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CICLO XXXII

**Education as a tool for the integral development of the emerging
world**

**L'Educazione come strumento per lo sviluppo integrale del
mondo emergente**

*Proposta di integrazione curricolare alla formazione nei paesi emergenti:
il caso messicano del “Consorcio Educativo de Oriente”.*

*Proposal of curricular integration to education in emerging countries:
The Mexican case of “Consorcio Educativo de Oriente”.*

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*Start children off on the way they should go,
and even when they are old, they will not turn from it.*

Proverbs 22:6

First part

Culture, society, education in the context of the emerging world, philosophy and theory of education

Chapter 1

Introduction and motivations for the research

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Abstract

The global society live in a comfort zone free of problems, under a scheme of consumption parameters, what we have been told about happiness, based on consumption and production. There is a growing community of economists, sociologists, anthropologist and philosophers worried on the matter that nowadays the normal is to consume, produce, create wealth, be fashionable, be on top of corporations, having great profits on the markets and that as consequence, all of this have generated a blindness towards deeper aspects of the human being. Economic growth is necessary but not sufficient, societies must also consider human growth through education as a tool of integral development of the emerging world, education that should not only be designed to satisfy economic demands (Delval, 1990). The signs of an urgent intervention of education are clear, homicides in Mexico grew by 90% in the same period of good neoliberal economic perform, perpetrators of homicides were between 18 and 29 years old. Fifteen years ago, before this period of economic growth, those perpetrators were between 4 and 15 years old, so that main questions emerge such as: what didn't we do right on schools, how could the education model not only educate on basic knowledge and technical requirements of human capital but to impact human itself?

Key word: *Economic growth, development, education, global society, consumption, Mexico, economic demands.*

Abstract in italiano

La società globale vive in una zona di comfort, indifferente ai problemi, vivendo sotto uno schema di parametri di consumo, ciò che ci è stato detto sulla felicità, basato sul consumo e sulla produzione. C'è una crescente comunità di economisti, sociologi, antropologi e filosofi preoccupati sulla questione che ad oggi il normale è consumare, produrre, creare ricchezza, essere alla moda, essere al top delle corporazioni, avere grandi profitti sui mercati e che di conseguenza, tutto ciò ha generato una distanza verso aspetti più profondi dell'essere umano. La crescita economica è necessaria ma non sufficiente, le società devono anche considerare la crescita umana, l'educazione può essere uno strumento di sviluppo integrale del mondo emergente, educazione che non dovrebbe essere progettata solo per soddisfare le esigenze economiche (Delval, 1990). I segnali di un urgente intervento educativo sono chiari, gli omicidi in Messico sono cresciuti del 90% nello stesso periodo di buoni risultati economici neoliberali, gli autori di omicidi avevano tra i 18 ei 29 anni. Quindici anni fa, prima di questo periodo di crescita economica, quegli autori avevano tra i 4 ei 15 anni, quindi emergono le domande principali come: cosa non abbiamo fatto giusto sulle scuole, come potrebbe il modello educativo non solo educare sulle conoscenze di base e requisiti tecnici del capitale umano, ma per l'impatto umano stesso?

Parole chiave: *crescita economica, sviluppo, istruzione, società globale, consumo, Messico, richieste economiche.*

1.1 Motivations

The reason for the election of this research topic come from years of professional development and observation in diverse environments, such as politics, education and international markets as well as interaction with different minds during my young professional experience. The fundamental characteristic is that all have taken place between China and Mexico, emerging economies. In China, back in 2010, I studied culture and language. In this period, I enrolled the consulate of the Embassy of Mexico in China and had the chance to teach, I thought English to Chinese primary school students and that was the first active role in education (See Appendix attachments).

Later, back in Mexico, during my studies at the faculty of economics I also carried out studies on political marketing. During this period, I became consulting agent on commerce for an agency and also participated in agreements and collaboration between universities, the consulting agency and private companies. Back in 2012, we closed agreements on the 8th university congress at La Havana in Cuba, that was my second contact to get to know education, in specific, the process of how universities seek for opportunities of a more international offer of programs and accurate to market demands, at least it was the “main motivation”, not to mention the need of private universities to look more attractive to the market and therefore, get more students and make higher profits.

Later, thanks to the experience and contacts made on the work done at the consulting agency, I got a place on the Veracruz State Congress as advisor of one of the representatives on the congress chair on 2014. This great opportunity that I had at the age of 22 provided me an overview on how decisions are taken for the rest of the people, not only on education but also on economics that would, in most cases, respond to the needs of the market to not say the interests of a few (See Appendix attachment).

Similarly, to what congress on a very technically, directed and influenced way does to “develop” the country, I realized on my last work opportunity, before coming to Italy in 2016, what universities do to offer a market influenced set of programs. In this position I was director of what they called innovation in education, which I would call, market planning of education, where I had to promote the programs with most expectation on matriculation and the cheapest in cost. This was the third source of my concerns and interest on education systems and on how really education could impact the development not only of the education itself but that of the emerging economies and the global society on a more integral way.

Even with all the technological advance and great achievements of humanity, there are many things to be explore and to do better, naturally we need to fail in order to learn. Education needs to be explore and, in some cases, we need to rethink education to impact the world of tomorrow, I see education as the key role to improve human life and not only as a tool of instruction to train people to become professionals in life as it has become to the eyes of many.

1.2 General Overview

The world we inhabit is complex and things change fast, we live in a fascinating world but also, we live in a world where key issues are dictated by a group of few and it seems that not on the most conscious path. The global society live in a comfort zone free of problems, under a scheme of consumption parameters, what we have been told about happiness, based on consumption and production. The normal is to consume, produce, create wealth, be fashionable, be on top of corporations, having great profits on the markets. As consequence, all of this have generated a blindness towards deeper aspects of the human being.

There is a growing community of economists, sociologists, anthropologist and philosophers mentioning this worrying world fact. A Spanish recognized sociologist states that consumption in advanced societies, especially consumption of goods not needed for survival, has become such an important activity that we speak of a “consumerist society”, the “homo consumens”. The objects are consumed not only because of their material value and functionality, but also because of their symbolic value. A materialistic and selfish style that have increased the social inequalities and, that have been, with all probabilities, one of the causes of one crisis, that for many it’s not only economic, but cultural, a crisis of values (Rodriguez Susana, 2012).

In Esteve (2000) it is referred an annotation of John Stuart Mill from his diary back on 1854: *“The only certain and definite rule of conduct or norm of morality is that of greatest happiness; but First a philosophical assessment of happiness is needed. The quality, as well as the amount of happiness must be taken into consideration. The determination of the degree of quality remains established by the preference of those who have knowledge of both. Socrates would prefer to be a dissatisfied Socrates before a satisfied pig; the pig probably does not; but Pig knows only one side of the question, and Socrates knows both”*.

This is what takes us into why it is important for education to take a more integral concept for the benefit of the emerging world.

This is something we need to reflect and study because the economic thinking naturally impacts how education will be design and developed, in this case, my research tends to argue about a more materialistic design on education and an integral and urgent response to this that need to be propose to accomplish integral, or healthy, growth of human economic and social activity.

Society has been saturated with confusion, there is an intense marketing on media that educates towards the social culture of buying, corporations sell people their products, their movies, people vote for their politicians bought with their products, and we continue to sacrifice our human being to the shrine of materialism, making humans more focused on survival through all means possible, the law of the strongest, leaving aside the central point of existence, the human being and the care of the environment we inhabit, basically, life. The world is urgent for is for a more drastic change on consciousness for integral human development. Education have been the cornerstone in the growth of civilization and can surely be a tool to improve the development not only of countries macro-data annual results but the people living within these nations.

As an economist, I do not pretend to demonize the idea of economic growth and wealth creation under a global capitalist scheme of consumption and production, but I do try to reflect about the importance of a more integral development of the human activity, because resources are disappearing and ice is still melting from the path we have followed and from my perspective I believe that education is the righteous instrument to correct our mistakes, at least in the long-term.

The fundamental concern of this research is that economic growth is necessary but not enough, societies must also consider human growth through education as a tool of integral development of the emerging world, education that should not only be designed to satisfy economic demands (Delval, 1990). Education reforms in the last decades, the implementation of education policies, education systems and the latest innovations in education as well as human, economic development data and philosophy of education will be analyzed under a holistic, international and humanistic perspective. Mexico and China will be the representative cases of main discussion throughout this work due to their convergence on geographic magnitude, demographic value and economic importance among the culture and economy of Latin-America and Asia respectively.

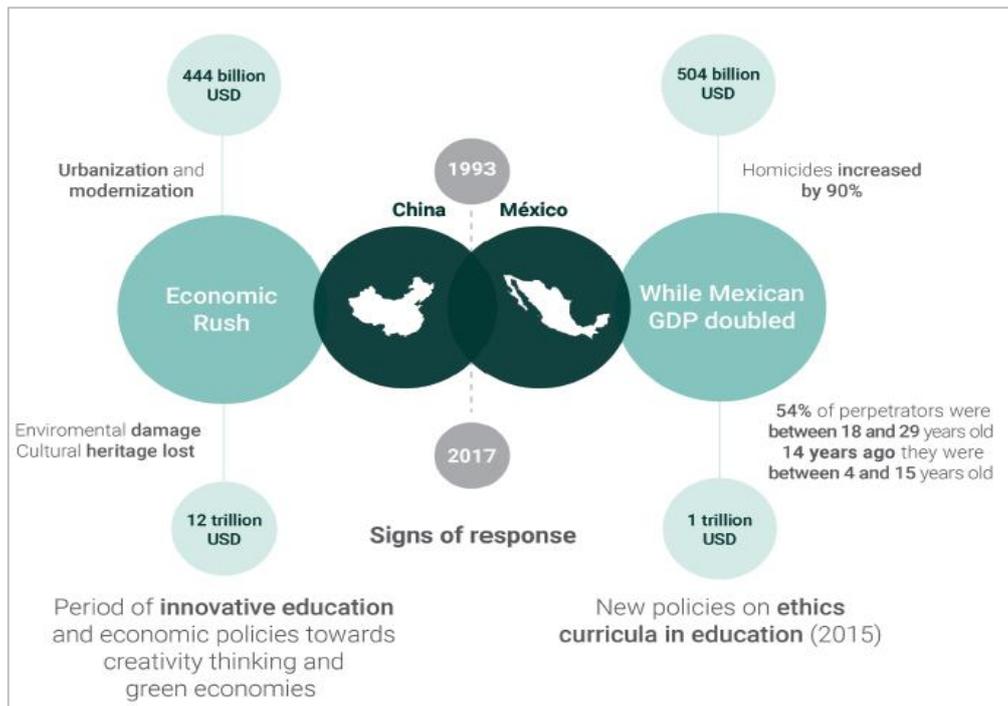
However, some cases of study or discussion issues from integral development and education model of countries around the world will be considered. As a result of this work, a holistic development and more humanistic-inclusive education as a transforming element is expected to be proposed so that could be applied in different cultures to let integral development of emerging economies (Krishnamurti, 2003).

1.3 Scientific Framework

Regarding the human development deficit on countries like Mexico and China, the statistics and other aspects speak for themselves: on the last 15 years China became the second largest economy by nominal terms and Mexico is the fifteenth, nonetheless is the number eleven measured by the purchasing power parity surpassing the Spanish and Italian economies while China already got to the first place (International Monetary Fund, 2016). Nevertheless, the growth has not been integral, there are social and moral problems to carry on both sides.

The signs of an urgent intervention of education are clear, homicides in Mexico grew by 90% in the same period of good neoliberal economic perform and perpetrators of homicides were between 18 and 29 years old. Fifteen years ago, before this period of economic growth, those perpetrators were between 4 and 15 years old, so that main questions emerge such as: what didn't we do right on schools, how could the education model not only educate on basic knowledge and technical requirements of human capital but to impact human itself?

In the other side of the globe, Chinese fast process of urbanization and modernization as well as a fever for economic rush created a huge environmental damage and cultural loss. This emerging country faces issues such as ghost cities built in order to let the economy grow by impacting the GDP, cities that could give home to millions but that only damage green environments and put life in danger, because who or what can tell Chinese or Mexicans to not have two cars each person nor having a big house and consuming all kinds of products and doing whatever it takes to achieve what we call today success and happiness. As well as the Mexican damage on life, the issues faced by China are on a moral basis and again the question arises: what did education promoted towards human care for integral growth, for a more holistic and humanistic view of life?



Self-elaboration based on national statistics of economic and social data

In all cases there are signs of work been carried out on education policies that would positively impact the development of these societies. China included policies on innovation in education towards the green economies and creative thinking and Mexico towards creativity and ethics on the new education system curricula approved on 2015.

The responses of the emerging countries may be based on a long-term economic performance but not on the care for the integral human, in any case, as integral development implicates long-term economic performance, therefore, both integral human development and long-term economic performance aims are product of the same equation.

For an economy to grow, many are the factors influencing on it (Mankiw G, 2001), based on an open market economy, which all emerging markets operate on open market, the equation goes as follows:

$$\begin{aligned}
 &\boxed{\text{Economic growth} =} \\
 &\text{Private consumption} + \\
 &\quad \text{Investment} + \quad \leftarrow \quad \quad \quad \leftarrow \\
 &\quad \text{Public Expenditure} + \quad \leftarrow \\
 &\text{Exports} - \\
 &\text{Imports}
 \end{aligned}$$

Going deeper in the factors:

$$\begin{aligned}
 &\boxed{\text{Investment} =} \\
 &\text{Labor price} + \\
 &\text{Energy} + \\
 &\text{Credit} + \\
 &\text{Interest rates} + \\
 &\text{Tax levels} + \quad \quad \quad \leftarrow \\
 &\text{Social expectations context (Peace, Happiness index, Integral human growth,} \\
 &\quad \text{human development, etc...)} + \text{Political expectations context}
 \end{aligned}$$

$$\begin{aligned}
 &\boxed{\text{Public Expenditure} =} \\
 &\quad \text{Education} + \quad \leftarrow \\
 &\quad \text{Army} + \\
 &\quad \text{Gov. Administration} + \dots
 \end{aligned}$$

For this research there are two factors implicated on the economic development that can be highlighted and that our governments have not considered from an integral perspective,

the first is education and the second is the social expectation context. This second point is part of the social argument of this work, because the social expectation implicates the human integral development which can be improved, in the long-term, improving education, therefore, this would naturally impact economic performance and our countries healthy development. Therefore, this issue is of importance for all kinds of power spheres.

Nicaragua is a good example on how social peace impacts economic performance. On words of the President of the private company counsel: “Nicaragua starts growing faster because for 25 years the country has experienced consecutive peace. Security and social cohesion are at historical tops”. Unlike Mexico, that on 2018 had a rate of 40 homicides per each 100,000 inhabitants, Nicaragua had 8,7 homicides, on the lowest rates of Latin-America (Informe Pastran, 2015).

The view over economic and human development of my research accords to Martha Nussbaum (2012), as she affirms that “in all the world people make efforts of living with dignity. Frequently, statesmen exclusively focus on national economic growth while people are looking for something different: people look for a life with sense. The growth of the gross domestic product does not make a difference among the life quality of the individual life and the relation with the national wealth does not comfort the existence of those living among inequality and deprivation. According to Manhbul ul Haq the economy of development needs a new approach to respond to the most urgent problems of the human being, of the people”.

Other researchers that work on the same field of development include a more integral education as the tool to improve the life of the citizens. They go for an “education for the environment, in which the sphere of the social, political, economic and physical world, of a collective life are intrinsic and indivisible, in the level to operate in favor of a

citizenship, that would cover issues related to environment knowledge, rights and duties, related to civil values such as democracy, human and environmental rights, equality between peoples, cohesion and respect to others, solidarity and tolerance towards diversity and social justice” (D’arcangeli, Ronconi, 2007).

1.4 Defining global society, integral education, integral development, emerging world and other important concepts for the research

In order to proceed with this work, it is important to describe the ideas over the main concepts being carried out. As all emerging countries are integrated into a global economy that affect our societies and our education, global society and emerging countries are among these crucial concepts. Integral education and integral development may be the key concepts to first put into account.

According to the global thinker Dr. Michael Laitman (2018), in the integral education method, students do not learn separate topics in a “linear” fashion. Rather, each topic is presented from the “circular” perspective, illustrating its connection to all the other topics. The world we live in is a vast, wondrous, and intricate system. Every part of it is connected to, and dependent upon all the other parts. For many decades this complexity was hidden from us. We saw the world as a collection of elements not necessarily connected to each other, and certainly not as interdependent as we are now discovering.

Within current education systems, the perception of reality as separate elements divided into discrete topics is still the predominant paradigm. The new integral view relates to the world as an interconnected system. This perception is the basis of the Integral Education, and thus defines a new integrated approach to teaching. In doing so it ushers us into an integrated perception of reality, to align us with today’s integrated reality (Michael Laitman, 2018).

If we expect higher and continuous periods of economic development in our countries, we need to think on a holistic perspective on education. In words of Paulo Freire (1970), according to this thinking on education and development: “A careful analysis of the teacher-student relationship at any level, inside or outside the school, reveals its fundamental narrative character. This relationship involves a narrating subject (the teacher) and patient, listening objects (the students). The contents, whether values or empirical dimensions of reality, tend in the process of being narrated to become lifeless and petrified. Education is suffering from narration sickness.

The teacher talks about reality as if it were motionless, static, compartmentalized and predictable. His task is to fill the students with the contents of his narration, contents which are detached from reality. **The outstanding characteristic of this narrative education, then, is the sonority of the words, not their transforming power.”**

Freire argues on the linear vision of education as well as the defenders of integral education, as a structural education to respond to technical needs that promote to memorize contents, worse yet, turning students, of all levels, into containers to be filled. Education becomes an act of depositing. Instead of communicating, the teacher makes deposits which the students patiently receive, memorize and repeat. They do have the opportunity to store but in the last analysis, it is the people themselves who are filled away through the lack of creativity, transformation and knowledge. **For apart from inquiry, apart from the praxis, individuals cannot be truly humans.**

Also, Martha Nussbaum (2010) states that: *nations all over the world will soon be producing generations of useful machines, rather than complete citizens who can think for themselves, criticize tradition and understand the significance of another person's sufferings and achievements.*

In all cases, the main concern of integral education, therefore, is not that of criticizing the system, but of promoting a vision of **interdependency** of factors. These factors will be considered in this work, some of those are, skills, multiple intelligence, innovation models over creativity, critical thinking and so on.

Regarding integral education as a tool for integral development, this is defined by the Organization of American States as the general name given to a host of policies that work in tandem to foster sustainable development in both emerging and underdeveloped countries. Because the issue of development has become essential as the nations of the world become more integrated and interconnected.

That sustainability would be reached through the well-being and a more integral vision of life of the people living in emerging economies. Integral development would be achieved through the integration of several values such as cooperation, creativity, commitment, cooperation, democracy and so on. In this perspective, in words of Hargreaves (2013, p.200): *our future prosperity depends on our ingenuity; our capacity to harness and develop our **collective intelligence** in terms of the **central knowledge-economy** attributes of inventiveness, **creativity**, problem-solving, **cooperation**, flexibility, the **capacity to develop networks**, **the ability to cope with change**, and the commitment to a lifelong learning.*

As nations become more interconnected, the concept of global society becomes important, especially because education and values get in touch among nations within this process, where everything and everybody is more accessible than ever before. Mainly due to technological advances, for example the Internet. Robertson (1992) looked at globalization and believed that globalization was the sharing of power at an international level, establishing universal values, for example political rights, uses of nuclear power and weapons, and the trade, migration or travelling. Due to this process it becomes

important to enhance models than may be applied in global contexts, contexts in which emerging countries have been getting enrolled in the process of integration into the global markets. For example, Mexico and China are seen and planned on the global context as manufacturers, therefore, its education system vision goes towards this process. But in any case, especially in China, things start to change, gradually, as these nations take power on the geopolitics, and this research try to respond to part of this process of global equity not only economic but also on the right of human and cultural development.

1.5 Aims

General

Defend the need of a more integral vision to develop education towards an integral growth of the societies of the emerging world.

Specific

- 2 **Identify education models** developed on the discussion vision of this work;
- 3 **Explore philosophers and education experts' ideas** on integral education;
- 4 **Assess** the development of at least one selected **education model** from an emerging economy that may totally or partially respond to the discussion vision;
- 5 **Assess teacher skills** from education models in at least one school from an emerging economy that may totally or partially respond to the discussion vision;
- 6 **Describe the cultural and economic characteristics** of emerging economies;
- 7 **Compare education relevant areas** from selected countries;
- 8 **Examine education policies** today and in the last decades from selected emerging economies;
- 9 **Estimate the importance and possible impact** for the human being and for the continuity of economic growth of a more integral education vision;
- 10 **Propose a general curricula framework** that integrates the vision of integral education for the integral development and that may be useful in the different contexts within the education models of emerging economies.

1.6 Research Hypothesis and Methodology

This research is aimed to propose that the reduction of an anthropocentric vision for the development of education as a result of the market-based culture that responds to capital needs and the process of economic inclusion of emerging economies into the global markets have gradually affected the human integral development. Nonetheless, the issue is manifested differently depending on culture and country backgrounds, but in all cases the source of the concerns is related to a moral and spiritual crisis that could be relieved in the long term through education. There is a need to innovate education towards a more holistic approach as a desperate response to help emerging economies societies solve the problems that are fundamentally ethical. (Purpel & McLaurin, 2004).

For this study the concrete hypothesis proposes that:

Integral education positively impacts the vision of life towards a more integral development.

Methodology

- Education seen from an international perspective, social and economic data and discussion will be confronted in the field of this research;
- Study cases from field work will be develop in order to confront the hypothesis on the current emerging world situation and to give support and veracity in accordance to the work development proposal;
- A measured and observed proposal in the “Schools and University of Oriente” will be developed according to the integral vision proposed from this work.

Chapter 2

Social, economic and cultural facts of emerging economies

Chapter Index

2.1 Economy and political power of Mexico and China

2.2 Influence of China in the development of other emerging countries

2.3 Oppression of the emerging world masses? – Annotations from field study of
the Chinese export's world

2.4 Discussion: Education that responds to market needs

Abstract

For the development of this work, having an overview of the current Chinese influence is quite important not only because China is the fastest and most powerful emerging economy but also because its influence and presence is silent but is giving big and continuous steps on the world emerging societies. The Mexican case is important to care as it has an important influence for the Latin-American and Hispanic world and as China, Mexico is giving big steps on industrialization. But we need to ask to ourselves if education is giving important steps as well on the emerging world societies.

It is important to note what is going on at Africa and other emerging countries and to understand how the fastest emerging economy, China, is influencing other less powerful emerging nations around the globe. It is also important for this research to understand not only the influence on a geopolitical perspective but also to note what is going on within the societies, to note how workers are treated and the lack of response that education is giving to the current global devastation, a devastation that is mostly understood and cared from an ecological perspective but that actually there is a silent devastation of the human itself.

Key words: China, Mexico, emerging nations, influence, devastation.

Abstract in italiano

Per lo sviluppo di questo lavoro, avere una visione dell'attuale influenza cinese è abbastanza importante non solo perché la Cina è l'economia emergente che cresce in maniera più veloce e più potente, ma anche perché la sua influenza e presenza è silenziosa, ma sta dando grandi e continui passi nelle società del mondo emergente. Il caso messicano è anche importante da tenere in considerazione poiché ha un'influenza importante per il mondo latino-americano e ispanico e come la Cina, il Messico sta facendo grandi passi verso l'industrializzazione. Ma dobbiamo chiederci se l'istruzione sta facendo passi importanti anche sulle società emergenti.

È importante notare cosa sta succedendo in Africa e in altri paesi emergenti e capire in che modo l'economia emergente più veloce, la Cina, sta influenzando altre nazioni emergenti meno potenti. È anche importante che questa ricerca comprenda non solo l'influenza su una prospettiva geopolitica, ma anche ciò che sta accadendo all'interno delle società, notare come vengono trattati i lavoratori e la mancanza di risposta che l'istruzione sta dando all'attuale devastazione globale, una devastazione che è per più compresa e curata da una prospettiva ecologica ma che in realtà esiste anche una devastazione silenziosa dell'essere umano.

Parole chiave: Cina, Messico, nazioni emergenti, influenza, devastazione.

2.1 Economy and political power of Mexico and China

Both nations are on the list of the most geographically sized countries, population and stable economic development and with good perspective towards the 2050 world economy expectations as China is expected to become the largest economy taking the place of the United States while Mexico will gain his place as a leading economy on the top ten lists. Mexico, located in North America, has a territorial size of 1, 964, 380 km², number 13 in the world list, and a population of 127, 540, 423 habitants (World Bank, 2015) while China, located in Asia, has a population of 1, 374, 462, 000 habitants distributed on a territory of 9, 562, 911 km² making China the number 3 on the world list by size (National Bureau of Statistics of China, 2015).

As evidence of both countries' economic strength, China is part of BRICS countries, an organization gathering the most advanced and developed countries among the emerging economies. According to data, the BRICS accumulate the 43% of the world population and the 25% of the world wealth.

Meanwhile, Mexico is considered part of what will follow BRICS, MINT (Mexico, Indonesia, Nigeria and Turkey), emerging countries that are becoming the fastest growing and most advanced economies. In fact, while the United States plans to reduce the strength of the North American Free Trade Agreement, Mexico attended the 9th BRICS summit in China as one of the 5 special guests on September 2017 for being considered an emergent potential strategic economy. China is the second largest economy by nominal terms and Mexico is the fifteenth nonetheless is the number eleven measured by the purchasing power parity surpassing the Spanish and Italian economies while China already got to the first place (International Monetary Fund, 2016).

Another point among the convergences on the general overview is the interculturality and plurality that must cover the education policies of both countries. In China coexist 55 ethnics groups with different beliefs and religions. There is a national standard language set by the government, nonetheless there are other dialects used on the classrooms, especially on the obligatory education stage.

Similarly, the official language in Mexico is spanish. Mexico is a laic State where different cultures and religions also coexist, there are officially 57 ethnic groups. Minorities represent around a 10% of the population according to data from the National Institute of Statistics of Mexico (UAM, 2006). As well as in China, other languages different from spanish are used in classrooms on those geographic regions mostly composed by minorities.

Table 1 shows general information that could influence the education scenario, such as investment in education or the PISA test results, among others.

Table 1: Demographic, Political and education information of Mexico and China

	MEXICO	CHINA
<i>Location</i>	North America	Asia
<i>Political system</i>	Representative, democratic and Federal Republic	One-Party State
<i>Area</i>	1, 964, 380 km ²	9, 562, 911 km ²
<i>Population</i>	127, 540, 423	1, 374, 462, 000
<i>World Economy Place (GDP PPP)</i>	11 th	1 st
<i>Expenditure on education</i>	5.2% (2013)	4.28% (2014)
<i>PISA test results (2015)</i>	Math: 59 th Science: 60 th Reading: 58 th	Math: 6 th Science: 10 th Reading: 27 th
<i>Languages</i>	Spanish (Of Mexico)	Mandarin and dialects
<i>Religions</i>	The State does not have an official religion Roman Catholicism (83%) Protestant (10%) Other Religions (3%) Without Religion (4%)	The State does not have an official religion Atheist (52.2%) Traditional religions (21.9%) Buddhist (18.2%) Christian (5.1%) Muslim (1.8%) Other religions (<1%)

Source: World bank, National Bureau of Statistics of China (2016), OECD and INEGI (2010)

Some divergences belong to the political organization, expenditure on education and geography. One, Mexico is constituted as a Federal and Democratic Republic, while China is a one-party State lead by the Communist Party. Second, although Mexican

territory is among the biggest ones in the world, it is about 4 times smaller than the Chinese.

Mentioning economic and education terms, Mexico invested 5.2% of its Gross National Product (GDP) on education in 2013 (OECD, 2016) while China invested an 4.28% almost the same percentage of its GDP (National Bureau of Statistics of China, 2016). Talking about these divergences, the greatest contrast between these two countries is seen on the academic results on the PISA test which objective is to evaluate the academic performance of 15-year-old students, China gets high results while Mexico maintains clearly lower positions even though its proportional economic efforts.

On the 2012 PISA test China was on top of the results, nonetheless the test was only applied in Shanghai (Territory considered as continental) and could not have been nation-wide representative. By 2015 the test was applied on other provinces such as Beijing, Jiangsu and Guangdong when the results took continental China to a lower position. In the other hand, Taiwan which is territory of China with independent administration from Beijing, this region got comparatively higher scores.

Mexico was placed around the position number 60 among the countries participating on the 2015 test, getting lower scores even compared to Caribbean and Central American countries. Although Mexican labor market is being proposed to compete to the Chinese one as Mexican economy is expected to lead as emerging economies towards 2030, it can be observed that Mexico is better on reading (423 points), getting a close score to the Chinese reading score (494 points) but worst on math and sciences. Mexican engineering labor market is supplying with labor force its strong industries which demand better prepared individuals on math and sciences.

Table 2: PISA Results 2015 for Mexico and China

	Mexico	China*
Reading	423	494
Math	408	531
Science	416	518

Source: OECD, 2016. *China is represented by the provinces of Beijing, Shanghai, Jiangsu and Guangdong.

This general overview presenting the most relevant data of each nation confirms the international importance and reaffirms the role of these two economic powers on education. At the same time, this information affirms the importance of teacher initial training as a key element to improve education systems.

2.2 Influence of China in the development of other emerging countries

For the smaller emerging nations in Africa and South America, China means financial and more geopolitical influence opportunities, these two facts mean economic growth. This is the focus of most emerging nations, education policies and other life influencing political decision are being taking based on the focus of economic growth.

The expansion of China on south America and Africa to obtain natural resources is strategic for Chinese stability which needs a continuous yearly growth of 8%. With full pockets and renewed prestige and with millionaire investments, African and south American nations open the door to growth with the help and handled by Chinese settling around the world. We are in facing a situation that is taking this giant to assault international markets by buying debt and saving corporation from bankruptcy and building infrastructure in Africa and south America. It is a long term conquer aimed to change the life of people living in emerging countries but that will soon affect the whole world order and naturally will affect education. (Cardenal J., 2011).

It is a world moved by the aims of profits, by Chinese and local entrepreneurs and by workers of Chinese state companies that in exchange of getting higher salaries, develop infrastructure projects and natural resources extraction. Projects based on the nationalistic education gotten since children, loyalty to the company and to China, having Chinese workers as victims labor excesses and involving environmental devastation around the emerging world where the more visionaries don't hesitate on starting project adventures very profitable even though it goes over the limits of ethics. A question is important to be asked, what is happening on the education world of this countries, how is education responding and preparing humans to face an integral a real human growth and not only based on cultural and ecological devastation?

As said in an interview made from the author of the book “The silent conquest” to a Chinese entrepreneur in Sudan there is the key of the other face of the Chinese influence: *“While Americans come to throw bombs, we come to Sudan to build highways and buildings and hospitals. We are here to bring happiness to the people of Sudan”* (Cardenal J., 2011). In the background of these beautiful declarations there is hidden the bad contractual conditions of workers and the environmental damage, all for economic growth based on numbers and profits. This is a very key factor, because as a new economic world order develops, how can education be performed for the better development of both Chinese and African people? What is the conception of happiness promoted for kids and society?

The Chinese case is considered because there are important evidences that shows how the economic influence condition education. For example, the term “mingong” which is used to name the workers in industrial regions or urban areas that are originally from the countryside. These Chinese citizens named mingongs leave their places of precedence and get a residence permit called “Hukou” to be able to move to other provinces of China and that legally give limited access to education services to their children. This problem has been gradually solved by the creation of schools for migrants, but it is an education of less quality. So, we are seeing a to classes of citizens with two classes of educations, with two different visions of the world.

No matter under what education Chinese citizens get, there is one common aim in life that is also shared by other emerging nations perspective, the one of becoming millionaires, to use occidental brands to show luxury and status in nested societies that demand the need of separating rich from the poor and promoting the frenetic rhythms of urbanization as a mean for success.

In the other hand the cultural patrimony devastation can be observed in the case of the Uighurs, a cultural fraction that is part of China province of Xinjiang. It is visible the collision of two irreconcilable worlds, the Uighur world faithful to its traditions and to Muslim's backgrounds that dates to the 10th century and the Chinese, hungry of economic development and with no other credo than the one promoted from the Communist Party and that promotes and develops urbanization by destroying historical neighborhoods to build banks, commercial shopping centers and karaoke centers (Cardenal J., 2011).

As described by Cardenal J. in his book "The silent Conquer" from mister Zhang Qi, one of the Chinese richest man in the Democratic Republic of Congo: "When the embassy faces problems, they call me. I know everyone, to all generals. I am different because I am always surrounded by the Congo's Elite. I am business partner of someone that when I call him is as equal as if I were calling the president and I have a good relation with the president's son, we are friends, we go to China together, we go to the nightclub together. All this makes me feel free". I would only say two things, if this is the model to follow? Is this really freedom? The answer may take to a large discussion but the answers for a future is in the roll that Education may plays in this environment.

So, the problem is a mix of an ethical and an ecological devastation. Not only Africa is passing through this process, in words of the Mexican Commissioner at the ECLAC, the 90% of Latin America exports to China are natural resources (Notimex, 2010). Back in Africa, Burma destroys its forests every year to provide 1 million cubic meters of wood to China.

As it is happening in Mexico with the excess of drug consumption and youth exploitation by the manufacturing industry, in Burma the local regime works hand by hand with Chinese enterprises to exploit younger people that decide to go into the world of heroin in a try to go on with the cruelty an misery provided by their jobs (Cardenal J., 2011). It

is a world social catastrophe. What can be the role of education on kids and young students to provide another vision of the world and another way to creatively escape from misery instead of going for drugs? This is a question that must be posted and shared among the academic world in order to develop specific programs adapted to the cultural and economic capacities of each emerging nation. This are the questions and cases that will be shared with professors for the field work in the Schools of Oriente in Mexico.

It is important to emphasize that all these comments are not a negative position against any country, in specific, this research is not develop to criticize China, but it is to have an overview how the emerging world is managing growth and what we have called development.

2.3 Oppression of the emerging world masses? – Annotations from field study of the Chinese export's world

This point of the research was developed during the last period of the PhD, in specific, during the first half of 2019. I decided to give a space in this chapter to a field study due to the relevance, according to this chapter discussion, of what I was able to register from an internship of six months in Rome at a Chinese trading company.

What I experienced was the real scenario of the world business vision based on the hunger of the emerging world to gain market power without caring the damage to society or to world ecosystems. The basics are the low salaries and exploitation of Chinese people but also the lack of involvement into the basics of the problem from the side of the industrialized nations. I will describe this as in a process to import to Europe a container or any kind of commodity.

Phase 1:

A European or Chinese client in Europe comes to the company to ask for a research of a product providing a target price, this target price is a price lower to the production prices in Europe in order to assure an important saving and/or market competitiveness to the European side (Usually a 10-20% saving);

Phase 2:

The Intermediary goes to develop a discussion on price and product development with the Chinese factory to the lowest possible target in order to provide the service to client and get earnings (usually a commission of around 5-20% depending on the intermediaries' capacity of targeting prices with the Chinese factories);

Phase 3:

To this point Chinese factory managers need to push down all costs possible, it means taking down salaries or finding ways to exploit Chinese labor to the maximum potency or to exploit natural resources so that the factories entrepreneurs get their 10-30% margins;

Phase 4:

On the last part of the chain, the final client, the intermediary and the supplier enjoy of the fruits of global trade and market comparative advantaged as seen on economy lessons on Universities just on theory and simple case studies but with no further critical analysis.

To this phase the last in the chain are the Chinese labor when talking of buying from China, but there is also a similar case for the Latin American countries selling natural resources to china using low labor costs and exploiting the ecosystems. It is a world problem that seems to have no solution but that of investing on the next generation Education.

In words of A. Vaccaro and F. Russo (2013) in their book “the integral human development and labor organizations” they express their belief that humans seen in a global world as homo economicus feels and actually is separated in three main dimensions: the labor man, the consumer and the investor, and this three dimensions are in conflict forgetting they are all humans and actually part of the same system. How could education take an active part on this issue for the future generations?

2.4 Discussion: An integral perspective and an Education that responds to market needs

The Greeks considered that numbers only exist when they are counting something, not as pure mental speculation or mere accumulation of signs.

Mathematics should not be separated from philosophy and from the humanities because just as philosophy expresses the thinking of man mathematics is not the whole but a way of expression and should be complemented. The famous phrase “together stronger” can be applied to the learning and use of mathematics and philosophy because mankind needs both, separated man stands weakened and able to be controlled and manipulated.

As Pope John Paul II indicated: "Science can purify religion from error and superstition; religion can purify the science of idolatry and false absolutes. Each can bring the other into a wider world, in which both can flourish".

Laval (2003) in its book “School is not a Business” examines the scholar consumerism or pedagogy of individualist inspiration and detects that it is possible to observe why and how education has molded to the concept of neoliberalism when compared to economic transformations and cultural mutations that market societies have gone through. These economic and cultural mutations to which I appeal in this research as the origin of the market vision impact on education in emerging countries, regardless of their geographical location, the influence is visible. As Laval affirms, we live in a society without relations, except to those that wish to agree among themselves with institutions that appear to not have any other goal than that of providing a service to certain interests. An instrumental and liberal conception engaged to the transformation of societies and capitalist economies. And I would add to Laval, for the case of China, a transformation into a capitalist economy.

As education institutions, private and public, in the emerging world, work to respond to the public and private demands as an attributed function of training on competences and skills with more and more standards of efficiency goals to accomplish, they find their logical justification to be part of the “Business Management” view which main goal is to manage education institutions as business corporations. The imitation of the school as business in a recognized school market resulted in the will to put in the head of the institutions “leaders” in charged to effectively implement the modernization policies commissioned from the highest spheres, capable of mobilizing energies and controlling teachers at the base (Laval, 2003).

The economic logic mainly states: if the school is a company that produces a service, if it depends on a measurable efficiency, it is necessary to put in front of the organization a real manager capable of driving a team and be responsible of providing an added value to the business production and the necessary methods to accomplish commercial and financial needs, a clearly path taken by the north American schools since the time of Taylorism. In chapter 3.1 the main sense of this market situation over education will be detailed on a practical study case of “Business Education Management” studied in Mexico on 2017.

The new world order, hand in hand with international organizations such as the World Bank, the International Monetary Fund and the European Commission, contributes to the progressive loss of the school's autonomy to submit to educational policies that respond to the needs of the market. The school and educational model that tends to prevail is based on the most direct submission of the school to the competitiveness goals that prevail in the globalized economy (Laval, 2004).

In relation to what Laval affirms, the teacher Cecilia Salazar (2012), professor of secondary education and active partner of the Spanish association "Citizens for Public

Education" argues that the current education administration seems intent on designing plans for schools in which it treats students as products, parents as customers and schools as businesses, it is more and more about turning the school into an "economically useful" institution.

To complement Salazar's and Laval's affirmations, Harari Yuval (2018), a professor of history in the Hebraic University of Jerusalem specialized on medieval and military history expresses that: "in our current state of knowledge we actually know a few of consciousness. It is a danger to invest so much on developing the Artificial Intelligence and so much few on development the human consciousness, the so sophisticated artificial intelligence will only serve to strength the human natural stupidity. We are researching and developing human skills and capacities according to the immediate needs of the economic and political system, and not according to our own needs to a long-term as conscious being."

In the past, humans needed to compete with machines regarding the brutal force and then humans developed new services and activities that required cognitive capacities. Now, as Artificial Intelligence advance, it will take the jobs of bankers, drivers and lawyers for example. So, how is education preparing the next generations to face changing?

There are already signs of efforts made in develop countries like Scandinavia where government is settling laws to "protect workers instead of protecting jobs". This is another vision more accurate to the need of a human centered vision of politics and so education must be designed in the emerging economies (Harari Y., 2018).

According to this perspective, A. Vaccaro and F. Russo (2013) in their book titled "integral human development and the labor organizations" argue that the occidental world should rethink the sense of economic profit, of success, and to put it all the economic

thing in a more human sense. It is necessary to combine all labor and social dimensions into a model of integral development in which the base are the freedom, relationality and transcendence. Human should go back to appreciate other alternative inputs to those only materialistic. For this study this reflexional from these two authors is a key understanding of what should also be the perspective of the development of education and education policies in the emerging world.

Second part

*Field study and proposal for curricular integration to education with a vision of
integral development*

Chapter 3

Case studies and curricular analysis

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Abstract

In this chapter the aim is to provide a deeper perspective of the current situation of education in the emerging world, in specific, taking the Mexican case as a sample. It starts with the overview of the initial training of teachers in Mexico and China with the aim of showing the structure of teachers training as they are the most important element in students' development of their education lives. It is a picture of how education have become structural and bureaucratic.

The chapter is also an overview that takes us to realize how the business world invaded the education systems goals. The second part of this chapter shows the education decision making process ass seen from the education managers and the extra-curricular education which is all based on business education, it is not to criticize business and entrepreneurship education, which is actually a response to the fast changing world we live today but the aim to provide a preliminary study to be able to add activities to the current institutional education curricula with a more integral education vision that will be developed in the chapter 4.

Key words: *Emerging world, Mexican case, bureaucratic, business education, integral education.*

Abstract in italiano

In questo capitolo l'obiettivo è fornire una prospettiva più profonda dell'attuale situazione dell'educazione nel mondo emergente, in particolare, prendendo come esempio il caso messicano. Si inizia con la panoramica della formazione iniziale degli insegnanti in Messico e Cina con l'obiettivo di mostrare la struttura della formazione degli insegnanti in quanto sono l'elemento più importante nello sviluppo degli studenti delle loro vite educative. È un'immagine di come l'istruzione sia diventata strutturale e burocratica.

Il capitolo è anche una panoramica che ci porta a capire come il mondo degli affari ha invaso gli obiettivi dei sistemi educativi. La seconda parte di questo capitolo mostra il processo decisionale educativo visto dai responsabili dell'istruzione e dall'istruzione extra-curricolare basata sull'educazione aziendale, non si tratta di criticare l'educazione imprenditoriale e imprenditoriale, che in realtà è una risposta al digiuno Cambiando mondo viviamo oggi ma l'obiettivo è quello di fornire uno studio preliminare per poter aggiungere attività agli attuali curricula di istruzione istituzionale con una visione educativa più integrale che sarà sviluppata nel capitolo 4.

Parole chiave: *mondo emergente, caso messicano, burocrazia, educazione imprenditoriale, educazione integrale.*

3.1 Initial training of teachers in Mexico and China

This part of the research is framed by a compared methodology developed on four phases: description, interpretation, juxtaposition and comparison, focused on the current situation of the two chosen cases of study, Mexico and China. The consulted references are mainly primary, such as national statistics agencies, national education laws or documents and international data such as World Bank and the Organization for Economic Co-operation and Development (OECD).

This part aims to respond the following question: Which are the convergences and divergences between the initial training policies of teachers in Mexico and China? To detect such convergences, education proposals have been addressed in four categories: structure of education system, legislation concerning initial training of teachers, curricular design of teachers' training and selection of students for such programs. The main reason to choose this sector of education is due to the importance of teachers as agents of change, they are the key role to improve education systems to achieve the objectives presented on this work.

One of the most important phases of teacher training is the initial training which covers three main functions: to educate and train the future teachers with the aim to prepare them for their professional activities to prepare them for their activities in the classroom and to let teachers perform their role as agents of change within the education system (Marim, 2011).

Perrenoud (2000) states that training should prepare the student to reflect about the practices, create models and to perform its capacity of observation, analysis, metacognition and metacommunication. For Imbernón (2000), initial training should also support future teachers with solid notions on sciences, culture and the psychological fields.

A lately relevant tendency is the one conceiving training of teachers as a continuous process (Vaillant, 2002). This perspective proposes the training process before, during and after the initial training. A “continuum of the practice” as named by Schon (1992), in which the subject develops the needed knowledge for the professional life.

In the Mexican case, it is stated that teacher training is conceived as a permanent process of learning, because the skills and knowledge acquired by a teacher is not only the result of initial training but of what is learned during his professional life (Secretary of Public Education, 2003, p. 12).

At the same time, such professionalization is not only related to the national contexts, so what is expected from a teacher during the professional development it is been progressively regulated and delimited to international standards promoted by international organizations (OECD, UNESCO, UNIFEC). This harmonization mainly happens because of the process of globalization and inclusion of the countries to the global markets.

3.1.1 Mexican scenario

Mexican education is governed by the Mexican Constitution and by the “General Law of Education” approved on 1993, currently valid and with reforms published on March 2017. In its article number 3, the General Law of Education establishes that mandatory education of 15 years starting from the age of 3 years shall be guaranteed and free of charge to population (Ley General de Educación, 1993).

Basic education comprises the period starting from the age 3 to 15 years and sequenced as follows: preschool (3 to 5 years old), primary education (6 to 12 years old) and secondary school (12 to 15 years old), then it comes the high school which is also established as mandatory education (15 to 18 years old) and offered in three different lines of professionalization: General high school, technologic high school and professional technical high school. After this period of 15 years it is offered higher education divided on degree and postgraduate degree. This level is not obligatory but as well as the inferior levels is free of charge to all Mexican citizens.

The General Law of education establishes the general considerations of initial training of teachers on its articles number 20 and 21 and clearly specified on the “General Law of Professional teaching service” (Ley General del Servicio Profesional Docente). These articles and the General Law of professional teaching service specify how training should be nationally promoted and are in charge of the Federal and State Governments, both responsible of Universities and education institutes.

Besides these laws, there is a document named Plan Nacional de Educación (National Plan of Education) (PNE) that aims to guarantee standards of quality to the national level. The PNE besides establishing methodologic proposals and minimal contents, also establishes the necessary skills, competences, ethics and values to perform as a teacher.

To guarantee and improve quality of education, national and state congresses approved on 2013 the Education Reform presented by the President of Mexico. Among all statements considered on the reform the most important are the ones concerning training and initial training of teachers: one referring to the enrollment which states that through tests and contests, teachers proving greater knowledge and skills will be able to be enrolled in the teaching service and to be promoted to management and direction positions on basic and higher State education and a second establishment that states that there will be a mandatory and periodic evaluation for all teachers in the country with the aim to assign them an income, promotion, recognition and permanence on the service (Senado de la República, 2015).

The initial education (training) of teachers of basic education is divided in 6 bachelor degrees: Special education (Education focused on special kids), Sports education (focused on sports to all levels of basic education), Initial (0 to 3 years old), Preschool (3 to 6 years old), Primary (6 to 12 years old), Secondary (12 to 15 years old). According to national statistics, preschool, primary and secondary education are the most demanded training areas, 86% of students enrolled on the teaching service career belonged to these three areas of professionalization (OECD, 2009).

The bachelor's degrees of the teaching career service of preschool and primary education are constituted by a total of 4,320 hours while the secondary bachelor's degree of 3,780 hours and curricular plans are measured with credits of about 15/16 hours. All the degrees share a 20% of general training within their curricular programs, that is around 800 hours of the curricular design of the degrees. The general training shared among all the degrees refer to content enunciated as follows: knowledge on the philosophical, legal and organizational basis of the Mexican education system, acquisition of a general overview of the problems and policies relating basic education in the country, to analyze topics

selected because of their current and past significance to universal history of pedagogy and education and a course of strategies for communication and study. A 65% which comprises around 3,100 hours is focused on each program specific professional training and a remaining 15% belongs to the professional practice which is the first contact between future teachers and the classrooms (Dirección General de Educación Superior para Profesionales de la Educación, 2012).

All the curricular plans of the bachelor's degrees for the initial training of teaching comprise the professional practice and recognize the importance for students to work on classrooms leaded by an experienced teacher named "tutor". It is expected from the teachers to become tutors during the professional practices of the future teachers guiding them on the procedures and decision making, transferring their knowledge and experience (Secretaría de Educación Pública, 2004).

Initial training (Education) of teachers is performed in private and public institutions, among the public institutions the public normal universities are the most frequented. Public institutions training teachers are divided on the federal, state and municipal level of government administration. The state level manages the normal universities while the federal administration only sets the curricular programs. There process to access to the superior education for teaching career is based on an exam of general knowledge to prove the minimum knowledge required to be enrolled on the teaching career.

3.1.2 Chinese scenario

The Chinese education system is governed by two laws: the mandatory education law of the Peoples' Republic of China, approved back in 1986, and the law of education of the Peoples' Republic of China, approved back in 1995. A key element of the first one is the establishment of mandatory education and free of charge within a period of 9 years (article 2), starting at the age of 6 years. This law does not allow hiring kids for jobs on scholar age (article 14). The second law enhances the importance of families to respect the 9 years of mandatory education (article 18) and establishes the 5 phases of the basic education system: infant education (from 3 to 6 years old), primary education (6 to 11 or 6 to 12 years old), secondary (from 11 to 15 or 12 to 15 years old), secondary higher education (from 15 to 18 years old) and university education. This way mandatory education and free of charge comprises from the age of 6 to 15 years old.

Likewise, these two laws establish that teachers of all levels must have specific qualifications designed by the State for each level. As the country's economy emerges, there are also efforts on education quality, the Law of mandatory education was amended back in 2006 and used to be framed by 18 articles and now comprises 63 articles. One of the new resolutions on teacher training is the inclusion of three levels for teacher of basic education within the professional career service.

These qualifications are explained on the Law of teachers (1993), requiring at least a diploma at a school for teachers of infant education, a title certification from a secondary school for teachers of primary education, a certification title of two or three years from a higher education school or university to teach in inferior secondary level and one of 4 years for teachers of higher secondary level. This law also takes into account the opportunity for individuals without any of the certification titles required to be enrolled in the profession of teaching through an examination. Each University have the freedom

in their curricular designs but respecting the national curricular plans. Back in 2012 the ministry of education published a document named “National curricular standards for the training of teachers”. Within this document, Chinese authorities mention the need to guide teacher training towards dynamic practices and continuous learning.

Curricular plans proposed in such document is divided in three phases, plans for infant education, plans for primary education and plans for secondary education. Education plans are measured in credits of 18 hours. Teachers of infant and primary levels are enrolled in programs of 3, 4, and 5 years. The greater differences between the curricular plans for each level are found on the number of credits recommended to dedicate to pedagogy, methodology and classes in the education and teaching field. Teachers of the infant level must get 40 credits in graduate courses of 3 years, 45 credits in bachelor’s degrees of 4 years and 50 credits in bachelor’s degrees of 5 years, while teachers of primary level respectively need 20, 24 and 26 credits. In The other hand, secondary level teacher training is designed to be careers of 3 and 4 years. Among all the levels, infant, primary and secondary, institutions must add to the curricular plan a period of professional practices of at least 18 weeks (Ramirez and Marim, 2016).

The universities have the responsibility to establish their own programs within these criteria. The 5 areas in which the training of all levels is similar are: (1) development and learning, (2) fundamentals of infant, primary and secondary education, (3) Guide and activities of students of infant, classes and guide in primary and secondary education, (4) students of infant education, family and society for infant level, or mental health and guide to moral in primary and secondary and (5) ethics and professional development (Ramirez and Marim, 2016).

Selection of future teachers is made based on the results of the Chinese national exam to enroll in the university which is called Gaokao (高考) (Higher education exam). Another

way for future teachers to be able to enroll is by having high results on the Zhongkao (中考) (secondary education exam) which allows not to present the Gaokao exam (Ramirez and Marim, 2016).

Teachers commonly get trained in normal universities, one of the most popular and prestigious is the Beijing Normal University and the Shanghai normal University. There is also the opportunity to get enrolled in schools of education within universities and in some institutes and professional schools.

3.1.3 Juxtaposition and comparison

3.1.3.1 Structure of the education system

Both nations have a period of mandatory education with some divergences within the time-lapse of development (Table 3). In Mexico, mandatory education lasts 15 years and according to the International Standard Classification of Education (ISCED)¹ this period of 15 years beginning at the age of 3 years correspond from ISCED 0 to ISCED 3. In the other hand, in China, mandatory education lasts 9 years and comprises from ISCED 0 to ISCED 2. This means that mandatory education in Mexico is 6 years longer than in China. Nevertheless, analyzing the data already mentioned in this document, having a longer period of mandatory education does not guarantee better results on evaluations such as PISA. This divergence may explain a part of each country national labor market organization. Either way, it is necessary to complement such education with well-prepared professionals of education, curriculums and social valorization of education.

Both Mexico and China converge on the division of the infant education level into two levels. In China, education from 3 years old is considered to be provided by families or advisors but not mandatory. Within the same segment from 0 to 6 years old corresponding to ISCED 0, Mexico establishes from 0 to 3 years old as not mandatory but unlike China, Mexico establishes as mandatory the preschooler education from the age of 3 to 6 years old.

On the next levels of education, it can be observed that in Mexico education corresponding to ISCED 1 and 2 is divided in two levels, primary and secondary education. The primary education corresponds to ISCED 1, lasts 6 years and its aimed for

¹ 2011 edition

students from the age of 6 to 12 years old while the secondary education corresponds to ISCED 2 and part of ISCED 3, lasts a period of 3 years and its aimed for students from the age of 13 to the 15 years old. Both countries diverge on the denomination because in China the period corresponding from 6 years old to 15 years old would correspond to primary and inferior secondary education, nevertheless in both nations the ISCED 1 and ISCED 2 corresponding levels are mandatory.

Another divergence is that in Mexico the ISCED 3 is denominated as high school while in China is named superior secondary and in China is not mandatory, is considered post mandatory education, while in Mexico is mandatory. In China ISCED 3 corresponds to adolescents from the age of 15 to 17 and in Mexico from the age of 16 to 18 years old.

Table 1: Education systems of Mexico and China

MEXICO	ISCED	AGE	ISCED	CHINA	
Infants and maternal	ISCED 0	0	ISCED 0	Preschooler	
		1			
		2			
Preschooler (Mandatory)		3		ISCED 0	Infant Education
		4			
		5			
Primary Education	ISCED 1	6	ISCED 1	Primary Education	
		7			
		8			
		9			
		10			
		11			
Secondary Education	ISCED 2	12	ISCED 2	Inferior Secondary Education	
		13			
		14			
High School	ISCED 3	15	ISCED 3	Superior Secondary Education	
		16			
		17			
		18			

Source: Self elaboration

3.1.4 Legislation on education (training) of teachers

Both countries established a legislation to rule the initial training of teachers. China legislated to improve Chinese education quality and teacher training back in the 90's. On 1986 the *Law of mandatory education of the Peoples' Republic of China* enhanced the fact that teachers should have had specific qualifications without arguing which qualifications in specific. Such qualifications were developed on the *Law of teachers* of 1993.

In the other hand, Mexico also legislated on the decade of 1980 and 1990 to improve Mexican education system and quality. In 1984 Mexico established high school as a minimum mandatory to be enrolled in the normal schools and elevating them to universities and their curricular programs to bachelor's degrees in education. Nevertheless, the economic crisis of Mexican economy on the 1980-decade due to the orientation towards the neoliberal system did not let the reforms be successfully applied until the 1990-decade. (Castro S., Marco A., 2003). Mexico continue to reach improvements on teacher training, in 2013, with the aim to provide higher quality education the country applied the new reforms on teacher training mentioned overview mentioned before in this document.

As convergence, it can be said that in the 1990-decade both nations dedicated special attention to teacher training. During this period requirements for future teachers were set and both countries started to carry out new strategies to prepare active teachers that were not trained or that did not were within the new national parameters of qualifications. Both Mexico and China faced a numerous quantity of teachers that did not covered the law specifications. Even today after Mexico applied the education reforms of 2013, Mexican education system faces this context and performs continuous training on different fields.

China also keeps training Chinese teachers with continuous education. China also made a new proposal on teacher training back in 2012. The results of the reforms and improvements to training in both nations might not be seen until the decade of 2020, nevertheless it is important to emphasize the efforts to improve education and teacher training in both emerging economies.

Table 2: National Legislation on education (training) of teachers

	MEXICO	CHINA
Specific Legislation on training of teachers	<p>General Law of Education (1993)</p> <p>General Law of Professional teaching service (2013)</p> <p>National Plan of Education</p>	<p>Law of mandatory education of the Peoples' Republic of China (1986)</p> <p>Law of education of the Peoples' Republic of China (1995)</p> <p>Law of teachers (1993)</p> <p>National curricular standards for the teacher training (2012)</p>
Minimum qualifications of training of teachers	Bachelor's degree (ISCED 6)	<p>Infant and primary: ISCED 3 to ISCED 6</p> <p>Inferior Secondary: ISCED 4 to ISCED 6</p> <p>Superior Secondary: ISCED 6 to ISCED 7</p>

Source: Self elaboration

3.1.5 Curricular design

Table 3 show the divergences and convergences between the two countries structures of initial training of teachers. China establishes two models, *concurrent* when referring to the accomplishment of a degree and the specialization on pedagogy and training at the same time and the *consecutive* model when first a degree must be accomplished and later a master on pedagogy. Mexico established the *concurrent* model in which every student that have accomplished a teaching degree of 4 years has the right to perform as teacher.

Both Mexico and China offer a degree title for preschooler education and another for primary school education. Therefore, students must choose one of the training programs for their professional teaching career. The specialization on education of different levels is based on the assumption that different levels require different attention, needs and pursue different goals.

Another convergence on curricular programs for the training of teachers is the period of studies. The common duration of the training programs in both countries is 4 years. Also, Mexico and China establish a period of 18 weeks (one semester) for the accomplishment of professional practice. In Mexico, practices are measured by hours, a total of 4 hours every day in a period of 18 weeks.

Table 3: Curricular organization of teacher training

	MEXICO	CHINA
Model	Concurrent (Mandatory bachelor's degree on education field)	Concurrent (Bachelors with specialization on teaching) and Consecutive (Bachelor + Master)
Training time (Years)	Preschooler, Primary, Secondary and Highschool: Bachelor's degrees of 4 or 5 years	Infant and primary: minimum of 3 years Inferior Secondary: 3 or 4 years Superior Secondary: 4 or more years
Training of professional practices (Hours credits)	18 weeks (1 semester) (Around 400 hours)	18 weeks (1 Semester)

Source: Self elaboration

3.1.6 Perspective

Regarding the general overview, the fact that Mexico and China stand out to a global level due to their territorial size, demographics and economic development show the complexity in education management and policies that must be faced by the public administration. This complexity is also due to social and cultural aspects. Therefore, in spite of the need of investments on education, it is important to remember that academic results depend on multiple factors. Mexico shows an inconsistency between investment and academic results while China obtains a high performance. In this sense, it is necessary that Mexican government invest not only economic resources on education but also invest on mechanisms that help on the improvement of academic results and training of its citizens. Latest Mexican government education reforms give a sign that these mechanisms are on process of execution.

Mexico establishes mandatory and free education within a period that begins at preschooler education and finishes at high school. In this sense, the duration of the mandatory and free education is one of the challenges that China faces. Superior secondary in China (High school in Mexico) is considered a level for students that pretend to continue their superior studies and therefore, it is not mandatory nor free of charge. The reason of the divergence on this matter might be explain on the labor force organization and industries needs of each country, anyhow, establishing mandatory and free education until the age of 18 it provides the opportunity of education to the poor. A long period of mandatory education does not guarantee a high-quality education.

Training of teachers in Mexico and China is similar when talking about the concurrent model (degree of 4 years). Even on the professional practice both nations

share a convergence of 18 weeks of training. Giving the chance to students to contribute and participate in teaching practices during their studies would transfer knowledge from good and experienced professionals. Such practices are already being carry out in Mexico. In this sense, it can be observed that the initial training is a very important element for the students that chose the profession of teaching.

After analyzing legislation in both nations, it can be observed that both Mexico and China are pursuing a continuous improvement in one of the key elements of the education systems, which is the training of teachers. Latest legislation concerning training of teachers have been published in both countries, in 2012 in China and in 2013 in Mexico, and the results are yet to be seen in the next decade.

3.2 Aims on the study of the decision-making in the education business world

In order to go deeper into the study of education on the emerging economies context already valued on a philosophical and theoretical approach it is needed to have a real analysis of the Universities' decision-making process on the education offering.

I precise the study on the private sector of education instead of the public education universities because on the private sector the discussion shown and contrasted clearly and because the State has given more space and responsibility on education to the market in the Western scenario of the emerging world and on the Chinese side even if the government is in more control of the education offering, it is anyway driven to satisfy the expectations of industrial development of the country.

Díez G. Enrique (2012) in a publication from the Spanish university "Universidad de León" expresses that neoliberalism has become the reason for the adjustments on education policy worldwide that is not only limited to the decrease on expenditure or to privatization but also affect to the main education ideals and pedagogical policies. The social role of education, as a training ground for democracy and citizenship, is now seen as a waste of public funds, and has been replaced by the view that private business has the function of education: a training ground for meeting the needs of business.

For what I have experienced and documented during my position as one of the heads at the rectorate of a private university in Mexico where I and my colleagues, including the rector, had to study the political, social, industrial and economic context to decide what was the most convenient education offer in order to survive the market competition and to optimize schedules to be able to report profits by the end of the

year and get into the game of the “education industry” in the region, I would tell there is a high inclination towards economic thinking over the education offer.

In this same sense, Espinosa R. (2017) expresses that today concepts such as “quality”, “competences”, “indicators”, “excellence”, “standards”, “performance evaluation”, “standardized tests”, “Supply and demand”, “customer and service”, etc., which belong to business, are attached to education. This has made this type of concepts to be overestimated and not to education itself; that is, business concepts are used as a generic expression and as the only truth to characterize education. The human condition seems to disappear, and with it, the right to difference, to make way for an education that is understood as a product and not as a process. The school of today does not seem to be sustained by a “pedagogical culture” but by a “market culture”.

I would like to present the process of decision making used by “Universidad de Oriente” because from this University I realized that there are positive signs of interest towards a more integral education, an education for the human itself to outperform life challenges and to Educate by providing a humanistic vision for the future professional and life performance of the students, further than just providing training for a profession.

The consequence of the appearance of the university is the birth of a group of teachers and priests to whom the church entrusted the teaching of the revealed doctrine. Further on there are facts in the late Middle Ages that mark a novelty: the emergence of the university in order to train young people in the "clerical" professions, theology, law and medicine, as major faculties; and as minor, the faculty of arts or philosophy (basis of all possible wisdom according to the Greeks). "University" in its origin

indicated an association or "union" or corporate association that protected the interests of the people dedicated to the trade of knowledge. Understood the University as a generator of knowledge, was attributed the character of "Alma Mater" in the sense of engendering and transforming man by science and knowledge (Pozo R. Alfonso, 2005).

Nowadays, it is important to understand that contemporary universities in our emerging markets, in most cases, grow for one main reason, they are in the market in order to provide a need to share knowledge and techniques to specialize students for a professional life, but as universities protect the interest of the people of the emerging economies, which the main is that of improving economic income, it must also take back the role to positively transform individuals and the society and to become institutions that also Educate for a more sustainable future of our emerging economies.

3.2.1 The case of private universities in Mexico

The phases of the decision making to provide education offer have a more managerial vision due to economic needs of market survival. The phases presented for this research after the field study year experience and its veracity was validated by a group of education managers.¹

The steps can be enlisted as follows:

- ***Detect a Need***

It can be financial, or a market positioning need of the institution, for example:

If financial, it may be that the institution must present a better profit performance by the end of the scholar year in order to provide more attractive earnings to the shareholders of the university equities so that it could receive future investments for its growth. A financial need can also be manifested with a lack of liquidity to pay better professors or to price quality by providing higher wages to professors and researchers.

In the case of classroom capacity occupation in some cases it may be that the capacity is not being used to its highest capacity so that the institution makes new education offerings in order to fill those empty seats and, therefore, have the expected profits and university growth status accomplished.

On the other hand, it can also be an education/training need from a local or regional industry and the institution can take advantage of that by detecting and providing the

¹ The study field was developed from January 2016th until January 2017th and the process registered was validated by the education and university managers involved in the decision making for education offer of that period.

education and have a more innovative and competitive offer. Some other offerings come as a process of following international, local industries or youth trends.

In all cases, the programs come selected in order to be attractive to future students, that for many universities, not the case of “Universidad de Oriente”, these students are seen as future clients more than human beings to educate, provide of knowledge and to become agents of change, as seen by “Universidad de Oriente”. The programs curricula are also organized in order to minimize costs and expenses, therefore, in many cases, the curricula provided is mainly that of the profession, the technical needs and formal government curricula inquire and present a lack of humanism, culture, history, thinking, and other fields that make integral education. Not the case of the case study University where study curricula come planned on a more integral education view even if it provides profits no other than the necessary to accomplish its operation costs and shareholders inquires.

- ***Think Tank & Market Study***

During this step, the education managers¹ get together in more than one meeting where they share and discuss ideas, contemporary and future industry, technological, cultural, political and economic trends, compare the education offerings in the regions where there is presence of campus and that of the top Universities such as Harvard.

After the think tank meetings, the list of programs decided to consider are provided to the marketing department team with the responsibility to make a deep market analysis to determine the demand that the programs could have.

¹ As described by the University of Western Australia, an Education Manager help to develop policy, inform course curricula and teaching methods, manage educational systems, recruitment, financial and physical resources.

- *Financial Study*

The financial study is aimed to determine the rate of return of the investment so that the costs of opening a new program, sold to an expected price with the quantity of demand determined by the previous market research may be attractive and the institution shareholders may approve the investment plans for the new program offerings. In order to define a positive rate of return, many institutions delete extracurricular classes and activities that may have a cost so that the education may only be focused on the profession specialization.

To financially evaluate a single program, it is necessary to get information from all levels of the institution, from the education curricula designers to the campus' accountant and the historical data in order to make projections for the next three years since the program is planned to be released. Here is an example¹:

¹ The name of the program and specific information is being hidden or modified for privacy purposes

- Program name: xxx
- Prices and prices increase expected (Previously determined by market studies)

Monthly Scholar Fee Annual Increase							
Campus: xxx							
	Students quantity	2016-2017	INCREASE %		INCREASE	INCREASE	2019-
			2017-18	2017-2018	2018-2019 (10%)	2020 (9.5%)	
	x	#####	9%	#####	\$ 2,810.46	\$	3,077.45
	x	#####	9%	#####	\$ 3,338.02	\$	3,655.13
	x	#####	9%	#####	\$ 3,650.96	\$	3,997.80
	x	#####	9%	#####	\$ 3,650.96	\$	3,997.80
Average		#####	9%	#####	\$ 3,362.60	\$	3,682.04

Source: Table provided by a financial office from a Mexican University

The University organizes in advance the annual prices and increases in order to provide information to campus financial matrix for more accurate financial projections and for better decision making on new offerings. In specific, this information takes to the equilibrium point which is the second step for the financial decision-making.

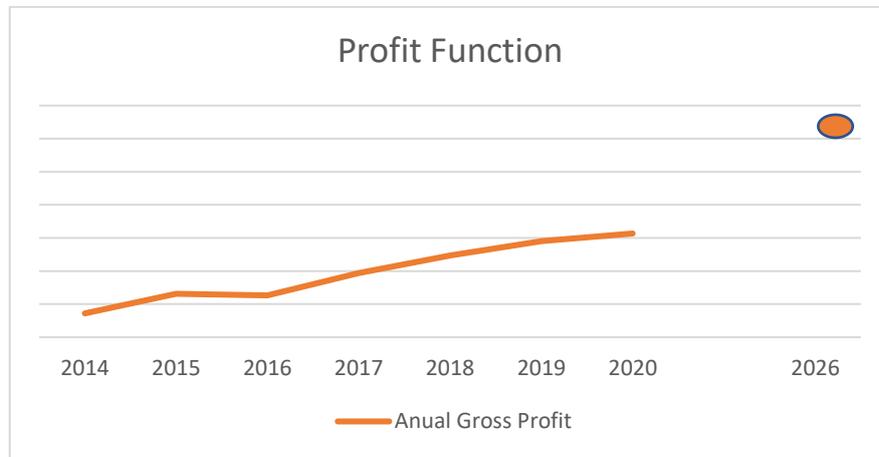
- Equilibrium Point for one class-group for the program “xxx” (Which expected costs are previously determined by the education managers and campus accountant)

Student enrolled - Monthly Profit (Equilibrium Point Base)				
City Campus: xxx				
Carreer Program: xxx				
Number of Students	Monthly Profit	%	Risk (0-5 Scale)	Annotations
9	xxx	3%	5	Loss
10	\$	6%	5	Equilibrium Point
11	\$	14%	5	Equilibrium with error range
12	\$	22%	5	
13	\$	28%	5	
14	\$	33%	4	
15	\$	37%	3	
16	\$\$	40%	3	Secure to open a group on the long term
17	\$\$	42%	2	
18	\$\$	45%	2	
19	\$\$	48%	1	
20	\$\$	51%	1	
21	\$\$\$	53%	0	
22	\$\$\$	55%	0	
23	\$\$\$	57%	0	
24	\$\$\$	59%	0	
25	\$\$\$	60%	0	

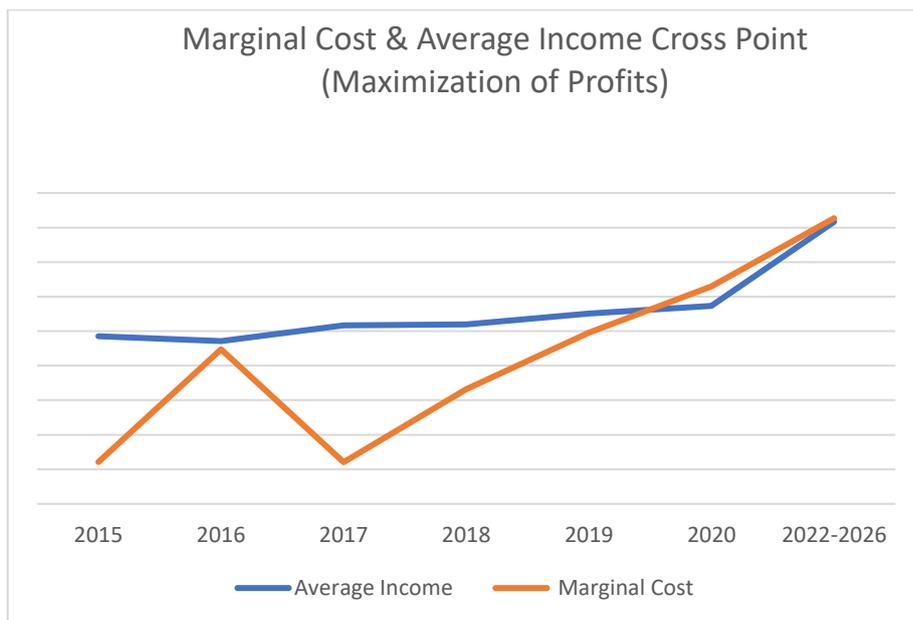
Source: Table provided by a financial office from a Mexican University

With this table, the education managers can decide whether to open a group of a career program or in case of having few enrollments, decide what to delete from the program in order to adequate the matrix and make the program profitable in case of less enrollment demand.

- Income maximization (At the end the program is added to the campus matrix to study its positive added profit to the whole campus future annual profits)



Source: Table provided by a financial office from a Mexican University. The Income quantities were deleted for privacy policy purposes.



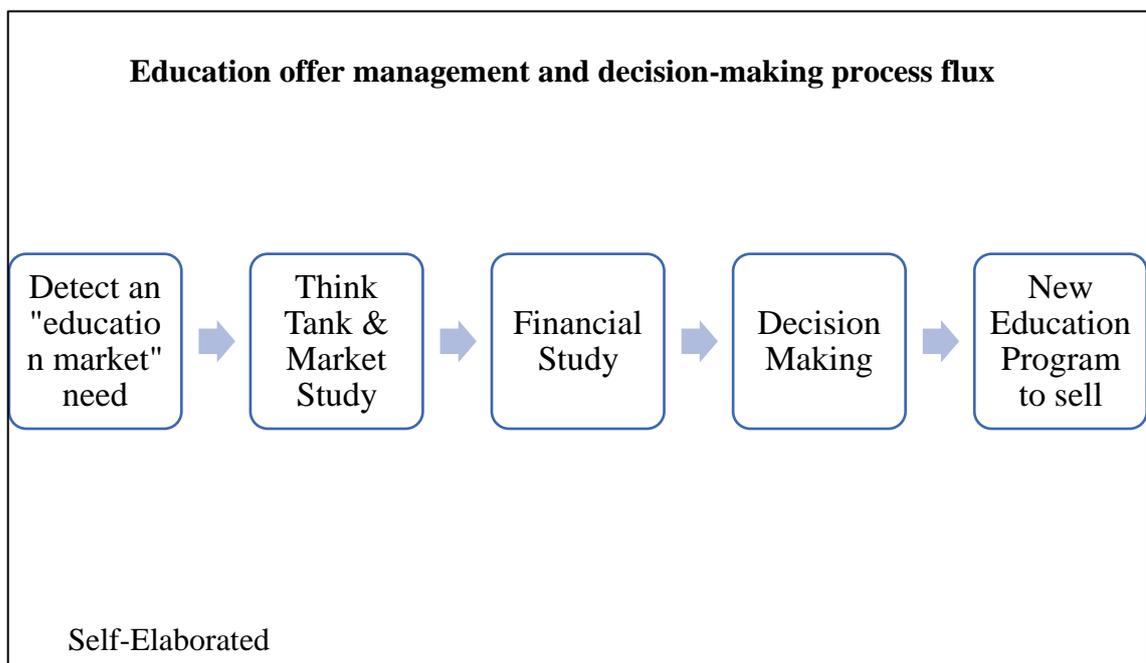
Source: Table provided by a financial office from a Mexican University. The Income quantities were deleted for privacy policy purposes.

Until this third registered step comprises the process that many institutions adopt in order to define what programs to offer and how to organize them, it naturally creates a less transforming education entity. This is why it becomes relevant to analyze the situation on a global scale, to share the importance and need of an integral education focus, at least

the less possible, not only at the University level of education but also on all the education system, so that education may do its work to provide a more reliable and sustainable future of the emerging economies and societies.

- ***Final Decision-Making Meeting***

After having enlisted the most profitable and prestigious offerings a final meeting takes places in order to accord the dates of release of the programs, financial compromise of the shareholders and work responsibility compromise from the managers.



3.3 Preliminary study of the education model based on business education of the elementary school and higher education of “Universidad de Oriente” in the east southern region of Mexico

The system of education from the University and Primary school of “Oriente” is selected due to the opportunity of collaboration given by the rectorate to include new perspectives and models of education to the curricula. The system is opening its doors to this research since summer 2017 and is expected to be ended and have the first results of appliance by summer 2019. The University and Schools have an amount of 8.000 students, 3.500 from 3 primary and high school education students and 4.500 from 5 University campus, all positioned in the southern of Mexico.

3.3.1 Aims

The extracurricular education model of the institution is based on giving the students abilities to think better the economic processes in the business world, entrepreneurship and multiculturalism. Based on the criticism that I try to express in this research which is mainly the lack of an integral view of life instead only an integral view of the professional and business world, the study is aimed to report the current model development so that in chapter 5 a report can be made of the new activities included in the curricula of the schools and universities of “Oriente” as a result of this research work.

3.3.2 The model

The model is named “Millennium Project” and is based on providing to the students of primary school and University the basics of the entrepreneurial thinking to give a plus to the common education curricula. It is based on the innovation of education focused on the students’ active learning, network and collaborative learning supported by the technologies of the information and the ability to speak other languages as a tool of multiculturalism that the entrepreneur world needs.

The aim of the curricula of business entrepreneurship at all levels of education is achieved through continuous repetition of operation of thinking that may stimulate the intellect into processes that can be made, as a result, on a systematic and deliberated way for the future professional life.

The aims of the 2 most important topics of the model are:

3.3.2.1 Entrepreneurial talent education

“Integrate into the professional and personal life, the importance of transferring resources, from areas of low productivity to areas of high productivity (financial, material, technological resources, human talent management, infostructure, etc.)”

The following table is the general program of the entrepreneurial talent education that is adapted and applied depending on the level on education:

HOURS	TOPICS	AIM
10	1. Description of the collaborative work 1.1 Identification of individual behaviors in collaborative work 1.2 Development of collaborative work in the face of problems 1.3 Leadership and collaborative work	Identify the elements that lead to collaborative work oriented to previously established results through results-based management
10	1. Competitive advantages 1.1 The value chain and the creation of a corporate capacity 1.2 The organizational competences 1.3 Strength and competitive advantage 1.4 Strategic thinking Approach of competitive strategies in adverse environments.	Identify the organizational attributes to develop capabilities and competitive advantages that allow creating in an outstanding company in an industry, through strategic thinking.
14	1. High Performance Teams 1.1 The codes of honor implicit in high performance teams. 1.2 The roles in the members of a team. 1.3 Creating powerful codes from the mission, the call to battle. 1.4 The maintenance of codes 1.5 The importance of leadership by levels.	Identify and simulate the establishment of honor codes in high performance teams, to establish effective leadership processes, through competency and empowerment models.
30	1. The Entrepreneur 1.1 Matrix of responsibilities 1.2 Control Tools 1.3 Establishment of relevant action routes 1.4 Continuous improvement	Identify the project management process to assign responsibilities and consolidate the scope of pre-established goals based on continuous improvement.

Source: Study program base of the “Universidad de Oriente” – National Rectorate

3.3.2.2 Business Intelligence

“Integrate into the professional or personal life the conceptualization to apply the appropriate techniques for the elaboration of a business plan for its evaluation, approval and support before competent committees and organizations that can fund projects.”

(Note for the chapter 5: The aim will be to add other courses to the curricula and a description and structure of the programs more integral and focus for the human)

The following table is the general program of business that is adapted and applied depending on the level on education:

HOURS	TOPICS	AIMS
12	1. Introduction to business 1.1 Deciding to open a business 1.2 Identifying the business opportunity 1.3 Process and problems of creating a new business 1.4 Creating the business profile	Identify a business project and the opportunity
12	2. Organizational design 2.1 Mission and Vision of the business 2.2 Organic structure 2.3 Legal processes 2.4 Registering brands and patents	Entrepreneurship management
12	3. Market study 3.1 Basic concepts 3.2 Research tips 3.3 Market segmentation	Market studies
12	4. Financial study 4.1 Financial study 4.2 Costs determination 4.3 Equilibrium point	Determine the financial viability

Source: Study program base of the “Universidad de Oriente” – National Rectorate

3.3.2.3 Extracurricular programs

The program is followed by a set of extracurricular activities that are oriented to the community, adapted to all ages with the aim to enroll students of all levels of education into the business mindset and the practice the of business management. The following program is named “The entrepreneurship radar” and the University and high school promote it permanently in order to find projects that may be economically profitable or at least as a practical training on business. The idea for the next chapter is to make changes not only to the general curricula but also to this program by adding the integral education vision, a more humanistic perspective not only focused on the technical/professional education.

“The entrepreneurship radar” is the most important extracurricular activity of the education model in the schools and universities of “Oriente”, it is aimed to search for the most creative minds on campus and to motivate the community to propose innovation ideas with entrepreneurship aspirations through the coaching and fellowship from the professors and professionals that collaborate with the schools. Once the ideas are analyzed the rectorate select the projects that may best be profitable or that may have an important influence on the industry or technologies.

Mentoring, coaching and formulation of businesses is key for the work between students and the professionals.

The program is managed by a platform hosted on the website of the “Universidad de Oriente” and the “School Saint Angel”. This online platform aims to provide a space to connect experts in various scientific areas. The national and international mentors have the purpose of giving scientific support and to share their know-how to push ideas. Mentors can be freely contacted by students through the platform (University of Oriente, 2017).

The radar of Innovation and Entrepreneurship



Source: Universidad de Oriente (2017). Proyecto Millenium.

So, the program is composed by “Solutions, networking and financial support or Project angels”, “Mentoring and Coaching”, “Online Platform”, “Alumni, Professors and External Community”, “Organization”, “Actions and Fellowship” and “Evaluation of the model steps of Innovation”.

It is in the “Evaluation of the model steps of Innovation” where this research aims to make one of the most important input of elements to add a social and human center responsible vision and filter for the business ideas evaluation. It will be developed in chapter 5 so that by 2019 the program could be added and by September and December 2019 have its first results.

For the current model the base element to include in the education of students is the capacity to evaluate businesses and that this will let them achieve their goals in life. The steps for the evaluation on businesses as described by the rectorate documents (Universidad de Oriente, 2017):

“Any idea that wants to be projected must have a formulation of the investment project, which will give clarity to the students themselves or the entrepreneur to where they should walk to achieve their goals. There are 4 main stages in which the innovator and entrepreneur should focus, be it a high school or University student. In the planning and execution of projects as a decision process there are several stages connected in such a way that the product of one stage becomes the input of the next. As the realization of the project moves through the different stages, technical, economic and marketing considerations are combined or constantly happening, which allow us to decide on the best execution, on the vision that will lead to success.

(1) Development of the idea

In this stage the conception of the idea, the mission, the vision and its introduction are contemplated.

(2) Technical study

This stage considers from the production process to the distribution of the product or service to the final consumer. It should include the description and costs of supplies, transport and storage of raw materials, the organizational chart of the productive and administrative area, salaries, cost of machinery, land, industrial plant, packaging, packaging, as well as the logistic costs of transportation until the product or service reaches its final customer. In this stage, the sensitivity of the mentors enters to adapt the technical study to the needs of the project or idea.

At this stage, the advice of multidisciplinary experts and commitment as a researcher of the student is recommended. This stage will feed the financial study in terms of initial investment and variable costs.

(3) Marketing

In this stage the market study of the product or service is contemplated, in the case of technological or scientific innovations, its degree of social, political and economic influence. In the case of products and services, the analysis of the level of demand of the target market is carried out, the competition, prices, political, social and economic scenario are studied, among other factors that could affect the viability to penetrate the market. In this stage the expected sales are projected from the start up to the third or fifth year, in such a way that the financial plan is assertively fed, since the expected sales will determine an expected income that will compromise the Return Rate of the Investment, that is to say, the viability of the project.

It is recommended, for school, the advice of professors of marketing, graphic design, university students of related areas to develop with professionalism this important stage in the training of professionals and of any project or innovative idea.

For the university level, the interaction of the university students with the marketing department of the CEO is recommended, as well as the advice of mentors and professors of marketing, creativity and sales matters.

(4) Financial sustainability study

This stage is the product of an exhaustive and assertive work in the preceding formulation stages, the technical study and the marketing mix. In summary, the technical study will provide information on the initial investment and variable costs of the operation of the company that, with the projected sales according to the market

study, it will be known in which year of life of the project the investment would be recovered.

Expert professors in mathematics, accounting, finance and marketing will be required to advise students in the projection of the Internal Rate of Return on Investment through the financial runs.”

After this description we can get to confirm what are the priorities of today's education, it is clear the priority is not the education of the human itself but a good performance of the individual as an economic agent of economic transformation and not an agent of transformation of life. The good thing is that the community and the institutions are aware of this and open to accept adaptations to their programs for the good of education and for the good of the society. That work would be proposed on next chapter 5.

Chapter 4

Curricular integration in education for an integral development of emerging economies

Chapter Index

4.1 Description and aims of the model practical application

4.2 First step (Focus group with teachers and sensibilization work

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4.4.1.1 Preschool developed new programs

4.4.1.2 Elementary school developed new programs

4.4.1.3 Secondary school developed new programs

4.4.1.4 High school developed new programs

4.4.2 University curricula new integrations

Abstract

In this final chapter present the results of two years of cooperation with the University and schools of Oriente and three years of research on this thesis. The first achieved aims were the sensibilization of teachers and the school managers about the needs of a more integral view on their education curricula, worked that was developed on summer 2017. The second step was that of analyzing all the documents from the programs and curricula of the institutional curricular model and propose modifications to the extracurricular programs and to the curricular lessons, adding the sense of integral education discussed in this work. The modifications were proposed on two fronts, the first was on the extracurricular model of entrepreneurship education and the second on the implementations to the curricular lessons at all level, from elementary school until PhD students. An integral model with the aim of a more complete and real education was designed and is currently on process of implementation. The third step was that of achieving the implementation of the program adequations and to measure the first results.

Key words: *Sensibilization, education curricula, results, implementation, curricular model*

Abstract in italiano

In questo capitolo finale presenterò i risultati di due anni di cooperazione con l'Università e le scuole di Oriente. I primi obiettivi raggiunti sono stati la sensibilizzazione degli insegnanti e dei dirigenti scolastici sulle esigenze di una visione più integrale dei loro programmi di studio, che è stata sviluppata nell'estate 2017. Il secondo passo è stato quello di analizzare tutti i documenti dei programmi di studio del modello curricolare istituzionale e proporre modifiche ai programmi extrascolastici e alle lezioni curriculari, aggiungendo il senso dell'educazione integrale discussa in questo lavoro. Le modifiche sono state proposte su due fronti, il primo sul modello extrascolastico dell'educazione all'imprenditorialità e il secondo sulle implementazioni alle lezioni curriculari a tutti i livelli, dalla scuola elementare fino agli studenti di dottorato. Un modello integrale con l'obiettivo di un'educazione più completa è stato progettato ed è attualmente in fase di implementazione.

Parole chiave: *Sensibilizzazione, curricula, risultati, implementazione, modello curricolare*

4.1 Description and aims of the model practical application

As explained in chapter 3, the case studied from the Mexican education institution and the proposal and implementation on their curricula was aimed to have a real approach to the discussions and criticism driven in the first chapters of this paperwork. The University and Schools of Oriente opened their doors to this research and the results were exciting. The first step in the cooperation started by having the chance to stay close to the teacher's preparation for the new coming school year period of 2017-2018 that usually takes place by summer. During the month of July 2017, I developed a course for teachers with the aim of sensitize them into the problems of education discussed in this work in order to provide them with a more critical view and find together new ways to approach the education.

The second step was to make a first proposal of curricular adaptation mainly focused on the extracurricular model of entrepreneurial education; this was finally proposed by December 2017. The third step was that of developing and proposing new lessons into the curricula of all levels of educations, from elementary schools at first year, until the PhD lessons of the University of the institution. For the proposal, a place for a teacher preferably a researcher with the responsibility of following and coaching professors was also integrated. In the following part of this chapter comes the presentation of the proposals and implementation plan that would may be followed further after the end of this research on 2020.

4.2 First Step (Focus group with teachers and sensibilization work)

The first work progress was a two complete day program developed to the teachers with the aim to sensitize them on the need of a more integral view of life, not only focused on business but also on human preservation and the human itself. It was also an activity aimed to do a focus group with teachers to get feedbacks with recommendations and information about the areas they would be interested to cooperate more and the areas they would be weak to cooperate in the short term.

Focus Group Day 1

Part 1

- Introduction and presentation of the thesis work arguments;
- What is Mindfulness and why it is important to start the school day with this practice;
- The importance of not using too much social digital items during classes to avoid distractions and the flourishing of creativity;
- Mindfulness activity guided by the psychologist Professor Zamora

Part 2

- Presentation of the new coming reforms and updates to the education model of the Mexican public education and their implications and relations with the project's arguments;
- Video about the education reform and the importance of a creative mind (improving the minds of Mexican kids and youth);
- Introduction to main topics of research and questionnaire;
- Table of Discussions;

- Explanation and presentation of the new curricular model draft and discussion;
- Feedback and compromises:

Focus Group Questionnaire

Evaluation of the Imagination, Creativity, Innovation and Entrepreneurship workshop

Name: _____ Date: 15 July 2017

1. What is the Milenium Project?
2. What are the phases to undertake that comprises the training model?
3. What is the difference between creativity and innovation?
4. Explain what constitutes the relaxation model to create. Create a conceptual map of the process and describe the importance of emptying the mind.
5. What are the principles of the model?
6. Name at least 2 characteristics of creative people and 2 blocks to creativity.
7. Name the spaces that are part of the formation model of the Project
8. Name at least 5 creativity techniques that will be used as part of the training.
9. What are the filters for the evaluation of projects, ideas and innovations?
10. Describe your experience in the workshop received.

Main Topics of discussion

- Multiple intelligences and flexibility in Skills in the professional world;
- Creating today the schools and the education of tomorrow;
- Imagination:
 - (1) Teachers express what they consider to be the definition of this concept,
 - (2) Game for the mind,
 - (3) “How great is the mind of a kid”
- Foment creativity

- (1) Video titled. "The secrets of creativity",
 - (2) Successful cases of creation by focusing on the human creation instead of money creation.
- Critics to Entrepreneurship and construction of a new Entrepreneurship integral vision
- (1) Teachers express what they consider to be the definition of this concept.
- Game: becoming students again

Focus Group Day 2

Part 1

Note: Teachers were requested to assist to the practice dressed con funny customs as an exercise of disruptiveness.

- Reaching the project aims: The importance of the sense of community and collaborative work;
- Community, partnership and Trust definition and exercise:
Exercise: A teacher give a candy to eat to another teacher with eyes covered to study the process of emotions going through to reach confidence;
- What blocks creativity? / The 6-color hat practice
- Feedback and discussion about the extracurricular programs of entrepreneurship education
- Mindfulness exercises
- Creating special infrastructure for the model?
- Evaluating the filters of valuation of the entrepreneurship ideas

4.2.1 Results (fellowship)

One first result was the positive response of the teachers and the important feedback they provided for the realization of the part two of the project which is the projection proposal of the adequations to the curricula. All together prepared a reference and fellowship program document that became official for all the schools and universities of “Oriente”. The base work provided by this research is done and its now responsibility of the institution, of all professors and the new professor figure designed in this research that will give fellowship to the development and evolution of the project.

Job Name: Milenium Teacher

Reports to: Level management

Number of people in the position: 1

Generic Description of Functions:

The Millennium Project teacher requires a comprehensive vision based on skills, abilities and / or knowledge mainly in three areas, the first is psychology, the second is the mastery of concepts, tools and methods of administration and / or financial accounting, and finally the openness to technology and the minimum knowledge about contemporary technological uses and advances.

The teacher preferably requires for the educational experiences of the integral education project:

- Bachelor's or master's degree in Psychology, Philosophy or Education with:

Bachelor's or master's degree in Administration or related

Bachelor's or master's degree in Administration, Finance, Actuarial, Economics, accounting or related.

Specific Description of Functions:

- Sensitivity and willingness to capture ideas and projects;
- Coaching capacity to promote innovative ideas and projects;
- Ability to distinguish, analyze and promote social responsibility, political, environmental and economic sustainability, financial sustainability and technological vision in all projects or ideas, as well as in the activities to be undertaken during the development of the subjects;
- Ability to solve problems with the use of creativity;
- Know the concepts related to the phases of the model and its application in daily life, such as imagination, creativity, innovation and entrepreneurship;
- Check updating in new schemes and development of business models;
- Have training and experience in the approach of projects with financial sustainability;
- Present experience in the development and management of human talent, especially projects that have promoted collaborative work, conflict resolution and high-performance work teams;
- Skills and knowledge in the field of marketing and sales;
- Notions or experience in the incubation of investment projects;
- Work or academic experience linked to social responsibility and sense of acting humanist;
- Notions or experience in the generation of codes of ethics and / or honor in collaborative work or high-performance teams;
- Knowledge related to the organization and structuring of businesses and projects;

- Present a disposition and cognitive openness towards technological projects and cutting-edge technological uses;
- Experience or skills related to strategic negotiation techniques that result in mentoring or coaching for significant learning of university students.

Work relationships:

General Direction, Level Direction, Language Directorate Academic Coordinators, parents, teachers and students.

Minimum experience of 2 years

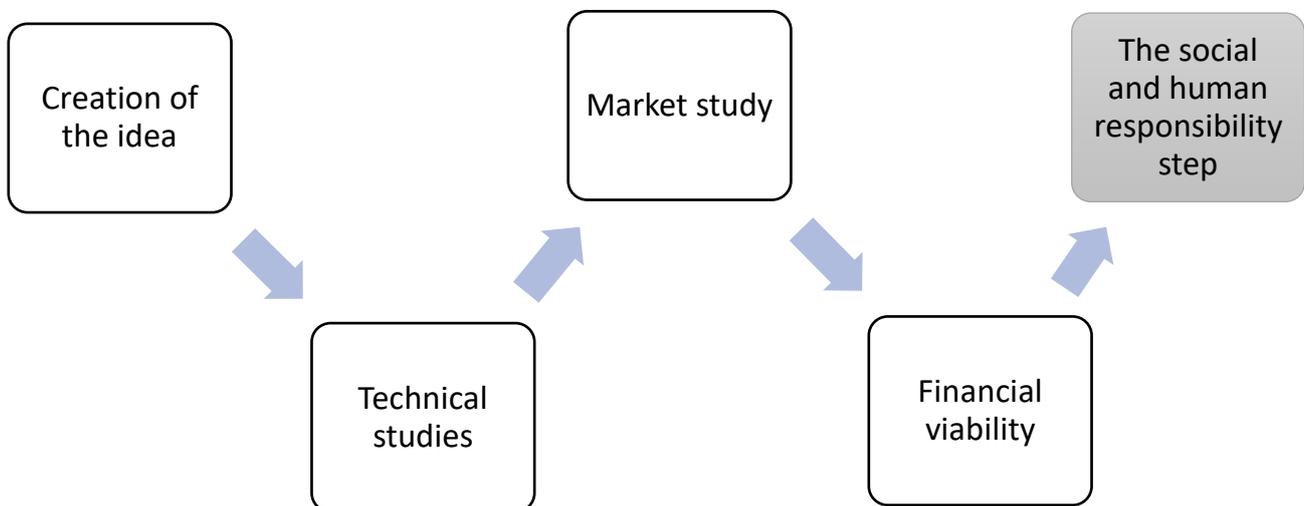
Values: Innovative, Creative, entrepreneurial, collaborative, flexible, analytical, assertive, proactive, conflict management, human relations and communication, responsible.

4.3 Step two: Extracurricular Education Programs Adequation

This part of the work development case comprehends the included adequations to the extracurricular program of entrepreneurship education and the inclusion of new lectures designed based on integral education.

The extracurricular model of entrepreneurship comprehends 4 main development areas: “Creation of the idea”, “Technical studies”, “Market study” and “Financial viability”. “The social and human responsibility step” was included as a new development area on the entrepreneurship education as a result of the focus group made with the professors on summer 2017 and months of work looking for addition that may be aligned to this research’s vision¹.

Figure 4.1 The new entrepreneurship education program composition



¹ The program’s general process of study was approved by unanimity by the rectorate council which took place on summer 2018 and published on the school and university webpage. Visit: [<https://www.uo.edu.mx/vida-estudiantil/radar-de-emprendimiento>]

The institution of “Oriente” offers every scholar year the chance to provide funds to the sum of 50 thousand euros or more depending on the impact economic and technological but now with the new program vision the projects must have an impact not only to the society but also on the growth of human itself.¹ The new admission for the economic financial support is a “*Level one*” based on a human centered responsibility impact.

“Level one of projects’ admission for financial support”

Part of a creative idea, innovative, that provides a benefit to humanity, that is a differentiating activity or idea with the potential to be a driver of social, technological, economic, political or environmental change, considering the target market if it is a product or service identifying what region, society or culture the idea is aimed at. It complies with stage 1 of the formulation of an investment project in which the development of the idea, mission and vision is contemplated.

In addition, the idea complies with 3 of the CEO's entrepreneurship model filters:

- . Imaginative and creative filter

- . Sustainability

- . Technology: How does the idea make use of technology?

- . Social, cultural, economic, political responsibility and/or human responsibility

The Project contemplates now a comprehensive vision that responds to the need for innovation and now undertakes a differentiation, transcendental in the life of human

¹ The program “Entrepreneurship radar” which is part of the entrepreneurship education program;

beings to ensure real success. The projects can be uploaded through the online platform on the web page.¹

“Level two of projects’ admission for financial support”

Once the requirements of level 1 have been met, the project must have the financial sustainability analysis (Balance Point, IRR, Net Present Value). If the project is altruistic, it must present a financing plan, if it is an invention or a technological, political, economic or environmental solution, it must present at least a general planning of costs and needs to be promoted.

Level 2 contemplates at least three of the four phases of the formulation of an investment project, which means that it requires review and advice for incubation decision making.

“Level three of projects’ admission for financial support”

The project must present in its entirety the formulation of an investment project, that is, development of the idea, market analysis, technical and financial, will be ready to apply for the contest for the granting of funds to boost innovation and entrepreneurship.

¹ The Students can now check their level and apply for financial support, they can also contact coaches from all Mexico and international to get free fellowship. Find at: [<https://www.uo.edu.mx/vida-estudiantil/radar-de-emprendimiento>]

4.4 Step three: Education Programs Curricula Adequation

As a compromise for the research and because of the first results of the field work by approaching professors and modifying the extracurricular programs for the elementary, secondary and university the next step was that of developing additional programs to the curricula of schools and the University.

The additional programs were added to the curricula of each level of education from kindergarten to high school and from bachelor's degrees and engineering programs to PhD programs. As discussed through the research, the main aim of the additional programs is that of leading the children and young students spaces to open their minds to creativity and to a more integral and human centered view of the world and not only that of using education as an step to achieve professional and economic social upgrade.

After analyzed the first results of the extracurricular programs adequations. The new programs were approved by national University and consortium council and will gradually start to be applied from 2020. Before the education proposal all the programs had business education as base, but after this research field work the schools and university will have a complete structured and registered under mexican law for private education.

The model is based on a four-step assumption deducted together with teachers during summer 2017 focus groups based on this research criticism and theoretical approach. First, "imagination" seen as a first step of the model. Intending imagination as a necessary tool to free the mind and thinking of emerging societies. Second, "Creativity", seen as a result of imagination and step for the creation of a better future and irruption of the current economic and social path. Third, "innovation" understood as the process of change and finally "entrepreneurship" which maintains the business education as a necessary tool of

action. The aim is that of seeing this program as providing the “Homo economicus” not only tools for the economic life but a vision and sensibilization to a more comprehensive and sustainable mindset.

New curricula implementation for:

-*Preschool and elementary school* (5-year program from 5 years old to 9 years old)

“Imagination and Creativity Training”

-*Secondary school* (6-year program from 10 years old to 15 years old)

“Creativity Training and Entrepreneurship”

- *High school* (3 years program from 16 years old to 18 years old)

“Thinking Innovation and Entrepreneurship”

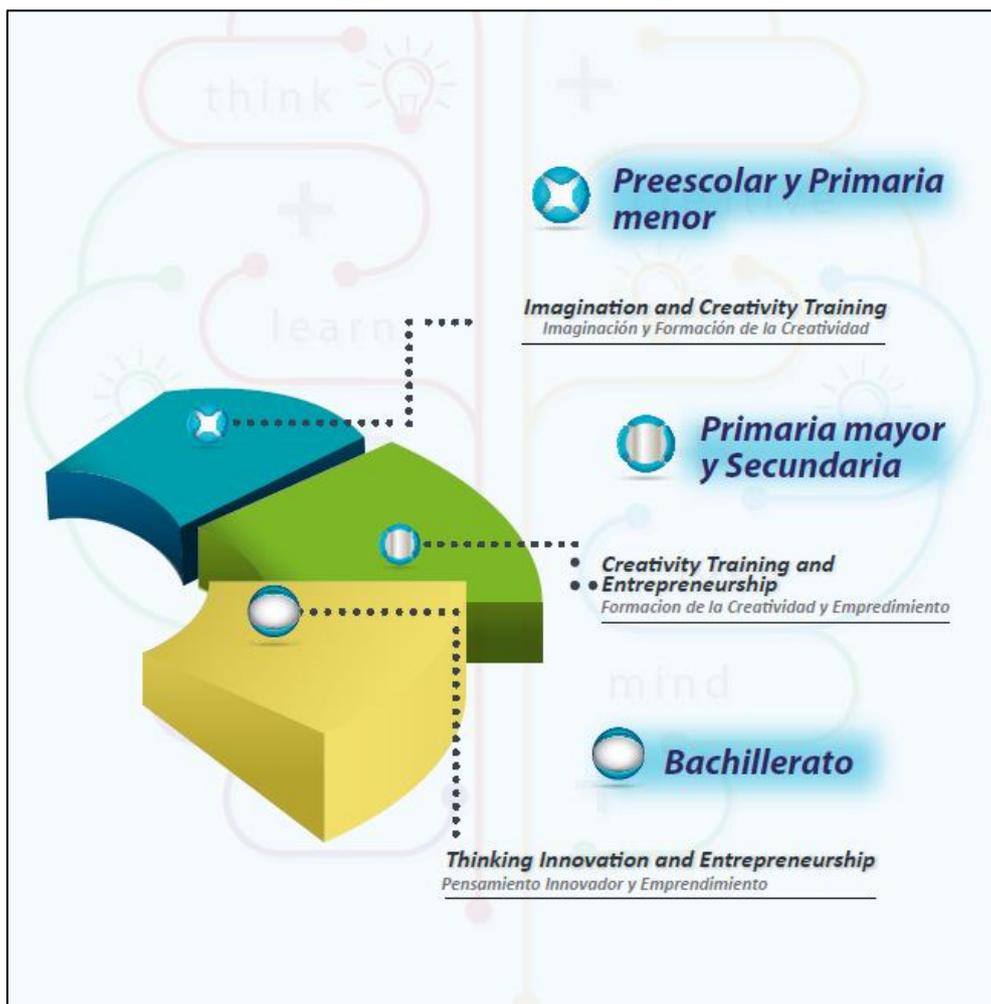


Figure 4.2 Made in collaboration with teachers from the basic education schools

New curricula implementation for:

- *Bachelor's degrees*

(5 programs for 4-year degrees)

“Leadership and Human Development”; “Human Creativity”; “Thinking Innovation”; “Business Intelligence” and “Consolidation of entrepreneurship talent”

- *Master's degrees*

(3 programs for 2-year degrees)

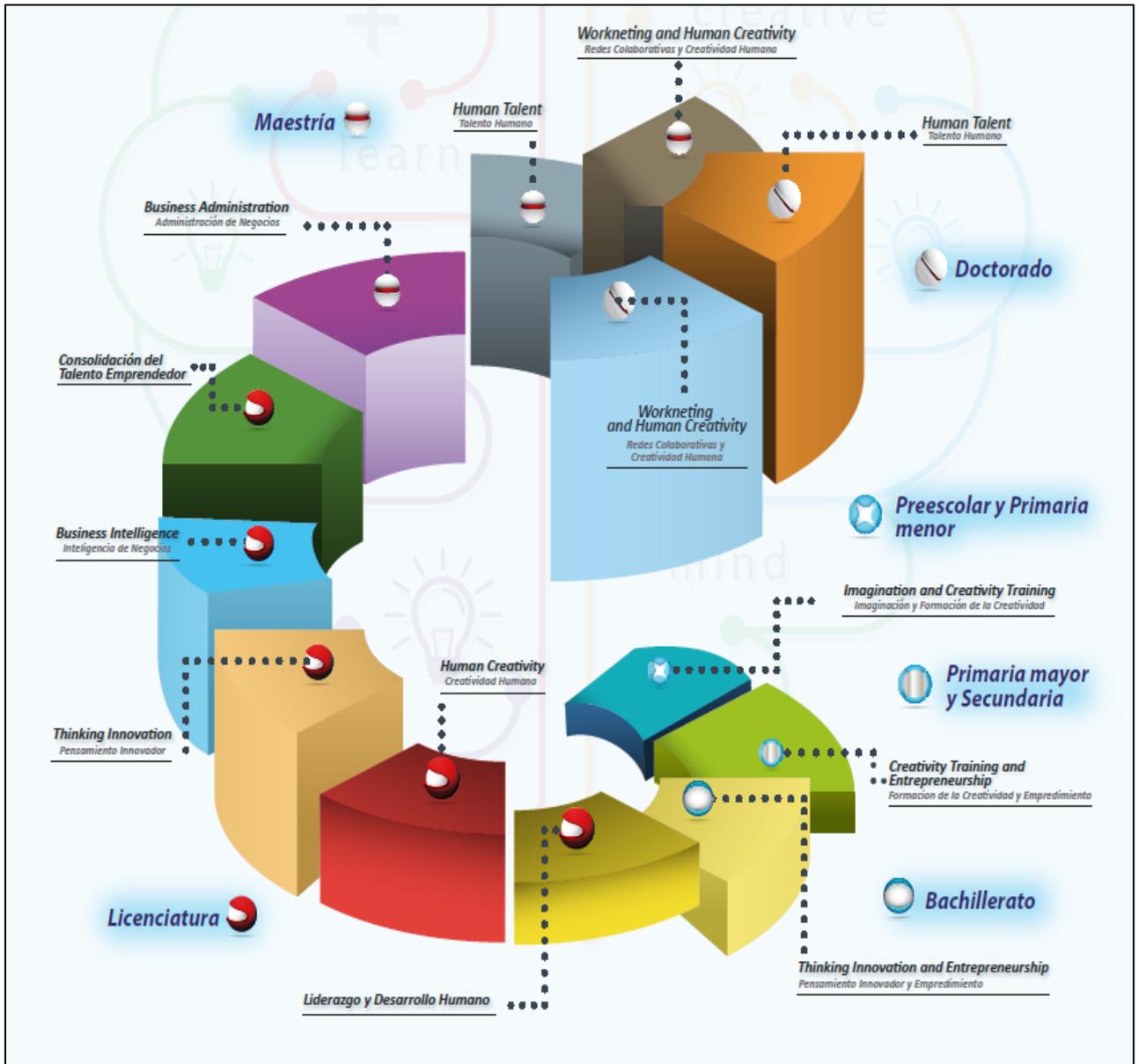
“Business Administration”; “Human Talent” and “Work-netting and Human Creativity”

- *PhD*

(2 programs for 2-year degrees)

“Human Talent” and “Work-netting and Human creativity”.

Figure 4.3 New curricula implementation for all levels of education of the private education institution “Consortio Educativo de Oriente”



Made in collaboration University campuses and Schools professors and teachers.

4.4.1 Basic education curricula new integrations

The integrations for the basic elementary education were developed based on the vision of this research work and from the focus group discussions on summer 2017 with teachers from these years of education. In this part I present the new programs to be added on the curricula by 2020 from kindergarten until high school. It is important to mention that the schools invested on building a new activity room for all these new programs named “The creativity room” (Appendix chapter 5).

From creativity to Innovation (From creativity to innovation)

The changing world forces us to propose solutions and formulate hypotheses. The propositional action is closely linked to the creative process. Therefore, it is necessary to build creative minds from an early age as a means of development and motivation towards a natural attitude of creation.

In this area, defined strategies are developed for preschool and primary school children that trigger decision making, imagination, critical and practical understanding that lead to a mind that builds ideas and integral solutions with an integral vision of the world.

Thinking Innovation and Entrepreneurship

Living in a complex and changing world requires young people with an attitude of innovation towards life. This subject seeks to strengthen high school youth through the development of creative thinking focused on the creation, development and improvement of solutions, products and services not only for profit but an integral, sustainable and human centered base of existence.

4.4.1.1 Preschool developed new programs

- (1) Value or Focus: Transcendence and human development/Methodology applied: Fantastic Analogy; Socialized (group strategy).
- (2) Value or Focus: Health and Environment/ Methodology applied: Active (Develop trust, autonomy, and direct experience); Analytical: Free association.
- (3) Value or Focus: Alternative projects/ Methodology applied: Forced relations; Creative psychomotor skills.
- (4) Value or Focus: Information management/ Methodology applied: Da Vinci / SCAMPER techniques; Analytical.
- (5) Other methodologies applied: Inverted Learning, social-formative projects, collaboration and cooperation networks.

Special methodologies for a creative mind:

- Fantastic Analogy
- Free association
- Forced relations
- Inverted Learning
- Creative psychomotor skills

Competences focused on a more ethic and human collaborative mind:

- Socialized (group strategy)
- Active (Develop trust, autonomy, and direct experience)
- social-formative projects
- collaboration and cooperation networks

(First year)

Program developed for 3-year-old kindergarten students.

Table 4.1 Preschool developed new programs

Preschooler								
Bimester	Hours	First year	Competences Focus	Method	Results	Work type	Key area	Space
I	9	The super glasses of creativity	Transcendence and human development	Fantastic Analogy	Create a clothesline which contains drawings that were created from the observation of 4 places or scenes. Observe the same image twice and set dates with the teacher's help.	Individual	Imagination	Yard
II	8	A green wave	Health and Environment	Active (Develop trust, autonomy, and direct experience)	Present an exhibition with products made in class: sprouts, a plant, a small compost, recycled paper and caring for a small pet (turtle). Prepare a grass doll (the figure is chosen by the student) to show recycling, composting and sprouting, at the same time the student will be responsible for the care of the grass doll, which he will adopt. material: medium, pieces of eva rubber, sawdust, grass and / or birdseed seeds, container and water.	Individual / Collaborative	Imagination and creativity	Heath garden
III	8	Cucurumbé	Transcendence and human development	Socialized (group strategy)	Create musical instruments with recycled material. Invent dances and mixed movements for that song. Presentation with parents.	Individual / Collaborative	Creativity and innovation	Classroom
IV	8	Ratis man	Health and Environment	Analytical	Create a craft for your home and give away on May 10 with recycled	Individual	Imagination and creativity	Classroom
V	8	Miau, miao & guau guau	Health and Environment	Fantastic Analogy	Create a mask of an animal and perform a simulation where you visualize how animals play in the forest and how they behave.	Individual	Imagination and creativity	Classroom

(Second year)

Program developed for 4-year-old kindergarten students.

Table 4.2 Preschool developed new programs

Bimester	Hours	Second year	Competences Focus	Method	Results	Work type	Key area	Space
I	8	Soy un cavernícola	Health and Environment	Free association	Build a collage that shows animals, objects, plants, prehistoric clothing	Individual	Creativity	Creativity room
II	8	El león que comía pasto	Alternative projects	Forced relations	Perform a play exemplifying the family of the animal kingdom with puppets made of socks	Individual / Collaborative	Imagination	Creativity room
III	8	Ahí vienen los Reyes	Information management	Analytical	Prepare gises from the following materials: rolls of sanitary paper, plaster, dyes, water, a container. The students will create a mural where they express their feelings about the tradition of the arrival of the Magic Kings	Collaborative	Creativity	Creativity room
IV	8	Chuchef	Alternative projects	Creative psychomotor skills	Observe the evolution that food undergoes when processed. Make a jelly to which seasonal fruits are added, you can use various molds to cut the fruit and incorporate it into the jelly.	Individual	Human development	Creativity room
V	8	El laberinto de Alicia	Social project	Fish pool / Synectics	Work with mixed students of the groups during these classes to design a story where they must go through a maze. At the end of the unit, couples must be integrated to go through the maze together (helped by an adult, video and how to handle the uncertainty)	Individual / Collaborative	Human development	Yard

See appendix for Creativity Room Development pictures.

(Third year)

Program developed for 5-year-old kindergarten students.

Table 4.3 Preschool developed new programs

Bimester	Hours	First year	Competences Focus	Method	Results	Work type	Key area	Space
I	8	Mi árbol familiar	Information management / Transcendence	Da Vinci / SCAMPER techniques	Create a genealogical album either in drawing, clippings and recycled material, in albanene paper, cardboard, ingres and canson, cardboard illustration or watercolor paper from two ascending generations.	Individual / Collaborative	Creativity	Classroom
II	8	Me lo dijo Don Durazno	Health and Environment	Fantastic Analogy	Invent and draw a story of the evolution of how the health garden is built (evolution of trees) SCULPTURE, PAINTING, ART, MUSIC, MASS TO MOLD. COMPETENCES: ART AND THEATER	Individual	Creativity	Health Garden
III	8	Soy un super niño (a)	Health and Environment	Creative psychomotor skills	Create an album where a forest is drawn simultaneously with both hands and write the name of the drawing on both products	Individual	Imagination	Creativity room
IV	8	Do-Re-Mix	Transcendence and human development	Synectics	Present a melody with objects from home or school simulating that they are instruments and present an art mini-gallery. Reproduce some work of a famous painter.	Individual / Collaborative	Imagination	Creativity room
V	8	Veo, escucho, toco, huelo, pruebo y PIENSO	Transcendence and human development	Analytical thinking	Represent a play where the characteristics of the senses are shown	Individual / Collaborative	Creativity	Yard

4.4.1.2Elementary school developed new programs

The programs were developed for one program for each academic year. Mexican elementary school comprehends first year from 6 years old to sixth year at 12 years old.

Each year is divided in 5 bimesters, one focused activity for each bimester.

Special methodologies used for a creative mind:

- Fantastic Analogy
- Free association
- Forced relations
- Creative visualization
- Creative psychomotor skills (De la Torre, 2010)
- Fish pool / Synectic

Competences focused on a more ethic and human collaborative mind:

- Active (Develop trust, autonomy, and direct experience)
- SCAMPER / Analytical Thinking
- Social project
- Transcendence and Human Development
- Information management

Table 4.4 First year elementary school developed new programs

Hours per Bimester	Aims	Competences	Method	Activity to develop	Area	Room
9	Create stories and / or stories through visualizing images of nature and / or characters from the story	Transcendence and human development / Naturalist Intelligence	Fantastic Analogy	Create a gallery of drawings that represents a story or a story of a character invented by them. The story should have a cut in half where the student draws the other half.	Imagination	Creativity room
8	Create objects with recycled materials and / or garbage that help everyday activities	Health and environment / Naturalist Intelligence	Active (Develop trust, autonomy, and direct experience)	Create an exhibition of objects with recycled material that they use at school or at home, explaining their use and handling.	Imagination and creativity	Yard
8	Improve rhythmic and expressive capacity through feeling and enjoying music	Alternative projects / Musical intelligence	Creative visualization	Match dance styles and mix them with musical genres. Make a dance presentation, the style must be created by the student and must include the movement of the whole body.	Creativity	Creativity room
8	Relate stories, stories or cartoons with sensations that can be transmitted through art	Transcendence and human development / Linguistic intelligence - verbal	Fantastic Analogy	Create posters and objects made with mass to model that are the results of stories, stories and cartoons told in class. Place the name on each product.	Imagination and creativity	Creativity room
8	Create and invent objects and / or animals through geometric figures	Health and environment / Logical-mathematical intelligence / Interpersonal	Fantastic Analogy	Make an exhibition of 10 animals through the tan gram	Imagination and creativity	Creativity room

Program developed for 6-year-old elementary school students.

Table 4.5 Second year elementary school developed new programs

Hours per Bimester	Aims	Competences	Method	Activity to develop	Area	Room
9	Imagine the environment of ecosystems and what species they inhabit and how they are shaped	Health and environment / Intelligence	Free association	In a gallery present the drawings that are the result of combining two animals and giving the name. Explain what you eat, when you sleep and what friends you have.	Imagination and creativity	Creativity room
8	Match objects, animals, plants with the alphabet	Information Management / Linguistic Intelligence	Forced relationship	Create curtains where the alphabet is placed, the student will place three images that start with each letter	Imagination	Creativity room
8	Combine colors and materials with different sizes to create original designs	Alternative projects	Analytical Method	Make necklaces and bracelets with different colors and shapes with materials of your liking. Subsequently give a companion.	Creativity	Creativity room
8	Combine associated ingredients to create new dishes of colors and flavors	Alternative projects	Creative psychomotor skills	Invent a dish and explain what the parents contain and taste in their day.	Human development	Creativity room
8	Integrate the students of the two groups to socialize and exchange emotions	Transcendence and human development	Fish pool / Synectics	The students will create their park of human fun, where the games are simulated and characterized by them.	Human development	Yard

Program developed for 7-year-old elementary school students.

Table 4.6 Third year elementary school developed new programs

Hours per Bimester	Aims	Competences	Method	Activity to develop	Area	Room
9	Relate your family environment, explore your social core and the habits of your grandparents	Transcendence and human development	Personal Analogy	Create a family member using material titles	Creativity	Creativity room
8	Imagine how they can stage stories or stories through body parts, socialize goals and build stories from the exchange of ideas	Transcendence and human development	Fantastic Analogy	Create a story or story between three, then develop shadow puppets in the patio or living room with artificial light	Creativity	Yard
8	imagine how you can build various objects with wood materials and how to create places in the world	Alternative projects	Guided Discovery	Create a city of the student's choice with wooden sticks, abatelenguas and color	Creativity	Creativity room
8	Imagine how they can create sounds, imitate animals through voice or various objects	Information management	Fantastic Analogy - Playful	Create animal noises or object sounds using different previously recorded resources. Parents will try to guess them.	Creativity	Creativity room
8	Imagine and visualize the life of a character and how to use various materials to represent them.	Information management	Fantastic Analogy	Create an exhibition with recycled materials or that we throw to represent them with the things that the student thinks the Mary Poppins bag contains.	Imagination and creativity	Creativity room

Program developed for 8-year-old elementary school students.

Table 4.7 Fourth year elementary school developed new programs

Hours per Bimester	Aims	Competences	Method	Activity to develop	Area	Room
8	Know the effects of concentration and relaxation to increase personal performance	Transcendence and Human Development / Creativity	Free association and relaxation	Create an image from your sensations with different sounds, smells, environments, objects	human development	Creativity room
8	Imagine how through the colored paper you can create different figures to tell stories	Information management	Creative visualization	Invent a story where you can represent through objects, animals or things with origami and origami techniques	Imagination and creativity	Creativity room
8	Increase recreation and content through games, dances, songs, riddles, tongue twisters and other factors that stimulate learning and invite, in a pleasant way, to be more cooperative, friendly, brave and responsible.	Transcendence and Human Development / Health and environment	Creative visualization	Develop a mural that represents the outstanding values of friendship. Apply the technique of R. P. Crawford, Attribute List in which students will describe the attributes of two of their classmates.	Imagination and creativity	Creativity room
8	Develop and stimulate creativity and collaborative work through exercises and team activities.	Transcendence and Human Development / Creativity	Analytical thinking / Analog approach / intuition	Prepare a collage where drawings made in bins are presented in which a partner gives directions and the second draws them.	Imagination and creativity	Creativity room
9	Create bonds of love between the family, value the work and dedication that parents have with their children, in which the little ones appreciate the family they have.	Creativity / Innovation	Mental maps	Invent a letter for dad, mom or both, drawing or cutting pictures, where they express their love and gratitude for being with them. Avoid writing texts	Imagination and creativity	Creativity room

Program developed for 9-year-old elementary school students.

Table 4.8 Fifth year elementary school developed new programs

Hours per Bimester	Aims	Competences	Method	Activity to develop	Area	Room
8	Understand the types of temperaments (blood, choleric, melancholic and phlematic) to monitor the mood and / or motivation to do things	Information management	Analytical thinking	Relate the types of temperaments with their way of being and acting. Inventing a song that talks about his temper. In a table that will be in the classroom with the names of all students and for a whole week, the student must self-assess the beginning and end of the school day, at the end of the week he will write a song about the changes he experienced during the week.	human development	Creativity room
8	Enhance the imagination of the student through creativity techniques to create fantastic stories	Creativity / Innovation	Free association / Forced relations / Da Vinci Technique	Imagine a story of a farmer who produces clouds from a sowing, what elements should he have or invent? Create a story with drawings, letters using recyclable materials	Imagination and creativity	Creativity room
8	Learn tongue twisters to develop and practice diction	Creativity / Innovation	Analytical thinking	Make a tournament for students who invent or say as many tongue twisters without making mistakes	Imagination and creativity	Creativity room
9	Stimulate the entrepreneurial spirit to learn to be entrepreneurs through games and dynamics.	Innovation / Entrepreneurship	Creative visualization / Analytical thinking	In teams of 3 to 5, prepare a simulation of a free choice business. They must develop the product to present it to small entrepreneurs.	Innovation	Creativity room
9	Analyze a State of the Republic where an invention has been carried out or created by identifying who, what, how, when and where.	Creativity / Innovation	SCAMPER / Analytical Thinking	Simulate a convention where inventions are presented. The presentation can be evaluated through a replica with material of your choice, a representative drawing, a relative video of the invention	Innovation	Creativity room

Program developed for 10-year-old elementary school students.

Table 4.9 Sixth year elementary school developed new programs

Hours per Bimester	Aims	Competences	Method	Activity to develop	Area	Room
8	Identify the values that work at home and relate them to those who learn in the School	Social project	6 hats / Edward de Bono	Make a collage of the values that you consider important to adapt in your personal, family, social life, arguing why you chose those values, show in a gallery. Explain the meaning of each one of the hats so that the students can identify in photographs of their family that they were wearing at the time and contrast what would have happened if any of the other hats will be used.	Imagination and creativity	Creativity room
8	Know the culture and customs of two regions by continent to identify the environment of children between 8 and 12 years and their influence on the ability to imagine, create and innovate	Transcendence and Human Development	Correlational Table / Analytical Thinking	Create a mural in which the most relevant influence factors of each environment are exemplified	human development	Creativity room
8	Relacionar su entorno familiar, explorar su núcleo social con los hábitos de sus abuelos	Information management	Da Vinci technique	Create a genealogical album either in drawing, cutouts and recycled material, in albanene paper, cardboard, ingres and cansón, cardboard illustration or watercolor paper from 5 ascending generations. Invent a story through the album inverted	creativity	Classroom
9	Perform an analysis of the historical and cultural contexts within which a work is created and observed. Comment on peer reproductions analysis	Creativity / Innovation	Da Vinci technique	Present the paintings reproduced in an art gallery	creativity	Creativity room
9	Invent and interpret a play to put the imagination into practice by relating two beings: one real, another mythological	Innovation	Forced relationships / Charles Whiting	Interpret a play where the importance of making friends with people of different species and time is mentioned	creativity	Creativity room

Program developed for 11-year-old elementary school students.

4.4.1.3 Secondary school developed new programs

The programs were developed for one program for each academic year. Mexican secondary school comprehends 3 years classes from 12 years old to 14/15 years old.

Special methodologies used for a creative mind:

- Analytical thinking
- Forced relationships / Charles Whiting
- Forced relations
- Color psychology (Heller Eva, 2014)
- Synectics / Gordon
- Bionic

Competences focused on a more ethic and human collaborative mind:

- Transcendence and Human Development
- Creativity (Antonio M., 2013)
- Health and Environment
- alternative, social, economic and sustainable projects
- Advanced technology
- Transcendence and Human Development
- Information management
- Economy projects (Vallejo, 2010)

Theorists studied for the development of project activities

- Shakti Gawain
- Sigmund Freud
- Gordon
- Goleman

Table 4.10 First year secondary school developed new programs

Hours	First Grade Classes/Title	Aims	Competences	Methods	Activity
8	I learn in silence	Know the effects of concentration and relaxation to raise personal performance through techniques and strategies.	Transcendence and Human Development / Creativity	Relaxation techniques / Deepak Chopra / Free association / Collaborative work / Synectics	Create images, figures, paintings or objects made with various materials (preferably recycled) from the sensations stimulated with different sounds, smells, images, flavors or textures. There will be a group presentation of the products by class made in an individual and group way.
					In binas a dish will be made that will be eaten with eyes closed. You must explain the emotions and sensations originated in the activity. The classroom will be divided into two groups, one will create a mural in relation to the emotions of having eaten with the eyes closed and the other will develop a collage with images of the activities carried out in the unit.
8	Motivation and assertiveness	Identify the student's environment of influence and the emotional impact it has on life. Propose a social improvement	Transcendence and Human Development / Creativity	Creative visualization	Perform a 3 minute microvideo max. in relation to the creative visualization exercise
				Treasure map	Design a collage of how I would like to see myself in the future.
9	Visual Arts	Differentiate art types to identify shapes, colors, perceptions, emotions to make judgments according to personal perception	Transcendence and Human Development / Creativity	Creative visualization / Da Vinci / Forced relationships	Share the experience of the activities through a painting, acting, picture, collage or drawing as the final project of the unit. The work may reflect that feeling that drives the why of the entrepreneurship project
8	Creativity	Identify and know the creativity techniques to apply them in an entrepreneurship project	Transcendence and Human Development / Creativity	Creation of a symbol	Diagnose creativity at the beginning and end of the unit. A game of Chinese ladies will be simulated in the secondary concourse by dividing into two groups, a team with white shirts and the other with red.
9	Inventions	Recognize, identify and capture the creative characteristics of a product of its own invention	Innovation / Creativity	SCAMPER / Forced Relationships	Obtain and present a materialized idea with elements of your choice by choosing the artistic, culinary, functional or literary category. The student can invent a dish, a procedure or technological project, and / or some artistic or literary work

Table 4.11 Second year secondary school developed new programs

Hours	First Grade Classes/Title	Aims	Competences	Methods	Activity
8	Science and Eco consciousness	Recognize the importance of caring for planet Earth to conserve natural resources	Health and Environment	Bionic	Prepare a final report that highlights the need to take into account solutions and / or ecological awareness for the entrepreneurship project
8	Innovation, technology and globalization	Understand the implementation of technology through science	Advanced technology; alternative, social, economic and sustainable projects	Synectics / Gordon	Prepare an essay and presentation of how the entrepreneurship project influences in a globalized world, what its participation in the global context would be and what innovative aspects it presents in comparison with similar projects.
8	Medicine Inventiones and Discoveries	Investigate the advances that medicine has had with the support of technology	Advanced technology; alternative, social, economic and sustainable projects	Scamper	Develop a mural that represents the outstanding innovations in the area
9	Engineering Inspirations and Innovations (Inspiraciones e Innovaciones de la Ingeniería)	Investigar los avances que ha tenido la ingeniería con apoyo de la tecnología	Advanced technology; alternative, social, economic and sustainable projects	Synectics / Gordon	Identify a company that has innovated its processes based on technology. Analyze how a technological innovation would be implemented based on the entrepreneurship project.
				Da Vinci technique	Design and develop a maze with colors, shapes and degree of difficulty so that preschool students can solve it
9	Aerospace Innovation: Living in the Sky (Innovaciones Aeroespaciales: Viviendo en el Espacio)	Investigar los avances que ha tenido la ciencia aeroespacial con apoyo de la tecnología	Advanced technology	Synectics / Gordon	Make a timeline, where the advances that human beings have had in space are exemplified

Table 4.12 Third year secondary school developed new programs

Hours	First Grade Classes/Title	Aims	Competences	Methods	Activity
8	Graphic design	Know the rhetoric of colors and shapes in the company	Advanced technology	Color psychology	Design a logo for the entrepreneurship project
8	Web 3.0	Know and apply Web 3.0 tools: Facebook, Twitter, YouTube, Google, Slideshare, Html	Advanced technology	Forced relationships / Charles Whiting	Develop the entrepreneurship project with the technological tools of web 3.0
9	Development of web pages and multimedia I	Design a platform for virtual positioning of the entrepreneurship project	Advanced technology	Forced relationships / Charles Whiting	Prepare static page under web and mobile scheme. This will be the online platform for the positioning of the entrepreneurship project.
9	Development of web pages and multimedia II	Diseñar plataforma para el posicionamiento virtual del proyecto de emprendimiento	Advanced technology	Forced relationships / Charles Whiting	Develop dynamic page under web and mobile scheme. This will be the online platform for the positioning of the entrepreneurship project.
8	Consumer analysis through digital platforms	Identify potential clients of the entrepreneurship project to segment markets	Economic projects / Advanced technology	Analytical thinking	Make a dynamic database analysis report focused on the entrepreneurship project.

4.4.1.4 High school developed new programs

Mexican High school comprehends 3 years classes from 15 years old to 17/18 years old. These 6 semesters are the step before university professional education, so the studies become more scientific, technical and actual to the new trends on technology. Nonetheless there was made a very important effort to adequate the programs into the research integral view.

Special methodologies used for a creative mind:

- Forced relationships / Charles Whiting
- SCAMPER / Bob Eberle
- Analytical
- Osborn
- Forced relations
- Creative visualization (Gawain Shakti, 1991)
- Free association
- Fish pool / Synectic
- Goleman (Goleman, 2014)
- Edward de Bono

Competences focused on a more ethic and human collaborative mind:

- Transcendence and Human Development (Deepak Chopra, 1994)
- Innovation
- Analytical Thinking
- Attitudes and values (Branden Nathaniel, 2000)
- Negotiation (Budijac, 2011)
- Social, economic, alternative and sustainable projects (González, Garza, 1998)

Theorists studied for the development of project activities

- Shakti Gawain
- Charles Whiting
- Osborn
- Goleman
- Oerter (1971)
- Bob Eberlee
- Edward de Bono (1974)
- Salvador Dalí
- Deepak Chopra

Table 4.13 First semester high school developed new programs

Hours	First Semester/Title	Aims	Competences	Methods	Activity
7	I discover myself and strengthen my talents	Introjection of the information with the objective of achieving a self-analysis that will allow students to know the resources for the development in this new stage of the entrepreneurship project linked to their personal growth	Transcendence and Human Development; Innovation	Treasure map /	Talent Navigation Chart
6	Concentration and Creative Thinking	Empty the mind as a strategy to generate an entrepreneurial project that will consist of a business idea, industrial - social solution or talent	Transcendence and Human Development; Innovation	SCAMPER / Bob Eberlee	There will be an exhibition of the material worked during the sessions and the benefits of having implemented relaxation and concentration strategies for life will be reported.
				Paranoid - Creative / Salvador Dalí	Submit an executive summary of the entrepreneurship project, justifying why
6	The human being and the wall of vision	Visualize the personal environment: family, school, social and entrepreneurial to make assertive decisions in life	Transcendence and Human Development; Innovation	The 4 parameters of the Vision Wall with social responsibility	The student will make a report of the results of the exercise
					The group will present the results derived from the vision wall for the school to teachers and school managers.

Table 4.14 Second semester high school developed new programs

Hours	First Semester/Title	Aims	Competences	Methods	Activity
7	Types of thoughts	Know and identify five types of thinking: convergent, divergent, lateral, critical and reflective	Transcendence and Human Development; Innovation	SCAMPER	Prepare and deliver a report of a character from my environment that has positively influenced me and a public character, identifying what kind of thinking they had and what they applied
				Six hats to think / Edward de Bono	Present the analysis of the entrepreneurship project through the method
5	Emotional intelligence	Identify the influence of emotions in learning and in the entrepreneurship project	Transcendence and Human Development; Innovation	Goleman	Make a report of what has been learned emphasizing how emotions influence their own learning and the implementation of the entrepreneurship project
7	Self-esteem, self-control, self-awareness, empathy and social skills	Understand the importance of self-esteem through reflection to improve it		Goleman	Write a story where the student is the protagonist, describing his life story and how it has influenced his self-esteem. Report emotions that have been frequent throughout history and the consequences they have had, indicate how you would handle them in the future

Table 4.15 Third semester high school developed new programs

Hours	First Semester/Title	Aims	Competences	Methods	Activity
7	Social sensitivity and social crises	Raise awareness among the local, regional and global environment to find meaning in their entrepreneurship project	Transcendence and Human Development; Innovation	Prospective, Vision Wall / Torrance and Osborn	Make a final presentation on the problem of a country, propose a solution or change with the vision of a more just world. Analyze how the entrepreneurship project would be carried out under that adverse environment.
6	Social entrepreneurship and economy of happiness	Know and identify social and human development factors to apply them in the project		Oerter	Develop an approach to your entrepreneurship project that has a social impact or the happiness economy approach
6	Competitive advantages and adverse environments	Develop strategic thinking for the application of divergent thinking in decision making	Transcendence and Human Development / Social, economic, alternative and sustainable projects / Innovation / Attitudes and values / Negotiation	Analytical // Osborn // Bonus	Deliver a SWOT analysis that will influence your professional development based on the economic, political and social potential of the industry to which the career of your choice belongs. It will integrate your entrepreneurship project as part of your professional life project

Table 4.16 Fourth semester high school developed new programs

Hours	First Semester/Title	Aims	Competences	Methods	Activity
6	Leadership and proactivity	Recognize the need for leadership that each student should have for the activities they do	Transcendence and Human Development; Attitudes and values: Negotiation	Goleman	From the self-knowledge, the student will define strategies to achieve leadership, proactivity and personal initiative among the work team in their entrepreneurship project, they must apply the concepts and tools acquired.
7	Negotiation and mediation	Identify the fundamentals of negotiation and mediation to incorporate them into the lifestyle	Attitudes and values: Negotiation	Fish pool	Perform simulations with the partners of the entrepreneurship projects. You should have prepared a script and fundamentals of your arguments
6	High performance teams	Similar the establishment of codes of honor in high performance teams to establish effective trust processes	Information management; Transcendence and Human Development; Attitudes and values: Negotiation	Free association	Make a document describing the necessary codes of honor in a work team. Make a mural.

Table 4.17 Fifth semester high school developed new programs

Hours	First Semester/Title	Aims	Competences	Methods	Activity
6	Organization Design	Know the organizational structure of a company to develop the project proposal	Social, economic, alternative and sustainable projects; Innovation	Mental maps	Define the mission, vision and organizational scheme of your entrepreneurship project. The brand logo of the product or service must be designed
7	Marketing	Analyze the opportunities of the product or service within a target market to identify sales strategies	Social, economic, alternative and sustainable projects; Innovation	Category Analysis	Carry out an analysis of market opportunities, integrating marketing strategies that boost the entrepreneurship project in the market
6	Analysis of rentability	Recognize financial elements for decision making	Social, economic, alternative and sustainable projects; Innovation	Analytical / Osborn	Prepare an operational and economic budget of the business plan for the evaluation of financial viability

Table 4.18 Sixth semester high school developed new programs

Hours	First Semester/Title	Aims	Competences	Methods	Activity
7	Strategic alliances and collaborative work	Recognize the importance and need to integrate products and / or services as a market strategy to diversify the offer	Social, economic, alternative and sustainable projects; Innovation	SCAMPER / Bob Eberlee Analytical // Osborn	Choose from one to three projects of your classmates to collaborate with the services or products they offer to have a comprehensive market offer. They must present the operation of the integration, reports of the experience records in the process, goals and the advantages of such integration
6	Development of web pages and multimedia	Design a platform for virtual positioning of the entrepreneurship project	Social, economic, alternative and sustainable projects; Innovation	Forced relationships / Charles Whiting	Develop a static Web page under web and mobile scheme
6	Web 3.0	Know and apply Web 3.0 tools: Facebook, Twitter, YouTube, Google, Slideshare, Html	Social, economic, alternative and sustainable projects; Innovation	Forced relationships / Charles Whiting	Develop the entrepreneurship project with the technological tools of web 3.0

4.4.2 University curricula new integrations

As part of a complete correlated program, the basics of the university programs developed are the same as that of the basic education. Due to the multidisciplinary character of higher education, the development at this level is more transversal and expect more extracurricular activities. Three are the main focuses of the activities, first is leadership by following-up radar of innovation and entrepreneurship to increase projects and patent registrations based on the integral vision, also by creating social and cultural activities for a closer relation teacher-student and by the promotion and / or creation of research groups.

The second focus is that of inspiring the community by organizing talks and presentations of businessmen, leaders, scientists and social entrepreneurs and the promotion of calls for participation at scientific events, fairs and presentations.

The third activity focus will be that of promoting ties and networking through experiences of innovation and collaboration with companies and nonprofit organizations and dialogue table between young talents and entrepreneurs. It is important to mention that dialogue, discussion, confrontation of ideas and cooperation is one of the social valued that its being lost on the emerging economies, vanished for the interest of the greater economic and political control.

The four programs were distributed during the courses of 4 or 6 years of bachelor's degrees according to Mexican higher education regulation:

- Leadership and Human development;
- Human creativity;
- Thinking Innovation;
- Consolidation of entrepreneurship talent;
- *For masters' and Ph.D.:* Human talent

Leadership and Human development (Program for the First semesters)

Aims of the program: To analyze the learning process through group work to identify the importance of learning in human development; to understand the importance of self-esteem by reflecting on the way of living with adequate self-esteem to improve one's own and to identify the concept and importance of empowerment as a professional.

Competence of the program: Develop human potential by strengthening and knowing the concepts of empowerment, self-esteem and assertiveness to exercise leadership and a healthy professional proactivity. (Garza A., 1998)

Semester classes program

SUBJECTS

1. The learning processes:

Analyze the learning process through group work to identify the importance of learning in human development.

1.1. What is learning

1.2. Experience and learning

1.3. Types of intelligences. Analyze the learning process through group work to identify the importance of learning in human development.

2. Empowerment:

2.1. Definition of empowerment.

2.2. Characteristics and variants of empowerment.

2.3. Advantages. Identify the concept and importance of empowerment as a professional.

3. Self-esteem:

Understand the importance of self-esteem by reflecting on the way of living with adequate self-esteem, to improve one's own.

3.1. Definition of the concept of self-esteem.

3.2. Components of self-esteem.

3.3. The 7 pillars of self-esteem.

3.4. High self-esteem and its importance.

3.5. Diagnosis of self-esteem. Understand the importance of self-esteem by reflecting on the way of living with adequate self-esteem, to improve one's own.

4. Being assertive to boost human development:

Understand the importance of being a leader in your academic and professional activities.

- 4.1. Definition of assertiveness.
- 4.2. Assertiveness elements (listening, observation, communication and empathy)
- 4.3. Mindfulness or mindfulness
- 4.4. Assertiveness diagnosis. Understand the importance of being a leader in your academic and professional activities.

5. Leadership and proactivity:

Analyze the importance of being assertive daily.

- 5.1. Definition of leadership
- 5.2. Types of leadership.
- 5.3. Strategies to achieve leadership.
- 5.4. Proactivity and reactivity. Analyze the importance of being assertive daily.

6. The conflict:

Identify what a conflict is and its types to find the best option.

- 6.1. Nature of the conflict
- 6.2. Frequent areas of conflict
- 6.3. Types and elements of the conflict.
- 6.4. Conflict process
- 6.5. Styles of conflict management.
- 6.6. Methods of conflict resolution. Identify what a conflict is and its types to find the best option.

7. Negotiation and mediation:

Identify the fundamentals of negotiation and mediation, incorporating it into your lifestyle.

- 7.1. Definition of Mediation and negotiation.
- 7.2. Principles and characteristics of mediation.
- 7.3. Plan, phases of the mediation process.
- 7.4. Mediation and negotiation techniques. Identify the fundamentals of negotiation and mediation, incorporating it into your lifestyle.

Human creativity (Program for the Third semesters)

Aims of the program:

Generate in your personal and professional life creativity as a means of growth and motivation, in the conflicts that arise in your day to day. Develop strategies for decision-making and negotiations. (Waisburd, 2012)

Semester classes program

1. Creativity

Identify the characteristics of humanism and the present culture, through seminars

- 1.1. Definition and characteristics of creativity
- 1.2. Types of creativity
- 1.3. Creativity levels
- 1.4. Creativity Diagnosis
- 1.5. Creation exercise a symbol of his person.

2. Obstacles to creativity

Analyze the importance of human development through reflection in working groups to understand the impact on future life

- 2.1. Factors that influence creativity.
- 2.2. Creativity blockers.
- 2.3. Perception, imagination and fantasy.

3. The person and his environment.

Understand the importance of self-esteem by reflecting on the way of living with adequate self-esteem, to improve one's own

- 3.1. Creative personality.
- 3.2. Generalities, characteristics.

4. The motivation.

Analyze the types and importance of motivation through practical activities in your area.

- 4.1. Intrinsic and extrinsic motivation.
- 4.2. Types and variants of motivation.
- 4.3. Performing motivation exercises.

5. Innovation and educational reforms.

Identify the importance of making innovations in education and of your person for professional practice

5.1. Metaphor analysis

5.2. Creativity in the current educational reform.

5.3. The creative method

5.4. Evaluation of creativity through the final product of your person symbol as professionals in your area.

Thinking Innovation (Program for the Fifth semesters)

Aims of the program: Integrate into your professional or personal life the conceptualization to modify things, starting from forms or situations not previously thought of, promoting the importance of innovation and corporate development, in order to consolidate the company's image in the market and create well-being Social. (Kim C., 2010).

Semester classes program

1. Analytical Thinking:

Apply the methodology of analytical thinking to solve common problems, highlighting its importance in the field of innovation. (Elder L., 2003)

1.1. Observation

1.2. Comparison

1.3. Relationship

1.4. Classification

1.5. Ordination

1.6. Hierarchical Classification

1.7. Analysis

1.8. Synthesis

1.9. Evaluation

2. Production systems:

Analyze the evolution of technology companies, through their manufacturing processes and impact on socio-economic and environmental well-being, to assume a proactively innovative attitude to unexpected situations of change and even that involves establishing new paradigms.

2.1. Artisanal

2.2. Industrial

2.3. Fordism

2.4. Toyotism

2.5 Lean company

2.6. Innovation and development, implementation and economic impact.

3. The innovative venture:

Apply methods to generate creative ideas in the innovation of products, services or processes in organizations, promoting the participation and involvement of the members of a collaborative team and considering a global economic landscape.

3.1. Introduction

3.2. Basic concepts.

3.3. New products and services, business model.

3.4. Diversify the thought.

4. Corporate culture:

It identifies the elements of an organizational culture, based on the patterns of generalized behavior in the personnel and promotes paradigm changes from plans drawn up properly.

4.1. Values, philosophy and ethics in innovation

4.2. Corporate significance from innovation

4.3. Innovation as a corporate culture

4.4. Management of volatile environments and implementation of innovative culture.

4.5. Projects management

Consolidation of entrepreneurship talent (Program of the last semester)

Aims of the program:

Integrate to your professional and personal life, the importance of transferring capital resources, from low productivity areas to high productivity areas (financial, material, technological resources, human talent management, infrastructure, etc.), providing a proactive spirit to entrepreneurship activities, assuming roles as a leader of high performance teams and as a follower of leadership styles. (Porter M., 2009)

Semester classes program

1. Description of collaborative work:

Identificar los elementos que conlleva el trabajo colaborativo orientado a los resultados previamente establecidos, a través de la administración basada en resultados.

1.1 Identification of individual behaviors in collaborative work.

1.2 Development of collaborative work in the face of problems.

1.3 Leadership and collaborative work.

2. The competitive advantages:

Identify organizational attributes to develop competencies and competitive advantages that allow the creation of an outstanding company in an industry, through strategic thinking.

2.1 The value chain and the creation of a corporate capacity

2.2 The organizational competences

2.3 Strength and competitive advantage

2.4 Strategic thinking

2.5 Raising competitive strategies in adverse environments.

3. High performance teams:

Identify and simulate the establishment of codes of honor in high performance teams, to establish effective leadership processes, through competency and empowerment models.

3.1 The codes of honor implicit in high performance teams.

3.2 Roles in team members.

3.3 Creating powerful codes from the mission, the call to battle.

3.4 Code maintenance

3.5 The importance of leadership by levels.

3.6 Empowerment.

4. The Entrepreneur:

Identify the project management process to assign responsibilities and consolidate the scope of pre-established goals based on continuous improvement.

4.1 Matrix of responsibilities

4.2 Control Tools

4.3 Establishment of relevant routes of action

4.4 Continuous improvement

4.5 Quality at work

Human Talent (Program for master's degrees and Ph.D.)

Aims of the program:

Integrate to the professional and personal life, the importance of human talent management, assuming roles as a leader of high-performance teams and as a follower of leadership styles.

Semester classes program

1. Description of collaborative work:

Identify the elements involved in collaborative work oriented to the previously established results, through results-based administration.

1.1 Identification of individual behaviors in collaborative work.

1.2 Development of collaborative work in the face of problems.

1.3 Leadership and collaborative work. Identify the elements involved in collaborative work oriented to the previously established results, through results-based administration.

2. High performance teams:

Identify and simulate the establishment of codes of honor in high performance teams, to establish effective leadership processes, through competency and empowerment models.

2.1 The codes of honor implicit in high performance teams.

2.2 Roles in team members.

2.3 Creating powerful codes from the mission, the call to battle.

2.4 Code maintenance

2.5 The importance of leadership by levels.

2.6 Empowerment. Identify and simulate the establishment of codes of honor in high performance teams, to establish effective leadership processes, through competency and empowerment models.

3. Leadership:

Strengthen the Leadership and Negotiation skills necessary to raise awareness of the handling of high-performance teams, achieving a positive change in the attitude of the staff in charge.

3.1 Leader and Leadership.

3.2 Guides and Followers

3.3 Leadership Styles

3.4 Techniques for Conflict Management.

3.5 Techniques for problem solving.

3.6 Negotiation Techniques. Strengthen the Leadership and Negotiation skills necessary to raise awareness of the handling of high-performance teams, achieving a positive change in the attitude of the staff in charge.

5. Conclusions

This work aim was that of providing a general perspective on how education have been developed around the emerging world in order to satisfy the market needs and the to be an input of growth but not a part of life and real human development. The discussions and observations from chapter 2 and some of the author references presented also in chapter 1 affirm the motivations of this work is not only a self-perspective of the world but a real problematic.

Thanks to the welcoming and interest from the schools and University of Oriente, the research has the chance to take an important group of students, 5 thousand to be specific, students from all ages since kindergarten until PhD. The opportunity was that of making focus groups and preparing activities to share with all the institution professors and teachers this research perspective and to develop a program curricula model to be connected from basic school until university level.

This research opens the interested in future studies for example in next 3 years that programs that will be implemented on 2020 may be a chance to analyze the results and to improve the curricula. Another is that of going deeper into the philosophical study of education and to provide a more critical analysis on current education systems in emerging countries.

The common expression of many in the emerging nations is that of asking each other: that once their countries were a pacific and natural land escape and making the question of “what happened to us?” or “When did we changed?”, how did it happened that the simple and funny things such as playing soccer or running around with friends without real freedom, without any danger, with the exception of the screams of food vendors that used to go around the streets, asking also what happened to the parents that used to be respected and obeyed. Many may remember to have seen the 1978 film “Soylent

Green” and never imagined that it would really become almost real. Many may ask to themselves in which point did we change the pattern of a real human development.

We don't need to rethink education because the education is there waiting to be really take into practiced taking the place that was stolen from it. Human should really try the best to go back to appreciate the non-materialistic aspects of life.

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7. Appendix

Appendix for Chapter 1 – Motivations (Work Experience in China, 2010-2012)

(1) Students



(2) In Classroom



(3) Playground



(4) Work experience at Mexican Embassy in China



Appendix for Chapter 4 – Focus group activities

The following images are real footage taken during the activities developed on summer 2017 during the research study case on filed in Mexico at the Universidad de Oriente

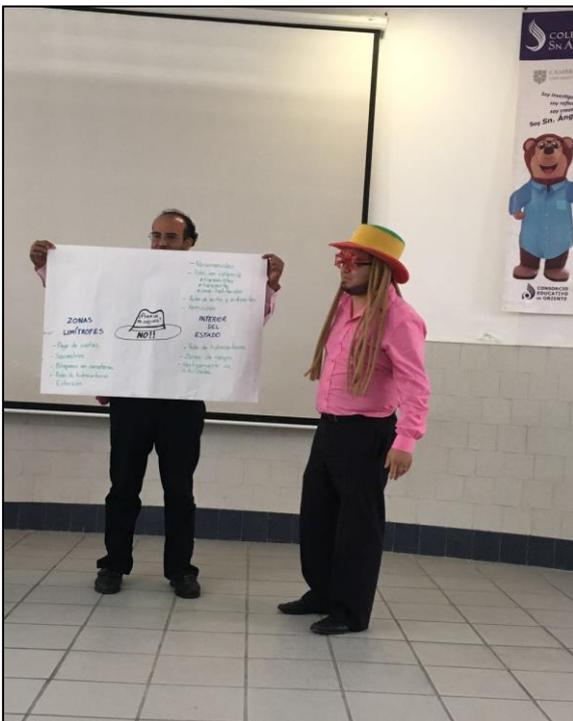
Day 1



Day 2



Day 3



Day 4



Appendix for Chapter 4 – Focus group documents

Original institutional document of Focus group developed on summer 2017.



Nombre del Puesto: *Docente Milenium*

Adscrito a: Dirección de nivel

Reporta a: Dirección de nivel

Supervisa a: alumnos

Número de Personas en el Puesto: 1

Descripción Genérica de Funciones:
Del docente de Proyecto Milenium se requiere una visión integral fundamentada en capacidades, habilidades y/o conocimientos principalmente de tres áreas, la primera es psicología, la segunda es el dominio de conceptos, herramientas y métodos de la administración y/o la contabilidad financiera, y por último la apertura a la tecnología y el mínimo de conocimientos sobre usos y avances tecnológicos contemporáneos.

El docente preferentemente requiere:

Para las *experiencias educativas del proyecto de educación integral*:

- Licenciatura o Maestría en Psicología, Filosofía o Educación de mano con:
Licenciatura o Maestría en Administración o afín
Licenciatura o Maestría en Administración, Finanzas, Actuaría, Economía, contabilidad o afín

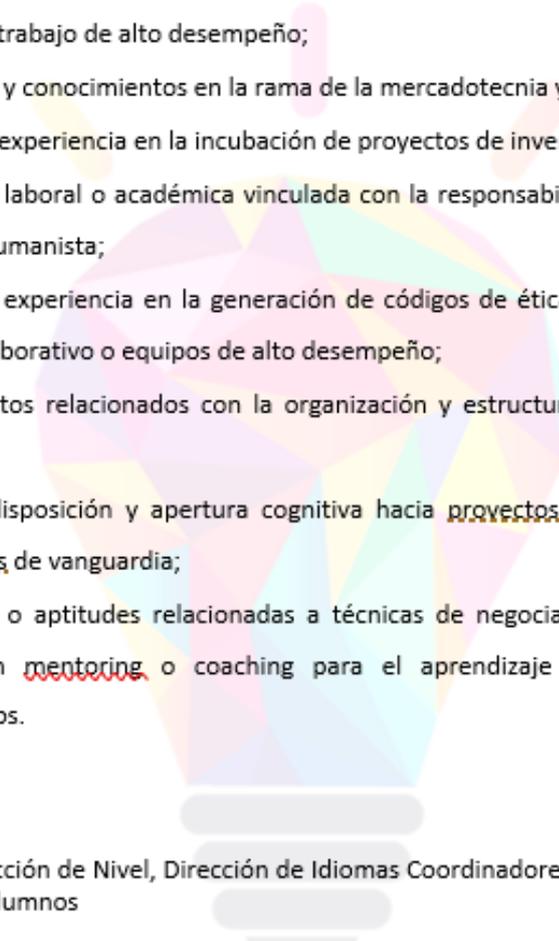
Descripción Específica de Funciones:

- Sensibilidad y disposición para la captación de ideas y proyectos;
- Capacidad de coaching para el impulso de ideas y proyectos con carácter innovador;
- Capacidad de distinguir, analizar y promover la responsabilidad social, la sustentabilidad política, ambiental y económica, la sostenibilidad financiera y la visión tecnológica en todo proyecto o ideas, así como en las actividades a emprender durante el desarrollo de las asignaturas;
- Capacidad de resolver problemas con el uso de la creatividad;

Evaluación del taller de Imaginación, Creatividad, Innovación y Emprendimiento

Nombre: _____ Fecha: 15 Julio 2017

1. ¿En qué consiste el Proyecto Milenium?
2. ¿Cuáles son las fases para emprender que comprende el modelo de formación?
3. ¿Cuál es la diferencia entre creatividad e innovación?
4. Explique en que consiste el modelo de relajación para crear. Elabore un mapa conceptual del proceso y describa la importancia de vaciar la mente.
5. ¿Cuáles son los principios del modelo?
6. Mencione al menos 2 características de las personas creativas y 2 bloqueos a la creatividad.
7. Mencione los espacios que forman parte del modelo de formación del Proyecto Milenium de Colegio Sn. Ángel.
8. Mencione al menos 5 técnicas de la creatividad que serán utilizadas como parte de la formación.
9. ¿Cuáles son los filtros para la evaluación de los proyectos, ideas e innovaciones?
10. Describa su experiencia en el taller recibido.

- 
- Comprobar actualización en nuevos esquemas y desarrollo de modelos de negocios;
 - Contar con la formación y experiencia en el planteamiento de proyectos con sostenibilidad financiera;
 - Presentar experiencia en el desarrollo y gestión del talento humano, en especial e proyectos que hayan impulsado el trabajo colaborativo, resolución de conflictos y equipos de trabajo de alto desempeño;
 - Habilidades y conocimientos en la rama de la mercadotecnia y las ventas;
 - Nociones o experiencia en la incubación de proyectos de inversión;
 - Experiencia laboral o académica vinculada con la responsabilidad social y sentido de actuar humanista;
 - Nociones o experiencia en la generación de códigos de ética y/o de honor en el trabajo colaborativo o equipos de alto desempeño;
 - Conocimientos relacionados con la organización y estructuración de negocios y proyectos;
 - Presentar disposición y apertura cognitiva hacia ~~proyectos tecnológicos y usos tecnológicos~~ proyectos tecnológicos y usos tecnológicos de vanguardia;
 - Experiencia o aptitudes relacionadas a técnicas de negociación estratégica que resulten en ~~mentoring~~ mentoring o coaching para el aprendizaje significativo de los universitarios.

Relaciones de Trabajo:

Dirección General, Dirección de Nivel, Dirección de Idiomas Coordinadores académicos, padres de familia, docentes y alumnos

Experiencia: Mínima de 2 años

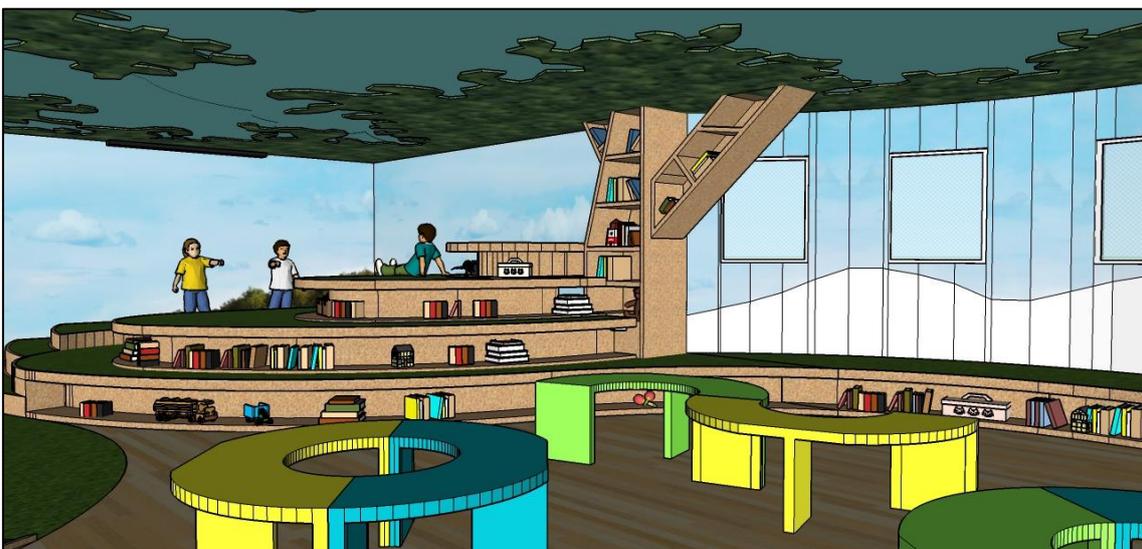
Valores Milenium: Innovador, Creativo, emprendedor, colaborativo, flexible, analítico, asertividad, propositivo, manejo del conflicto, relaciones humanas y comunicación, responsable

Appendix for Chapter 4 – Creativity Room

The room of creativity was a development proposed based on the vision shared with the “Schools of Oriente” rector and teachers on summer 2017 and was built in order to be part of the new program’s application. The creativity classrooms were finished on August 2019 and are ready to be used from January 2020 once initiated the new programs applications.

- Room idea developed on 2017

Area of creativity, idea discussion, cinema, lectures and workshop



The walls of imagination area



- Classroom ready since August 2019



Self-dialogue and Meditation Room



The walls of imagination

