

Educational Policy in Mexico: Analysis of Civic Education in the State of Puebla

—

Harumi Fernanda Carranza Magallanes¹
harumi.carranzamagallanes@viep.com.mx

Román Sánchez Zamora¹
roman.sanchez@viep.com.mx

¹ INSTITUTE OF GOVERNMENT SCIENCES AND STRATEGIC DEVELOPMENT OF THE
BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA. PUEBLA DE ZARAGOZA, MÉXICO



To quote this article:

Carranza Magallanes, H. F., & Sánchez Zamora, R. La política educativa en México: análisis de la Educación Cívica en el estado de Puebla. *Espacio I+D, Innovación más Desarrollo*, 15(43). <https://doi.org/10.31644/IMASD.43.2026.a02>

— *Abstract* —

This paper aims to show the main advances that Civic Education has had in the state of Puebla, after the review and analysis of the different educational reforms that have taken place throughout the history of Mexico, taking into consideration the responsibility of the state to ensure the civic education of new Mexican citizens. The main objective of the research process was to establish the concept of Civic Education in a documentary sample. The methodology used was the implementation of a closed survey by convenience sampling applied to 5 boys and 5 girls from 4 school belonging to the municipalities of Huejotzingo, Libres, Puebla and Teziutlán in the state of Puebla. Among the conclusions, it is highlighted that the advances in civic education are significant in the four municipalities, although the municipality of Huejotzingo stands out as the one that has solid knowledge in students regarding what civic education means.

Keywords:

Civic education; educational reform; personal data; transparency; right to know and civic values.

Throughout the history of the Mexican government, there has been a constant stream of educational reforms established as public policies, all aimed at improving educational quality and equity in the nation. While such reforms have occurred throughout the country's history, they have become increasingly frequent in recent decades.

The objective of this article is to analyze 3 main pillars that have constituted the foundation for transparency-based educational policy proposed in Mexico. The article is therefore organized into 3 sections: the first seeks to establish a brief history about the policies promoted in Mexico during each six-year period; the second presents a perspective on Mexico's latest educational reform; and their third concludes with presentation of the researcher's sample analysis to determine progress of the transparency-based educational policy initiative in four municipalities of the Puebla State.

Therefore, Mexican educational reforms throughout the nation's history can be enumerated beginning in the nineteenth century, during Benito Juárez administration, who established the foundation of the essence of public education under the mandate of state responsibility to provide it publicly and without cost. However, it is important to notice that given the resource constraints and political opposition of that historical period, this reform achieved little impact (Villalvazo Ruiz, 2016).

The twentieth century witnessed intensified governmental implementation of educational reforms, motivated by the necessity to address economic and social demands confronting the nation as a result of historical development. In 1921, the government under Álvaro Obregón founded the institution that remains operative and continues fulfilling educational demands today.

In reference to the Secretariat of Public Education of Mexico (Secretaría de Educación Pública, SEP), whose responsibility is the formulation and coordination of public education programs addressing the population's needs (Villalvazo Ruiz, 2016).

Throughout the 1980s and 1990s, governmental educational reforms focused on modernization and decentralization of the educational system. Under the Carlos Salinas de Gortari administration, an education modernization program was instituted seeking to enhance educational system efficiency and effectiveness through decentralized school management and integration of new educational technologies (Villalvazo Ruiz, 2016).

Since the beginning of the twenty-first century, educational reform-focused public policies have prioritized quality and equity improvements in education. The 2013 educational reforms presented by Enrique Peña Nieto emphasized teacher evaluation processes as instruments for securing educational advancement while incorporating curricular renewal and autonomous school management (Villalvazo Ruiz, 2016).

Public policies centered on educational reform have significantly impacted the development of Mexico's educational system, making possible the expansion of educational coverage, the improvement of basic education levels, and the strengthening of school autonomy.

The Educational Reform pursues the following fundamental objectives:

- Responding to a social demand to strengthen public, secular, and free education (Gobierno de la República, 2023).
- Ensure greater equity in access to quality education (Gobierno de la República, 2023).
- Strengthen the school's management capacities (Gobierno de la República, 2023).
- Establish a professional teaching service with rules that respect the labor teacher's rights. (Gobierno de la República, 2023).
- Promote new opportunities for the professional development of teachers and executives (Gobierno de la República, 2023).
- Lay the foundations for the elements of the Educational System to be evaluated impartially, objectively, and transparently (Gobierno de la República, 2023).

These objectives will be translated into concrete benefits for Mexicans:

- A substantial improvement in the quality of education (Gobierno de la República, 2023).
- Strengthening free public education (Gobierno de la República, 2023).
- Schools strengthened and supported as central to fundamental decision-making (Gobierno de la República, 2023).
- An evaluation framework grounded in merit and acknowledgement of teaching vocation (Gobierno de la República, 2023).
- Inclusive education within reach of all citizens (Gobierno de la República, 2023).
- Appropriate utilization of public resources (Gobierno de la República, 2023).

It is essential to note, however, that Mexican educational reforms have been and continue to be contested and controversial. Major criticisms hold that these reforms have been excessively radical, leading to direct teacher opposition. Other viewpoints argue that these reforms have not genuinely achieved their intended effects, failing to produce real improvements in educational quality.

One of the main challenges that arise in Mexico is the establishment of a public policy focused on the civic education of the citizen, since this has as an integral approach the requirement that combines the formation of knowledge, skills and values in Mexican society.

Given these considerations, it is essential to clearly understand how civic education would be articulated in the following areas:

- **Knowledge development:** which should emphasize students' development of basic understanding regarding their rights, obligations, duties, and responsibilities as citizens. This includes knowledge of democratic society's principles and values to facilitate participation through civic engagement mechanisms (Caballero Álvarez, 2016).
- **Skills development:** this focused on students acquiring critical analysis skills, problem solving, and conscious decision making in democratic processes. The aim is to develop the ability to communicate effectively and work collaboratively for the development of the nation (Caballero Álvarez, 2016).
- **Values development:** centered on students' responsibility to develop democratic commitment extending to social justice and equality obligations. Through this, students could develop civic responsibility and commitment to active citizenship. (Caballero Álvarez, 2016).

Although to achieve the above it is necessary to consider the challenges that civic education will face in Mexico, which can be considered in the following axes:

- **Resistance to change:** it is important to consider how different educational and social actors may become an obstacle when proposing transformation processes that improve quality of life, in this case the proposal of civic education for Mexican society (Executive Directorate of Electoral Training and Civic Education [Dirección Ejecutiva de Capacitación Electoral y Educación Cívica], 2011).
- **Complexity of change:** the proposal of a public policy focused on civic education in Mexico is observed as a complex issue that will require a comprehensive approach process. This is necessary to consider how it will be implemented in the nation's educational model (Executive Directorate of Electoral Training and Civic Education, 2011)
- **Lack of resources:** taking into consideration that every transformation process requires practical action, civic education in Mexico would require not only the work of teachers but also a series of specialists in the field who would propose the construction of the curriculum. This, of course, establishes the limitation of time and available resources to achieve it (Executive Directorate of Electoral Training and Civic Education, 2011).

Although the proposal of a public policy focused on the integration of civic and social education will have to emanate from the government, it could not face the challenge of reaching a successful conclusion on its own. Therefore, it is necessary to coordinate efforts among schools, families, and society in general if this objective is to be achieved.

Considering that by approaching it in this manner, it would have to be considered that it must be centered on:

- **Development of educational materials:** the task will be to update educational materials and create a subject specialization in the proposed civic and social education (Executive Directorate of Electoral Training and Civic Education, 2011).
- **Update of teacher training:** training will be needed for teachers who can teach the civic education subject efficiently (Executive Directorate of Electoral Training and Civic Education, 2011).
- **Promoting citizen participation:** for civic and social education to present results, these would have to be observed to the extent that students become actively involved in participating in social activities in their public environment (Executive Directorate of Electoral Training and Civic Education, 2011).

It is important to consider that the proposal of a civic and social education that has an impact on the development of Mexican citizens is a future proposal that has as its intention or pretense the formation of civil society with active citizen participation.

The following research is presented with the aim of analyzing the relationship between the promotion of civic education (Dewey, 1998; Durkheim, 2013) by the Mexican government and the level of knowledge on these issues of students from selected schools in Puebla, Mexico. The program implemented by the Mexican government in the areas of civic education will be analyzed. Likewise, the level of knowledge that students have in these areas in schools will be identified.

In general, the research variables would be related to the promotion of civic education by the Mexican government and the level of knowledge on these topics among selected schools in Mexico. Some specific possible variables that were considered include:

- Promotion of civic education by the Mexican government (independent variable).
- Level of knowledge in education, and civic education among students (dependent variable).
- Policies and programs for civic education implemented by the Mexican government (independent variable).

The scope of the research will be exploratory in nature, limited to selected schools in the state of Puebla, Mexico, which would allow obtaining detailed and specific information on the level of knowledge in early education, civic education of students in said schools. In addition, the research would focus on the

descriptive process of the analysis of the policies and programs implemented by the Mexican government to promote civic education.

This research is basically the result of a survey on the knowledge of fourth-grade elementary school students in the state of Puebla. The questionnaire used, reproduced at the end of this study, draws on works such as *La Politización del niño Mexicano* [The Politicization of Mexican Children] (Segovia, 2014) and *Mejores prácticas de transparencia, índice de percepción de corrupción en niños* [Best Practices in Transparency, Corruption Perception Index in Children] (Sánchez Zamora, 2015).

This questionnaire contains variables such as Ledo, limitations mentioned supra, in referring to the hypothetical phenomena that will be divided depending to a simple equation, either “civic values”; “rights and obligations”; “personal data protection”; “right to know”; or “transparency”. Each of the aforementioned sections will, in turn, analyze four concepts, which were taken from the *Civic and Ethical Education* books for all primary school grades, published by the SEP in 2022.

To evaluate the relationship between the Mexican government’s promotion of transparency education and civic education and students’ level of knowledge on these topics in selected schools in Puebla, Mexico.

MATERIALS AND METHODS

The purpose of the research on the implementation of transparency education as a component of civic education is to analyze the degree of applicability and success in training future citizens who will participate in the experimental process.

It was applied to 40 girls and 40 boys who were in the fourth grade of primary school in the aforementioned municipalities, in 4 municipalities of the State of Puebla such as: Puebla Capital, Huejotzingo, Libres and Teziutlán.

In general, the research variables would be related to the promotion of civic education by the Mexican government and the level of knowledge on these issues among students from selected schools in Mexico. Some possible specific variables that are being considered include:

- Promotion of civic education by the Mexican government (independent variable).
- Level of knowledge in civic education among students (dependent variable).
- Policies and programs for civic education implemented by the Mexican government (independent variable).

RESULTS

Considering the four municipalities that were evaluated: In Huejotzingo, with boys and girls attending “Centro Escolar Profesor Enrique Martínez Márquez” [Professor Enrique Martínez Márquez School Center]; Libres, including boys and girls attending “Primaria del Centro Escolar Miguel Cástulo De Alatraste” [Miguel Cástulo De Alatraste School Center Primary School]; Puebla, including boys and girls attending “Primaria Instituto Francisco Esqueda” [Francisco Esqueda Institute Primary School]; and Teziutlán including boys and girls attending “Primaria Centro Escolar Presidente Manuel Ávila Camacho” [President Manuel Ávila Camacho School Center Primary School]. The following results were obtained:

For data collection, a total of five 9-year-old boys and 9-year-old girls were selected as the sample. The concepts expressed by the groups were scored on a scale from 0 to 4, with 0 representing the least probable outcome and 4 representing the optimal outcome. Five simple equations were established for the experiment, corresponding to the following categories:

Table 1
Simple equation on personal data protection

SIMPLE EQUATION ON PERSONAL DATA PROTECTION				
Variables	Variables		Hypothetical Phenomenon	
(BIO)	Family	w	Identity	A
	School	x	Identifiable	B
	Friends	y	Name	C
	Media	z	Image	D

It is important to note that the hypothetical phenomena were derived from the study of the SEP first-grade primary textbooks on Civic and Ethical Education from 2022, in which the aforementioned source references several concepts closely related to those under study, such as the right to identity (*personal data full name, date of birth, gender, place of birth and nationality*), as well as the recognition of some of the most fundamental human rights (life, recreation, leisure, identity, family, nutrition, protection, housing, education, participation, freedom of expression, and health) (Jiménez Ramírez & Juárez Herrera, 2022).

Therefore, the following question was asked: What is the degree of information that the students of fourth grade of primary schools of the selected schools of the state of Puebla have about the protection of personal data?

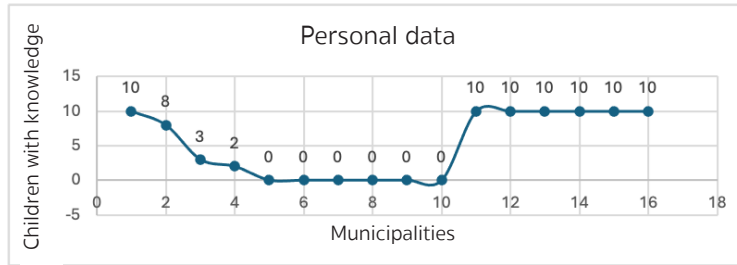


Figure 1. Correlation analysis of knowledge level

Table 2
Correlation coefficient of knowledge level

	Municipality	Knowledge
Municipality	1	
Knowledge	0.42977398	1

Note. This table presents the interview conducted by the researcher with 5 girls and 5 boys aged 9 years old from the municipalities of: Huejotzingo, with boys and girls attending Primaria Centro Escolar Professor Enrique Martínez Márquez; Libres, including boys and girls attending Primaria Centro Escolar Miguel Cástulo de Alariste; Puebla, including boys and girls attending Primaria Instituto Francisco Esqueda; and Teziutlán, including boys and girls attending Primaria Centro Escolar Presidente Manuel Ávila Camacho. From December 5 to 13, 2022.

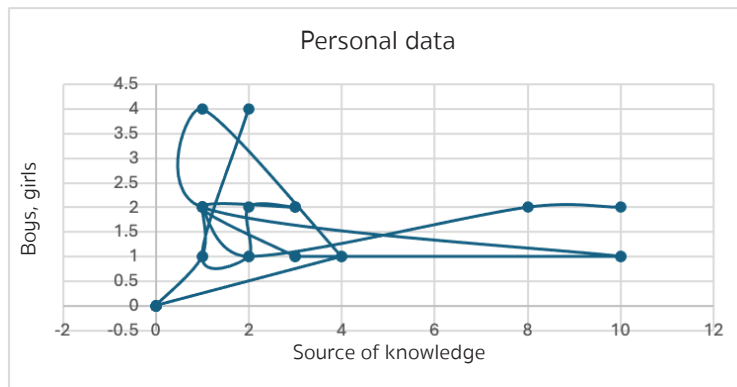


Figure 2. Correlation analysis of source of knowledge

Table 3
Correlation coefficient for source of knowledge

	Children	Source
Children	1	
Source	0.16682952	1

Note. Interview conducted by the researcher with 5 girls and 6 boys aged 9 years from the municipalities of: Huejotzingo, with boys and girls attending Primaria Centro Escolar Professor Enrique Martínez Márquez; Libres, including boys and girls attending Primaria Centro Escolar Miguel Cástulo de Alariste; Puebla, including boys and girls attending Primaria Instituto Francisco Esqueda; and Teziutlán, including boys and girls attending Primaria Centro Escolar Presidente Manuel Ávila Camacho. From December 5 to 13, 2022.

Table 4
Simple equation on the right to know

SIMPLE EQUATION ON THE RIGHT TO KNOW				
Variables	Variables		Hypothetical Phenomenon	
(BIO)	Family	w	Information	A
	School	x	To Ask	B
	Friends	y	To Know	C
	Media	z	Authorities	D

It is important to note that the hypothetical phenomena were derived from the study of the SEP textbooks on Civic and Ethical Education (2022), the concept of information and authorities; on the other hand, the concepts of asking and learning came from the third-grade textbooks. Additionally, with reference to the second-grade textbook, regarding the “rules for harmonious coexistence” (Benlliure Bilbao, 2022) whose competence is: adherence to legality and sense of justice, understanding and appreciation for democracy, we examined what corresponds to “freedom of expression which is the right we are analyzing”, therefore all children have the right to say what they think and feel, and it is recognized that each one has their own ideas and can change their opinion (Benlliure Bilbao, 2022).

Therefore, the following question was asked: What is the level of knowledge that fourth-grade students from the selected primary schools in the state of Puebla have regarding THE RIGHT TO KNOW?

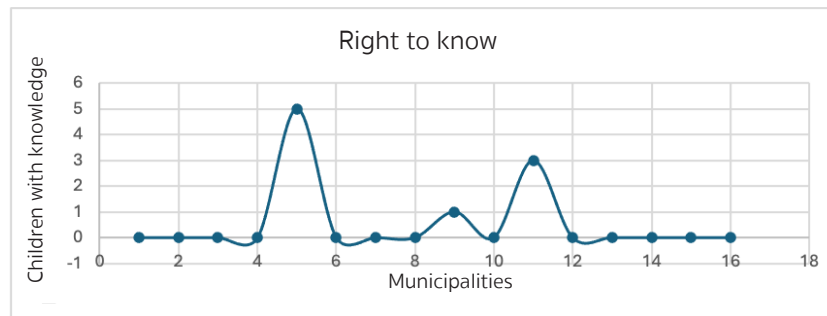


Figure 3. Correlation analysis of knowledge level

Table 5
Correlation coefficient of knowledge level

	Municipality	Knowledge
Municipality	1	
Knowledge	0.09416215	1

Note. Interview conducted by the researcher with five 9-year-old boys and five 9-year-old girls from the municipalities of: Huejotzingo, with boys and girls who study at Primaria Centro Escolar Profesor Enrique Martínez Márquez; Libres, with boys and girls who study at Primaria del Centro Escolar Miguel Cástulo De Alatraste ; Puebla, with children studying at Primaria Instituto Francisco Esqueda; and Teziutlán, with children studying at Primaria Centro Escolar Presidente Manuel Ávila Camacho. From December 5 to 13, 2022.

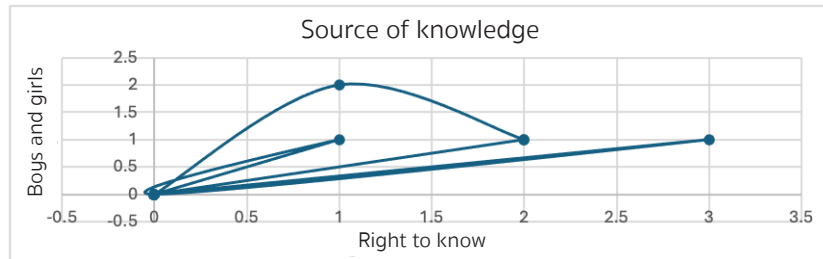


Figure 4. Correlation analysis of source of knowledge

Table 6
Correlation coefficient for source of knowledge

	Children	Source
Children	1	
Source	0.16682952	1

Note. Interview conducted by the researcher with five 9-year-old boys and five 9-year-old girls from the municipalities of: Huejotzingo, with boys and girls who study at Centro Escolar Profesor Enrique Martínez Márquez; Libres, with boys and girls attending Centro Escolar Miguel Cástulo de Alatraste; Puebla, with boys and girls attending Instituto Francisco Esqueda; and Teziutlán, with boys and girls who study at Primaria Centro Escolar Presidente Manuel Ávila Camacho. From December 5 to 13, 2022.

Table 7
Simple equation for rights and obligations

SIMPLE EQUATION ON RIGHTS AND OBLIGATIONS				
Variables	Variables		Hypothetical phenomena	
(BIO)	Family	w	Family	A
	School	x	Life	B
	Friends	y	Health	C
	Media	z	Education	D

It is important to mention that the hypothetical phenomena were obtained from the study of SEP textbooks, from first to sixth grade of primary school, on Civic and Ethical Education (2022). Now then, with reference to the fourth-grade textbook, regarding Block 1, entitled “I decide with freedom and responsibility”, it recognized that people have dignity and the capacity to exercise their rights through human rights established to protect each person and, thereby, ensure that everyone lives fully. Some of the rights mentioned include: “living as family”, “living a life free from violence”, “education”, “equality”, “life, liberty”, and “security”, “rest and recreation”, and “participation” (Chao Rebolledo, Jiménez Muñoz Ledo, Gómez Neri & Romo Pimentel, 2022).

Therefore, the following question was raised: What is the level of knowledge that fourth-grade primary school students from selected schools in the state of Puebla have regarding RIGHTS AND OBLIGATIONS?

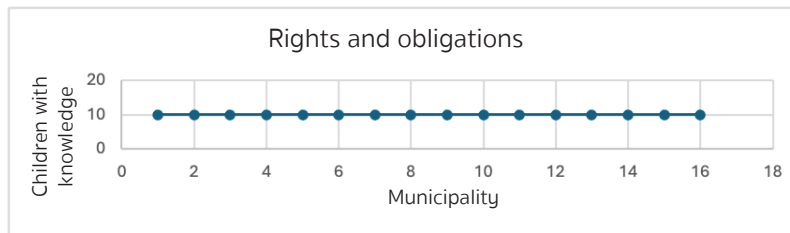


Figure 5. Correlation analysis of the level of knowledge

Table 8
Correlation coefficient of the degree of knowledge

	Municipality	Knowledge
Municipality	1	
Knowledge	0.99999999	1

Note. Interview conducted by the researcher with five 9-year-old boys and five 9-year-old girls from the municipalities of: Huejotzingo, with boys and girls who study at Centro Escolar Profesor Enrique Martínez Márquez primary school; Libres, with boys and girls attending Centro Escolar Miguel Cástulo de Alatríste; Puebla, with boys and girls attending Instituto Francisco Esqueda; and Teziutlán, with boys and girls who study at Centro Escolar Presidente Manuel Ávila Camacho. From December 5 to 13, 2022.

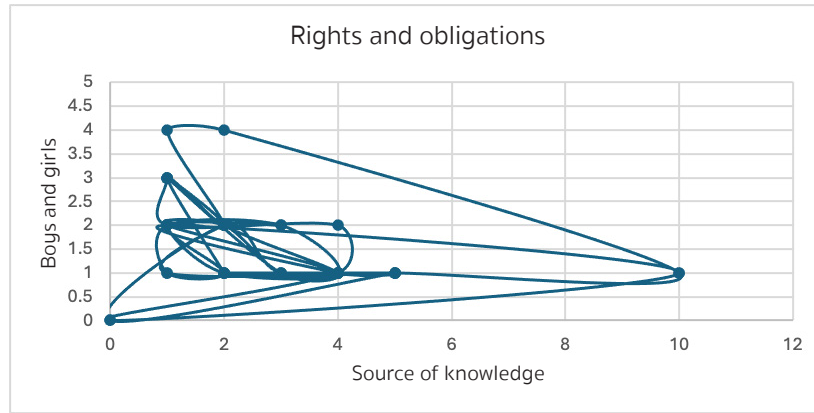


Figure 6. Correlation analysis of the source of knowledge

Table 9
Correlation coefficient of the source of knowledge

	Children	Source
Children	1	
Source	0.16682952	1

Note. Interview conducted by the researcher with five 9-year-old boys and five 9-year-old girls from the municipalities of: Huejotzingo, with boys and girls who study at the Centro Escolar Profesor Enrique Martínez Márquez primary school; Libres, with boys and girls attending Centro Escolar Miguel Cástulo de Alariste; Puebla, with boys and girls attending Instituto Francisco Esqueda; and Teziutlán, with boys and girls who study at Centro Escolar Presidente Manuel Ávila Camacho. From December 5 to 13, 2022.

Table 10
Simple equation on transparency

SIMPLE EQUATION ON TRANSPARENCY				
Variables	Variables		Hypothetical phenomena	
(BIO)	Family	w	Honesty	A
	School	x	Advertising	B
	Friends	y	Opacity	C
	Media	z	Lie	D

It is important to mention that the hypothetical phenomena were obtained from what the students mentioned during the workshop, since these concepts do not emerge until the fifth-grade Civic and Ethical Education textbook, which only addresses the authorities' obligation to report their actions. Now then, for this to occur, there must be a "culture of legality and honesty among public servants" (Romo Pimentel, Deceano Osorio, & Gómez Neri, 2022), that is, they must demonstrate: reasonableness, with perfect application of the laws, prioritizing society's interests over any personal interest, as well as applying their knowledge

to fulfill their function and report their actions and the resources used to do so. (Romo Pimentel, Deceano Osorio, & Gómez Neri, 2022).

Therefore, the following question was posed: How much do fourth-grade students in selected schools in the state of Puebla know about TRANSPARENCY?

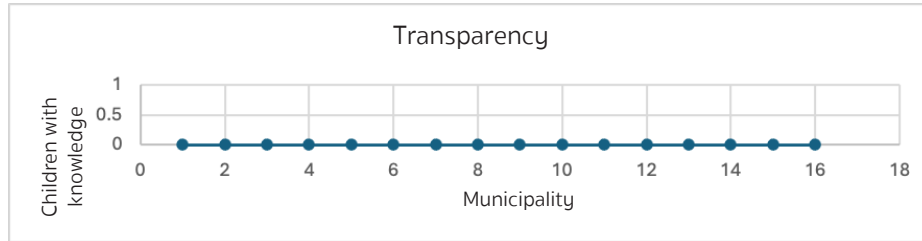


Figure 7. Correlation analysis of the level of knowledge

Table 11

Correlation coefficient for the level of knowledge

	Municipality	Knowledge
Municipality	1	
Knowledge	0.0000000	1

Note. Interview conducted by the researcher with five 9-year-old boys and five 9-year-old girls from the municipalities of: Huejotzingo, with boys and girls who study at Centro Escolar Profesor Enrique Martínez Márquez; Libres, with boys and girls attending Centro Escolar Miguel Cástulo de Alariste; Puebla, with boys and girls attending Instituto Francisco Esqueda; and Teziutlán, with boys and girls who study at Centro Escolar Presidente Manuel Ávila Camacho. From December 5 to 13, 2022.

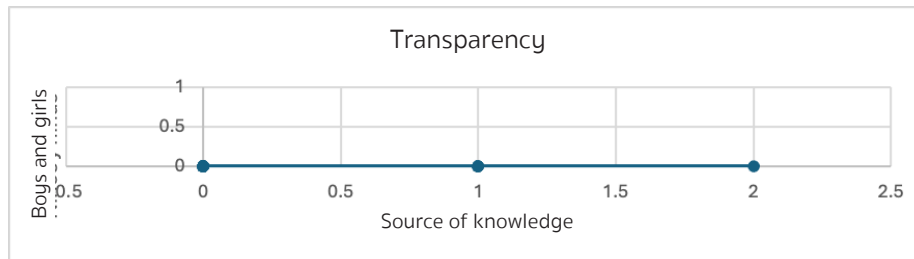


Figure 8. Correlation analysis of the source of knowledge

Table 12
Correlation coefficient of the source of knowledge

	Children	Source
Children	1	
Source	0.0000000	1

Note. Interview conducted by the researcher with five 9-year-old boys and five 9-year-old girls from the municipalities of: Huejotzingo, with boys and girls who study at Centro Escolar Profesor Enrique Martínez Márquez; Libres, with boys and girls attending Centro Escolar Miguel Cástulo de Alariste; Puebla, with boys and girls attending the Instituto Francisco Esqueda; and Teziutlán, with boys and girls who study at Centro Escolar Presidente Manuel Ávila Camacho. From December 5 to 13, 2022.

Table 13
Simple equation on civic values

SIMPLE EQUATION ON CIVIC VALUES				
Variables	Variables		Hypothetical phenomena	
(BIO)	Family	w	Honesty	A
	School	x	Respect	B
	Friends	y	Justice	C
	Media	z	Equity	D

It is important to mention that the hypothetical phenomena were obtained from the study of the SEP textbooks for grades from first to sixth of elementary school, from Civic and Ethical Education (2022), the concepts of respect and equity; honesty from the fourth to sixth grade textbook, and justice from the second to fourth grade textbook. Now, with reference to the fourth-grade book, regarding block 3, entitled “I act in favor of justice and democracy,” it begins by explaining that “justice is necessary to live in democracy and peace,” and that the timely, equal, and honest application of laws allows for the protection of people’s rights and well-being. To this end, is necessary to understand that “justice means giving everyone their due, caring for and defending their rights and needs, taking into account their personal circumstances” (Chao Rebolledo, Jiménez Muñoz Ledo, Gómez Neri, & Romo Pimentel, 2022).

What is the level of information that students in the fourth grade of primary school in the selected schools in the state of Puebla have about VALUES?

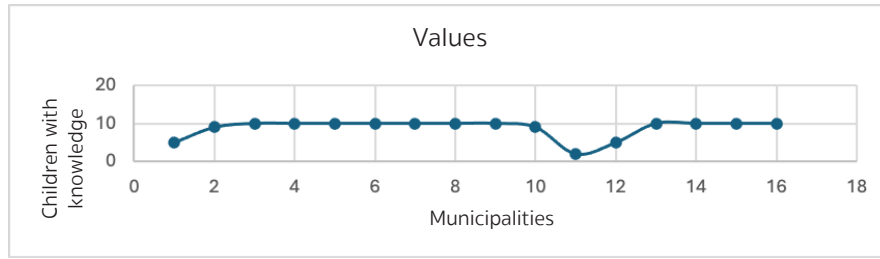


Figure 9. Correlation analysis of the degree of knowledge

Table 14
Correlation coefficient of the level of knowledge

	Municipality	Knowledge
Municipality	1	
Knowledge	0.02842561	1

Note. Interview conducted by the researcher with 5 9-year-old boys and girls from the municipalities of: Huejotzingo, with boys and girls who study at Centro Escolar Profesor Enrique Martínez Márquez; Libres, with boys and girls attending Centro Escolar Miguel Cástulo de Alariste; Puebla, with boys and girls attending the Instituto Francisco Esqueda; and Teziutlán, with boys and girls who study at Centro Escolar Presidente Manuel Ávila Camacho. From December 5 to 13, 2022.

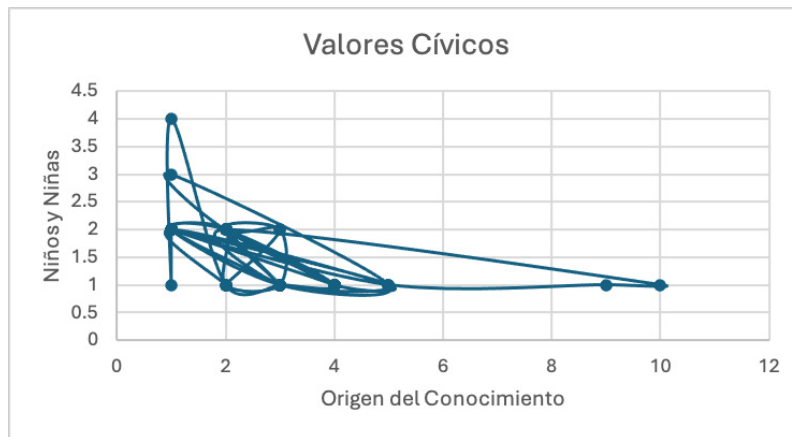


Figure 10. Correlation analysis of the source of knowledge

Table 15
Correlation analysis of the level of knowledge

	Children	Source
Children	1	
Source	0.16682952	1

Note. Interview conducted by the researcher with 5 9-year-old boys and girls from the municipalities of: Huejotzingo, with boys and girls who study at Centro Escolar Profesor Enrique Martínez Márquez; Libres, with boys and girls attending Centro Escolar Miguel Cástulo de Alariste; Puebla, with boys and girls attending the Instituto Francisco Esqueda; and Teziutlán, with boys and girls who study at Centro Escolar Presidente Manuel Ávila Camacho. From December 5 to 13, 2022.

CONCLUSION

Once the process of interviews with 9-year-old girls and boys studying in the municipalities of Huejotzingo, Libres, Puebla, and Teziutlán has been completed, it can be pointed out that educational policy still has a long way to go to ensure that knowledge regarding civic and citizenship education is based on the educational process.

Results on the level of knowledge

Regarding the assessment of children's knowledge about personal data protection, comparative data analysis across municipalities indicates that Huejotzingo has experienced deterioration in knowledge reinforcement, Libres has not yet succeeded in developing student knowledge, while Puebla and Teziutlán have made significant gains, achieving optimal knowledge development.

This is reflected in a positive correlation coefficient of 0.429, it can be established that the development trend is aimed at increasing knowledge of "personal data".

The analysis of students' knowledge of the "right to know", a comparative data analysis across municipalities indicates that Huejotzingo has been unable to develop such knowledge, Libres exhibited substantial early gains but failed to sustain them and subsequently declined, preventing knowledge consolidation, a pattern mirrored in Puebla, while Teziutlán has similarly failed to develop this knowledge.

This is reflected in a positive correlation coefficient measurement that, although it is still low at just 0.094, it can be established that the development trend is uncertain. Nonetheless, some progress has been made, setbacks have been more significant.

With respect to the students' knowledge of their "rights and obligations", a correlation of data analysis can be established in the four municipalities: Huejotzingo, Libres, Puebla and Teziutlán have achieved an optimal level of knowledge in students.

This is reflected in a high positive correlation coefficient of 0.999, demonstrating a well-established development trend and confirming that students have achieved a solid understanding of their rights and obligations.

The analysis of students' knowledge of transparency can be established in the four municipalities: Huejotzingo, Libres, Puebla and Teziutlán have not managed to develop knowledge in students and are in a situation where there is little understanding of what it means.

This is reflected in a neutral correlation coefficient of 0.000, it can be established that the development trend is not yet defined, which means that it is open to both possibilities: it is possible to develop and strengthen it as well as there is a risk of not achieving it and that students are left without it.

Regarding the questioning of the knowledge that children have of their "civic values", a correlation of data analysis can be established in the four municipalities:

Huejotzingo, Libres, Puebla and Teziutlán have achieved an optimal level of knowledge in students, although in the case of Puebla there was a significant drop.

This translates into a measurement of a positive correlation coefficient of 0.028 that can be established that the development trend is being strengthened, demonstrating that children can achieve the fullness of knowing their civic values.

Results on the source of knowledge

Regarding the questioning of the source of knowledge that girls and boys have of the protection of their personal data, a correlation of data analysis can be established in the municipalities in which it is observed that Huejotzingo has as a basis the learning of knowledge to the family followed by school; Libres does not have a source of knowledge that supports it; Puebla and Teziutlán have made significant progress, achieving optimal knowledge development.

This translates into a positive correlation coefficient measurement of 0.16682952, establishing that the development trend is aimed at increasing knowledge of “personal data”.

Respecting the questioning of the source of knowledge that children have of the “right to know”, a correlation of data analysis can be established in the municipalities in which it is observed that Huejotzingo does not have an source of knowledge that supports it; Libres has very low levels mainly in the family, education, as happened in the case of Puebla; for its part, Teziutlán does not have an source of knowledge that supports it.

This translates into a positive correlation coefficient measurement that, although it is still low at just 0.16682, it can be established that the development trend is uncertain, since, although some progress has been made, the setbacks have been more significant.

In respect of the questioning of the source of knowledge that children have of their “rights and obligations”, a correlation of data analysis can be established in the four municipalities: Huejotzingo, Libres, Puebla and Teziutlán have managed to have solid source relying mainly on the family, followed by education and in some cases friends.

This translates into a high positive correlation coefficient of 0.1668, indicating that the development trend is entrenched and that children are fully aware of their rights and obligations.

Regarding the questioning of the source of the knowledge that children have of transparency, a correlation of data analysis can be established in the four municipalities: Huejotzingo, Libres, Puebla, and Teziutlán. There is no source of knowledge in the students, and they are in a situation devoid of what it means.

This translates into a measurement of a neutral correlation of 0.000, that can be established that the development trend is not yet defined, which means that it is

open to both possibilities: it is possible to develop and strengthen, as well as there is a risk of not achieving it, and that students are left without it.

Respecting the questioning of the source of knowledge that children have of their “civic values”, a correlation of data analysis can be established in the four municipalities: Huejotzingo, Libres, Puebla, and Teziutlán have managed to establish a solid foundation based mainly on the family, followed by education and, in some cases friends.

This translates into a positive correlation coefficient measurement of 0.1668, which indicates that the development trend is strengthening, demonstrating that children can achieve the fullness of knowing their civic values.

Although, as can be seen from the data obtained in the experiment, the main source of civic education for primary school children in the different municipalities of the state of Puebla is still in the hands of the family. It can be seen that there is significant progress in the educational policies implemented by the government, which seek to establish a process in which the training of citizens is based on a democratic model based on public transparency and accountability.

REFERENCES

- Gobierno de la República.** (20 de diciembre de 2023). *Reforma Educativa*. https://www.gob.mx/cms/uploads/attachment/file/2924/Resumen_Ejecutivo_de_la_Reforma_Educativa.pdf
- Benlliure Bilbao, M. I.** (2022). *Formación Cívica y Ética Segundo Grado*. Dirección General de Materiales Educativos. <https://libros.conaliteg.gob.mx/2022/P2FCA.htm>
- Caballero Álvarez, R.** (16 de mayo de 2016). *La educación cívica en el México del siglo XXI: Perspectivas y expectativas*. Derecho Electoral. <https://www.te.gob.mx/eje/media/pdf/47ef6c09coa7b55.pdf>
- Chao Rebolledo, C., Jiménez Muñoz Ledo, M. C., Gómez Neri, M. J., y Romo Pimentel, M.** (2022). *Formación Cívica y Ética, Cuarto Grado, Primaria, elaborado por la Dirección General de Materiales Educativos de la Secretaría de Educación Pública*. <https://libros.conaliteg.gob.mx/2022/P4FCA.htm>
- Dirección Ejecutiva de Capacitación Electoral y Educación Cívica.** (2011). *Estrategia Nacional de Educación Cívica para el Desarrollo de la Cultura Política Democrática en México 2011-2015*. IFE. https://portalanterior.ine.mx/archivos2/s/DECEYEC/EducacionCívica/ENEC_DocRector.pdf
- Jiménez Ramírez, G. Y., y Juárez Herrera, M. E.** (2022). *Formación Cívica y Ética, primer grado*. Dirección General de Materiales Educativos. <https://libros.conaliteg.gob.mx/2022/P1FCA.htm>
- Romo Pimentel, M., Deceano Osorio, S., y Gómez Neri, M. J.** (2022). *Formación Cívica y Ética. Quinto Grado. Primaria. Dirección General de Materiales Educativos de la Secretaría de Educación Pública*. <https://libros.conaliteg.gob.mx/2022/P5FCA.htm#page/1>
- Sánchez Zamora, R.** (2015). *Mejores prácticas de transparencia, Índice de percepción de corrupción en niños*. Benemérita Universidad Autónoma de Puebla.
- Segovia, R.** (2014). *La politización del niño mexicano*. Alicante: Biblioteca Virtual Miguel de Cervantes.
- Tapia Nava, É., Santos Cano, T., Jiménez Muñoz Ledo, M. C., Sotelo Orozco, M., y Gómez Neri, M. J.** (02 de 11 de 2022). *Formación Cívica y Ética. Tercer Grado. Primaria, Dirección General de Materiales Educativos de la Secretaría de Educación Pública*. <https://libros.conaliteg.gob.mx/2022/P3FCA.htm>
- Villalvazo Ruiz, A.** (Julio- diciembre de 2016). *Las reformas educativas en México*. Ethos Educativo: https://imced.edu.mx/Ethos/Archivo/49/49_4.pdf