, section 3.3).

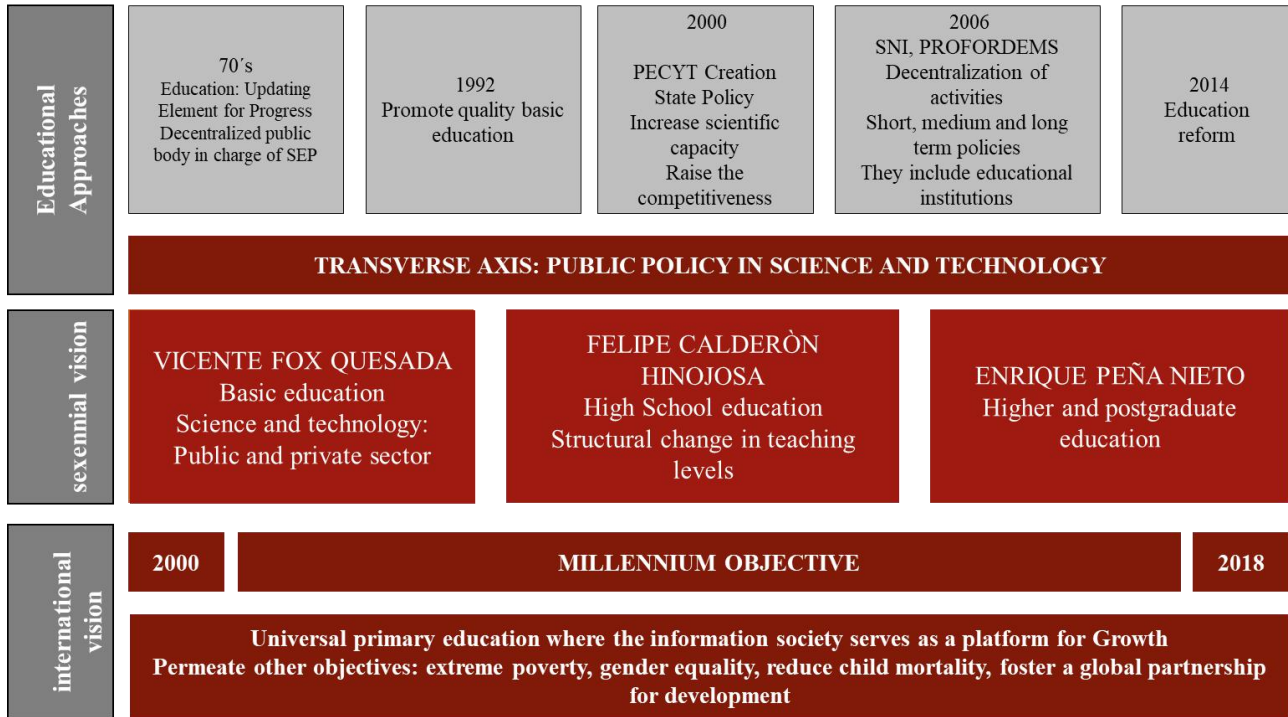
In addition to this, the modifications of the norm and the National Development Plan abandoned the decentralization processes that had been strengthening since the six-year period of Miguel de la Madrid in the seventies, “with the National Program of Education, Recreation, Culture and Sports”. That inserts the concept of quality in public policy; and to date, existing programs have been monitored and disseminated, causing the same effect on the processes of expansion and location of educational institutions according to the use of capital and not according to a well-defined policy.

In summary, in the period from 1970 to date, a decentralization policy has been sought, generating options for students from different states of the country. Institutions and programs have also been created to increase the number of professionals with postgraduate degrees, as well as the generation and dissemination of knowledge via CONACYT.

However, these policies have not focused on the specialization of the human capital factor, but rather have begun to take education, and the formation of higher level educational institutions as a market within the economic system where the educational offer prevails in quantitative terms and not seeing the quality of education provided and its impact on local and regional development processes in an intergenerational way. The following is a comparative table on the public educational policies that have been developed at the national level and that have permeated in state and municipal policies, reflecting on local development. That is, since the implementation of the Millennium Goals, educational public policies have tried to be one of the transversal axes of economic

Geolocation Processes of Higher Education Educational Institutions in the State of Puebla as an Influence on the Local Development of the Region

development policies, together with science and technology policies, since they encourage competitiveness from the economic aspect of the companies, from the political aspect the generation of new mechanisms of resolution of problems, and from the social aspect the generation and transmission of intergenerational knowledge.



Source: Own Elaboration

In 2006, changes in the perspective of scientific and technological policy were implemented as educational institutions were included as the basis for carrying them out; However, these changes in practice were not concluded nor were the expected results achieved, so in 2014, with the change from PAN government to PRI, educational reforms were approved again for science and technology for shaping of the Information Society where the expansion of educational coverage is completed, through three initial and complementary objectives at the same time: increase in basic educational quality, expansion of enrollment and improve the higher and upper secondary education systems; and that the Mexican State recover the rectory of the national education system.

Currently, the decentralization processes of educational services have allowed the formation of a cluster, specifically in the states with the highest profitability or economic growth, among which are the State of Puebla. These actions make necessary a geographic expansion of the services and at the same time they classify it as a region with great attraction of investments not only for the economic conditions but also for the social and cultural ones. But at the same time, the local development of the region has not been influenced by this dynamic since it has only solved the growth and location of private higher level educational institutions pauperizing even more the most vulnerable population and permeating the regional development of the State.

3. Theoretical Approach

The new economic geography and endogenous growth models concentrate: human capital, growth and innovation; by assuming the existence of positive externalities associated with the production of knowledge and

technology (RC and CI), the orthodox neoclassical assumptions about diminishing returns, at scale and perfect competition to be able to have a competitive perspective on the relationship of the processes of location of higher education institutions in the City of Puebla and its formation as a cluster from the link with the productive and research sector for the generation of technological innovations or, for the generation and transmission of knowledge to new generations.

With this, it is essential to conceptualize development since it is a highly used and rarely defined concept. It is a somewhat ambitious attempt because its openness has shown that it can include almost anything. However, it is possible to assume that development has been present in the theoretical environment, as in the very reality from which it was abstracted, for a long time.

Two branches of development will be addressed, local development and regional development, both with a territorial type component, the first alludes to a very close locality or territory and the second to a region or grouping of territories with concatenated elements where actors, territory, space and context intervene.

We start talking about development, strictly speaking, when there is an exhaustion, of what for many years was the center of attention of the economies, that is, economic growth. It is true that within the evolution of contemporary capitalism the crisis is a phase that is inherent in it, but at the same time it is an inevitable phase.

In the case of Mexico, it is observed that the central exhaustion of the term economic growth occurs with the exhaustion of the import substitution model. It should be noted that the periods of crisis are as many as capitalism has centuries but that an important break occurs in the seventies and later in the early eighties, with the incipient recomposition of the model and the oil crisis. It is obvious that it is not enough to grow, it needs to grow with qualities. That is why the political and economic discourse undergoes a change of course, later a change of model is experienced and it is in this phase of transition where, officially, the development figure appears.

At present there is a diversification of development, even though the epistemological analysis of the term has not been spent, development is a concept that by use refers to something more than economic growth, to the ability of economic growth to permeate its effects on growth subjects.

Local development as an intermediate route between a territorial policy orientation and a local power management system oriented to the development of the territory. In this definition, the local is identified with territory, since its limits are not data; but the result of the system of actors that carry out the development strategy, interacting with each other. It is a conception of the place as a planning space.

Therefore, attention has focused more on local development policies and the effects it has had in various countries on the search as such of a theory that determines what is local development and what are the ways to be undertaken to be able to promote it in the society. Thus it was thought that development was privileged by regional development policies potentiating growth; at another historical moment - during the 90s- an endogenous development was conceptualized where actions were encouraged to increase the quality of life of social actors. With these conceptions there are new relations of analysis and organization in territorial planning.

Thus, the concept of the premises emerges as an alternative solution to the apparent loss of importance that exists between the regional or national dimensions, where the participation of the actors will be encouraged as main axes to improve their quality of life; configuring a new paradigm of the organization of territorial studies called the New Regional Geography.

Perroux (Bustelo, 1999) proposes the concept of development as qualitative and quantitative changes in combination with the creation of a productive structure that includes technical progress, increased productivity and capital accumulation. This idea is constructed from the analysis of societies as two structures, one

homogeneous in the center and another heterogeneous in the peripheries; these maintained a relationship with the center of dependence, but at the same time the logic of accumulation of the center is defined by the peripheries.

The consequences of this model made a national productive system in which the economic space is where surpluses are generated to project outward and maintain a stable development. In reality, the dependence of the peripheries to the center continues to exist and with greater intensity; On the other hand, technological, social and monetary norms are not applied to follow an organization and meet the objectives set.

From this conceptualization different debates arise about its conception and practice since from the empiricism the local is delimited by a geographical area that has diverse social, political, economic characteristics that potentiate or are said area. It should be noted that precarious difference and particularity about the context and theory is important for the conception of the local, since the perspective and tools of the researcher or actor allow us to avoid the reductionisms that lead us to generate opposing binomials.

Since the implementation of neoliberalism it is considered that the current social dynamic is expressed in terms of globalization; therefore, the social problems experienced by developed countries can be reflected, when trying to assign the same public policies, in developing countries; As is Mexico. The social, political and economic connections that each country has and how they relate to the outside are visualized.

According to Alcántara (1995), policies are considered as certain flows of the political regime towards society, conceived as products of the social system; they are also considered the result of the actions of the fundamentally institutionalized elements of the political system. It can be said that they are government actions, which seek to respond to the diverse demands of society; It is considered as a decisional process since it is carried out in a certain period of time.

In the education sector, one of the objectives of public policies is to reaffirm the capacities in science, technology and research to institutionalize the development of human capital by creating a national system that transforms the scientific and technological culture, becoming an “Information Society” that seeks the well-being and quality of life of each individual; focusing on increasing access to it and ensuring its permanence by improving insertion in the work environment.

Another highlight is the formation of a cluster within federal entities as regionalization and specialization processes to increase their quality of life indices. Porter defines the cluster as a group that is located in a specific geographical area that interconnects companies and associations or institutions where consumer goods such as final products and service companies are included. Each cluster has a certain specialty in training, education, information, technical support that allows them to compete in the global market and internally do not compete directly, but serve various segments of the industry, specifically for service companies. Higher Education Institutions (HEIs) in different countries could be clustered for the following reasons:

- Develop and disseminate new knowledge as an alternative to “holdings”, the “cluster”, economic units that carry out common and complementary activities and generate value for themselves.
- They have a considerable capacity to bond with different economic agents (companies, government and labor force).
- They allow the generation of complementary economic activities to the university activity in the places where they are established.
- Through their activities they increase the social capacity to generate added value, as well as to spread it.

Despite these positive characteristics, the potential of HEIs has not been specifically exploited in Mexico and its different entities due to the dominant approach with which they are perceived. This approach favors a

“professionalizing” vision of HEIs in which factors such as research and the link with social problems pass to second place.

At the same time, location theory maintains a primary factor because of the influence that the area has on commercial and productivity decisions both for the company and for society as a whole that is immersed within the region, that is, Within the location of the area there are factors such as natural resources, culture, social, political, economic, which prevent or contribute to increase, through its competitive advantage, its productivity, growth and incorporation or permanence in the market.

4. Statistical Analysis of Education

At the national level, in terms of educational lag in basic training is 30 million people over 15 years, of which 50% are between 15 and 35 years of age, this generates not only inequality in knowledge transmission but also a Lack of planning in the policies as it did not have a correct analysis of the population, that is to say, the coverage in basic education in relation to the urban population was fulfilled and in terms of quality an Information Society was not created capable of generating Human resources capable of facing the globalized world where we live.

By 2008, according to CONEVAL data, 44.2% of the Mexican population had an average of 2.7 deficiencies, including access to education; of these 4.5% were vulnerable by income. Regarding education, 21.7% of people living in multidimensional poverty have an educational lag of which more than 60% are under 35 years of age (Coneval, 2008).

When disaggregating the information, it is verified that the inequality gap is also denoted in the states with greater economic lag, with a low Gini index and due to lack of job offers, to mention the most important, so the three entities with the highest percentage of poor are Chiapas with 76.7% of its population, Guerrero with 68.2% and Puebla with 64% who have an average of three social deprivations per person, that is, of the third part of these federal entities that have social deprivations, the fourth part (approximately 350,000 people per state) have an educational lag.

The State of Puebla is the 5th most populous state in the country with 5,383, 133 inhabitants. By its extension, 34,920 square kilometers, it occupies the 21st place nationwide. It has a total of 217 municipalities. The population in the State of Puebla has been projected by the National Population Council at 5,956, 700 by 2015, and the city of Puebla is estimated at 1,720, 449 for that same year. The population distribution in the state is composed of 71% urban and 29% rural. As of 2005, the indigenous-speaking population represented 11.7% of the state population. Comparatively, this percentage is 26% in the state of Chiapas and 35.2% in the state of Oaxaca.

In terms of density, Puebla is the fifth most populous state in the country. In terms of access to services, state data compared to national data show enormous deficiencies. It highlights the low coverage of health services (around 63% of the population does not have access) as well as that more than half of the population aged 15 or over has an incomplete basic education (53.54%). Education data reveal that only 8.72% of the population has post-basic education (bachelor's degree or more) while most (about 70%) indicate having some type of instruction.

In educational terms, the increase in educational institutions in the State of Puebla, but mainly in the City of Puebla as listed as an educational cluster, has placed it since 2007 in the number seven place at the national level of the states with the highest number of Higher education institutions (5% of the national total) of which 88% are private (Mendoza, 2008)

Geolocation Processes of Higher Education Educational Institutions in the State of Puebla as an Influence on the Local Development of the Region

These data are consistent with the territorial and location processes of higher education institutions in the City of Puebla where, by 2010, 289 higher level educational institutions of which 204 are from the private sector and 85 are located at the state level. from the public sector It should be noted that although public sector institutions are in a smaller amount, the uptake and attention is greater by 54%, and 45 of these public institutions are located in the City of Puebla, 19 of which correspond to faculties of the Benemérita Autonomous University from Puebla (BUAP) (INEGI, 2010). At the beginning of the 20th century the number of higher education institutions at the state level was 166 educational institutions, 122 of which were from the private sector and 44 from the public sector.



Geolocation of Higher Education Institutions by Type

Source: DENEUE 2010, Unidades Economicas, Servicios Educativos del Sector Privado INEGI

Although there are more universities in territorial terms, if a general analysis is made on the entire educational situation of the country, it can be noted that the poor application of public policy since 2000 left the country:

- Eight million NINIS.
- 30 million children and young people with educational lag.
- 5 million illiterates.
- 16.5 million children and youth who do not reach the level of basic proficiency in mathematics.
- 12.3 million children and youth who do not reach the level of basic proficiency in Spanish.
- 14.1 million children and youth who do not reach the level of basic science proficiency.

With this, it is verified that, although the educational institutions have had an upward growth, they have mostly been from the public sector, beginning a process of commodification of the sector and even more they are creating new mechanisms of formation of human capital that only favors to the market through the private sector but that the governmental institutions are unable to cover said demand due to the instability of the Government itself.

In itself, these data reflect that educational policies are a gradual process that must be adapted to the historical-political context since educating means improvement, understanding, maturation and reasoning of the environment in order to obtain the expected benefits and not just comply, it is that is, to train people in reality who assume the risks of the same human condition, who internalize the problems of their same environment to think about new challenges and be part of the solution. On another side, they also reflect the lack of commitment on the part of government authorities to further encourage these actions since:

“Education is more a transmission and acquisition of knowledge, the cultivation of intelligence where it involves values, develops practices and behaviors, forges character, recognizes the formative role of emotions in learning processes, promotes the maturation of multiple intelligences and facilitates the exploration and exploitation of capacities” (Joaquín Brunner, 2005)

5. Proposals

The costs of secondary and higher education have diluted in practice the benefit of a fundamental social and public right, and have commercialized public institutions wildly. It has not been possible to demonstrate that these measures have influenced the quality of the studies, but they have raised the levels of inequality and inequality of educational supply and demand (Didriksson, 2011).

Educational policies focused on higher education must be specialized, priority, equitable, functional and must be able to generate and transmit knowledge to grant it in the short term. Even international organizations such as the Organization for Economic Cooperation and Development (OECD), the Inter-American Development Bank (IDB) and the World Bank (WB) declare that education is the main instrument of development that helps to separate or strengthen the social inequality gap between the backward and the modern sector; It is the primary factor in restoring social cohesion and avoiding the complexities of society, preventing crime and drug addiction as well as corruption, and strengthening the path to well-being

In addition, it is known that Mexico requires specific policies because its regions have uneven levels of development and socio-economic and cultural aspects that are heterogeneous; which complicates the application of uniform policies and intensifies clientelist relations between a privileged group that has maintained, since trade liberalization, economic and political interests in the territory. Specifically for the State of Puebla, due to its historical process, the services sector — educational — has had a favorable boom in recent years, having this dynamic and economic performance as a comparative advantage, so that specialization in these activities can help to think about adequate mechanisms to correct the negative effects of the application of public policies.

Currently, the social role of universities is changing with surprising rapidity, so not all institutions respond to social demands with the same speed. The change in higher education has been shown by the foundation of new institutions, modification or reform of the oldest ones; accumulation of experiences and projects, institutional slippage from less prestigious positions towards more prestigious ones.

Also, the way in which public resources were allocated to universities is changing; from a time when they were granted from enrollment, to the date when the evaluation of all academic processes is the basis of a system of financial rewards and penalties, from the individual through the department, school or faculty to the institutional level

Apparently, private institutions appeared in the educational landscape of Latin America and Mexico at the time when the State, for some reason, could no longer meet the expectations of some medium and high social

groups, with the type of universities it controlled, whose services offered to society.

Mexico is in crisis because it is in a period of constant and sustained accelerated transformation. They are facing at least two country models: one closed, centralized, statist, corrupt, with large chiefs in many fields of social activity, against another open, decentralized, democratic, modernizing, tolerant and progressive.

The current conditions presented by the municipality of Puebla are the result of a set of processes from different fields, since the industrialization processes began to develop policies that allowed the entry of foreign direct investment to encourage the growth of the country and improve conditions of society's life. However, these policies were developed based on the competitiveness of companies that only meet the supply and demand of the logic of the international market without taking into account the consequences of the distribution patterns of the companies themselves and their repercussions on society.

Government agencies are a key factor in the design, execution, development, instrumentation and evaluation of projects aimed at improving the development of communities; and especially in the approval and administration of the resource. These dependencies are divided into three categories depending on the support and functions of each for the promotion of territorial and local development policies.

Williams (1993) recognizes three models of distribution of resources to universities, which determine their institutional behaviors:

- When the budget is allocated from outside by a Ministry, federal authorities try to standardize the system by supporting what they deem convenient and denying what does not convince them.
- If universities have their own resources in the form of goods or donations, academics can be careless with students and lenient with their colleagues, who in practice are their peers.
- When universities receive income from selling education, research and advice, the power resides in numerous individual clients and the institution must respond to the changing interests of the market, according to Burton Clark.

Each model has its strengths and weaknesses, as is logical to assume, since bureaucratic control of academic work presupposes that professional bureaucrats try to exercise undue or authoritarian controls over the work of professors who of course do not understand; and at the same time untying academia, government and society is favorable since if institutions depend on the market to survive, it is possible that attempts are made to avoid the depth of knowledge to prevent "clients-students" from migrating to more comfortable institutions (Williams, 1993).

Therefore, it seems that the debate is to combine in the wisest way possible the best characteristics of these three variants, in order to produce the academy (including students and teachers), government institutions and society in general.

The challenge is to establish effective links between HEIs and public and private research centers and institutions that allow the shared delivery of educational programs.

To the extent that education regains its place not as a tool in the service of power, but as a tool in the service of the human person, then one can begin to speak again of a public policy with a view to the Common Good and sustainable development and subsidiary of man; since to the extent that young society is given the necessary tools, adequate and appropriate guidance as well as development opportunities; in the future, when they move into adulthood they can contribute significantly to the development of their society (environment); Therefore, it is considered a long-term investment that will help accelerate economic growth and reduce poverty.

And in territorial terms, public policy planning should focus on developing and carrying out structural policies that serve to facilitate the processes of conformation, growth and permanence of the spatial patterns of companies in places that have specific geographical characteristics.

Therefore, support mechanisms that face the different challenges must be created through a complex vision of reality and knowing that education — the formation of human capital - is a transversal axis to improve the quality of life of society through of the creation of proposals, formation of critical and proactive thinking and the transformation of the word into action. But as long as this activity continues to be commercialized and privatization of the common good will begin to generate centralized localization processes without taking into account the consequences in the territory, the actors involved (students and teachers) and society as a whole through local development.

References

- Asuad Sanén Normand Eduardo. “La estrategia del cambio: Modernización sectorial o desarrollo regional y territorial?”, UNAM: Facultad de Economía.
- Aviña C. (2000). “Origen de la educación superior Mexicana”, *Revista Smética*, No. 17, Julio-Diciembre, pp. 52-55.
- BIE, Estadísticas de educación superior en México, Estado de Puebla y la Ciudad de Puebla, INEGI.
- Boisier S. (1999). Desarrollo (local): de qué estamos hablando? Mimeo, Santiago de Chile.
- Buñuelos Flores Noemí (2007). “Consideraciones metodológicas para el diseño de propuestas de desarrollo local/regional sustentable en comunidades indígenas”, *Revista Ra Ximhai*, Vol. 3, No. 1, pp. 27-47.
- Bustelo P. (1999). *Teorías Con-temporáneas del Desarrollo Económico*, España, Editorial Síntesis, pp. 103-188.
- Carlos Muñoz Izquierdo (2000). “Resultados de las políticas educativas nacionales”, OCE.
- Canales A. (2008). “La investigación educativa y la política pública”, versión en línea, available online at: <http://www.observatorio.org/opinion/InvestigacionEducativa.html>.
- Carden Fred, Del Conocimiento a la política: Máximo aprovechamiento de la investigación para el desarrollo. Icaria, Akadnueva cooperación y desarrollo. Centro Internacional de Investigación para el desarrollo.
- Cuenya M. A. (1987). *Puebla en su demografía*, Puebla: CIHS-ICUAP.
- DENUE, Unidades Económicas, servicios educativos sector privado y público, INEGI.
- Flores Crespo Pedro (2009). “Las reformas de las universidades tecnológicas Un ciclo cerrado?”, available online at: <http://www.observatorio.org/opinion/ReformaUT.html>, 15 de Junio de 2009.
- González López Sergio (agosto 2008). “Políticas e instituciones para el desarrollo económico territorial: El caso de México”; ILPES y CEPAL, Santiago de Chile.
- INEGI (2010) “Distribución Porcentual de la población de 14 años y más según condición de admisión y ocupación nacional, available online at: <http://dgenesyp.inegi.org.mx/cgi-win/bdirecoy.exe/618?s=est&c=25435>, revisado el 7 de septiembre de 2018.
- Kauffer E. (2002). “Las políticas públicas: algunos apuntes generales”, *Ecofronteras*, Vol. 6, No. 16, pp. 2-5, available online at: <http://revistas.ecosur.mx/ecofronteras/index.php/eco/article/view/465>.
- Llorens Juan L., Albuquerque F. and Castillo J. (Abril 2002). “Estudio de casos de desarrollo económico local en América Latina”, Banco Interamericano de Desarrollo, Washington, D. C.
- Porter M. E. (2000). “Locations, clusters and company strategy”, in: Clark G. L., Feldman M. & Gertler M. (Eds.), *Handbook of Economic Geography*, Oxford: Oxford University Press, pp. 253-274.
- Ramírez Vázquez and Blanca R. (2007). “Escala local y desarrollo: significados y perspectivas metodológicas”, in: Rosales Rocío (Coord.), *Desarrollo Local: Teoría y prácticas socioterritoriales*, Miguel Ángel Porrúa Universidad Autónoma Metropolitana, México, pp. 51-73.
- Singer P. (2009). “Relaciones entre sociedad y estado en la economía solidaria”, *ICONOS Revista de Ciencias Sociales*, Flacso Ecuador, Enero 2009, pp. 51-56.
- Soja- Aldape Eduardo (2005). “De la alternativa al desarrollo: Políticas Públicas del gobierno del cambio”, México, Fondo de Cultura Económica, p. 403.
- Unikel Luis. Demografía y Economía Cap. IX: “Política de Desarrollo Regional en México. Colegio de México, pp. 143-181.