National plan for comprehensive education with environmental emphasis

JC Wandemberg Boschetti

Faculty of Engineering in Agricultural and Environmental Sciences
Universidad Técnica del Norte
Ibarra, Ecuador
e-mail wandemberg@msn.com

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Abstract: The need for a new educational paradigm, with emphasis on human values and the environment, is recognized by the vast majority of experts at global and national level (Delors, 1996, Wandemberg, 2015). A paradigm that restricts a paradigm that potentialize innate abilities and acquired in every human being without discrimination to develop a balanced and in harmony with its surroundings, all dimensions of the human being through continuous training of his intellect and humanity in personal and professional (Wandemberg, 2015).

Integral Education, with environmental emphasis, ensures that the human faculties such as intuitive, cognitive, emotional and motor develop permanently and harmony during their continuous interaction with their environment (Ibid).

The education provided in this century must go beyond humanism to make the student fully develop their potential benefit themselves and society by improving the quality of life and environment (Ibid) more and more.

Keywords: holistic education, open systems approach

JUSTIFICATION

Implementation of Open Systems Thinking to Education
A century of change has left the (primary, secondary and tertiary) education lags far behind and only open systems approach can meet the growing and changing needs of society.

Change Efforts parties during the last decades have left us a valuable lesson about the Quality Management Total, namely, we must seek improvements through systemic changes (holistic) (Emery, 1993; Betts et al, 1992; Barroso, 2007; Wandemberg, 2015).

Approaches to solving problems in education are the same used by generations of teachers and are strongly advocated for allegedly worked in the past. Now we see clearly that the environment within which is immersed education has been changing at an accelerated pace since 1900 but it was not until 1950 that the magnitude of change was evident and spurred a series of reforms that have unfortunately done little (Emery, 1993; Banathy 1991; Barroso, 2007).

The call for a systemic change in education is recognized by almost everyone. Those who make the decisions do not seem to have understood why current approaches do not work and why a systems approach is different. Unfortunately, the word “system” has been used without a full understanding of their implications. Here it is used as defined by Fred Emery (Emery, 1993).

We must understand that a change or adjustment of the old system will not produce a significant improvement. What kind of system is needed to produce the breakthrough we are looking for?

An analysis of the literature and practice, both in education and administration suggests we've been through (and still going) of deterministic systems to systems for-profit, and have begun to move to systems with a greater purpose (eg, capitalism aware). In social terms, we are moving from organizational styles “dictatorial” a “participatory” pseudo-democratic and eventually to participatory (Emery, 1997).

As Delors (1996) suggests to achieve this kind of transition, you may only need to change the perspective: one-to-many; to an orientation: many-to-one. In education, this means a change to consider education as a system in which a teacher provides information to many students, to a system in which there are many information resources accessible by a student.
and one of which is the professor. That is to move from an emphasis on reductionist instruction to an emphasis on holistic learning.

**Current Approaches**

According to Betts et al. (1992), the seeds of the current failures of public education are in the temporary "success" of the past. Since its inception, public education has been called to convey the basic knowledge and cultural values, provide custodial care, and prepare students for life after school, the most important aspect of which is critical thinking and for creative problem solving and decision making. Public education has been very successful in its first function, relative success in the second, and failed almost completely in the latter. Even so, public education has become one of the main sources of stability or employers maintenance of society. The apparent "success" of public education as an institution of employers is at the center of its failure in achieving to match the changing expectations of society with the also changing realities (Betts et al., 1992; Emery, 1997).

Emery (1997) and Banathy (1991) suggest several reasons why our efforts to make a transition have had so little success, some of these reasons are:

- An incremental and non-systemic approach;
- Lack of integration of the ideas of solution;
- A study of education discipline by discipline (not holistic);
- A (non contextualistic) reductionist orientation;
- Staying within the limits of the existing system (not to think with an open mind).

The five are examples of paradigm paralysis, or mumpsimus. Since the old paradigms have not worked, you need something fundamentally better suited for the task, a holistic and systemic paradigm, where the whole is greater than the sum of its parts; one that is synthetic, rather than analytical; one that integrates, rather than differentiate. This new paradigm is the thought of open systems (Enery, 1993, 1996).

**THE ROLE OF TEACHERS IN THE XXI CENTURY COMPREHENSIVE EDUCATION**

Contrary to what happened before the revolution of knowledge (ie, lack of knowledge), today the problem is just the opposite, namely overabundance of information not necessarily be considered as knowledge and this is where the teacher plays a role preponderant. Since knowledge is no longer the property of an individual but is freely available, the main role of the teacher is no longer impart knowledge but catalyze / accelerate student learning at all levels through critical thinking in relation to their environment.

**Integral education**

Comprehensive education covers various fields of the mind, body, emotions, soul and spirit according to their environment that can be summarized as follows:

1) The external knowledge (Critical Thinking and Emotional Intelligence)
2) Internal knowledge (ethical, moral and spiritual values)
3) Correlation between external knowledge (environment) and internal (consciousness).

For too long, education has been treated as a unitary and closed system, but in reality is pluralistic, open, and with many conflicting objectives. The commitments made by applying the old paradigms in a new context have proven to be unsatisfactory and paralysis paradigm obscures those with decision-making capacity it actually needs to decide.

The current reality more evident than ever reflection: That serves society a person with great knowledge but without values?

**Schools as Open Systems, Proactive Adaptive with their Environment**

A school should be an open system. Because a school is not a natural system but operates under a number of obligations (eg, legal), and sometimes conflicting, rather than a social mandate that represents the consensus of the participants, consume significant amounts of energy in the maintaining relationships rather than achieving goals and objectives, which is absurd (Emery, 1996; Katz & Kahn, 1996). Similarly, schools tend to be more mechanistic or organic, as evidenced by the rigid structures that tend to treat all elements similarly: class periods fixed length, one textbook for all students class, classes of the same measure for the different subjects, and so on, when they should be contextualist (Emery, 1996).

Although schools have a restricted with relatively few levels of complexity, the more constraints under which they must work, as restricted tightest legislative mandates, racial tensions, drug abuse or poverty, mechanistic, and will be hierarchy.

Improving quality is the design of an educational system that not only optimizes the relationship between the elements, but also between the educational system and its environment. In general, this means designing a system that is open, contextualist, plural and (Emery, 1996) complex.

An open system, according Fred Emery and Merrelyn (1996) is one that:
• Interact with multiple environments and constant changes and coordinates with many other systems in its environment.
• It faces constant change, uncertainty and ambiguity, maintaining the ability to co-evolve with the environment through self-transformation.
• Live creatively with change and benefits, not only tolerated complex and ambiguous situations.
• Becomes a system of continuous organizational learning.
• Search and find new purposes, sculpts new niches in the environment, and develop a greater capacity for self-reference, self-correcting, self-direction, self-organization and self-renewal.
• Recognizes that the continuing explosion of knowledge requires a two-pronged increase in specialization and diversification and integration and generalization.
• Increase the amount of information that can be processed, processed quickly, distributes it to a larger number of groups and individuals, and transform information into knowledge of the organization.

Implications for Education

New educational designs should include an increasing number of the following elements:
• Results (clearly defined purposes).
• Standards relating to the outcome.
• Benchmarks for each standard against which to measure individual progress and the program continuously.
• Evaluation based on performance compared to benchmarks and no other students (feedback).
• self-evaluation;
• Triangulation (use of multiple forms of evaluation of several advisors to increase the validity and reliability of feedback).
• Immediate intervention.
• Generative Learning.
• Reflective practice.
• balanced Instructional Design.
• Structures of varied learning (self-directed, one by one, small groups, lectures, field study, internships, mentoring, etc.).
• Assigning learning groups based on individual performance, rather than age distinctions.
• Work teams for an extended period of time (over a year) to achieve a common goal.
• Increased sources of information through ICTs school and home, through peers and relationships between age, using cooperative learning structures, video and optical media, with the support of assisted instruction computer fully integrated, interactive through a variety of community resources linked electronically (home, school, work, libraries, recreation centers, health centers, churches);
• Information and instruction digitized, fully accessible to all students resources.
• E-books.
• Multilingual Resources.
• Distribution of multimedia content (audio options, graphics and / or text).
• tightly integrated curriculum, instruction and assessment.
• Hierarchy of equipment semi-autonomous and self-sufficient (sub-systems).

These are not entirely new elements; However, no effort has been made to incorporate all these elements in a process designed systemically.

TEACHER TRAINING AT THE NATIONAL LEVEL FIRST STAGE

The first stage of teacher training at the national level would be carried out through a series of conferences Search and Workshops Participatory Design (See Appendix A) and a series of courses on Emotional Intelligence, Critical Thinking and Leadership Participatory (See Appendix B).

The conceptual wealth that supports the Search Conference (CB), dates back to the cradle of civilization, where he began to think about being as such, and the possibility of relationship between entities and apprehended cognizant entities. Metaphysics is the infrastructure of any effort to acquire knowledge, and as such has provided various paradigms throughout human history (Emery, 1996; Wandemberg, 2015).

The thought of open systems, new scientific revolution according to some authors, provides an integrated platform to understand the nature of the most complex object in the eyes of man, society itself. Its origin is in the general systems theory, suggested by biologist Von Bertalanffy to identify possible general laws should observe the phenomena of nature. Systems thinking, once adopted in social and administrative sciences, is used by two renowned organizational psychologists (Fred and Merrellyn Emery) as support for one of the most robust heuristic methods of participatory planning that make the current methodological inventory of this discipline.

METHODOLOGY

The Search Conference is a group method for participatory strategic planning. It consists of the start of an event that should not be endless and the participation (ideally) all parties involved in a problematic situation and shared ideas which arise in an environment of voluntary cooperation. It is
a catalyst for dynamic planning activity and an ideal organizational culture.

Merrelyn Emery (1994), leading expert on the CB says that within every group methods, whether quantitative or heuristics used in planning, and maybe in all social methods in general, the most conceptual wealth is the Conference Search. The theoretical framework on which it is based has been developed at the Institute of Human Relations of Tavistock, England through the work of Fred Emery and Eric Trist, who once achieved some integration between theory and experience, they launched the first exercise of this nature in 1959. the objective at that time was the organizational design of a new aerospace complex that arose as a result of the merger of two British corporations in the industry of aviation (Pasmor, 1992).

From that moment the CB has been evolving as experiences accumulate to the degree of refining it currently owns. Accepting that this method is having on the world, especially in Australia, Canada and the United States, its applicability is not only in the field of planning, but in situations as diverse as:

• Support for sustainable development of communities.
• The self-redesign of organizations.
• As unfreezing stage in exercises based on Organizational Development.
• To increase interpersonal cooperation in the search for collective benefits.
• The research and design of local, national and regional futures.
• The solution of inter-organizational conflicts.

This diversity of examples, not only illustrates the versatility of the CB also emphasizes its essential property as a way for unification, denoted both design and practice. The CB fosters in individuals the ability to reach a level of shared responsibility around achieving goals designed together.

Since it is a participatory event where stakeholders meet in a problematic situation, the CB can also be defined as a temporary organization, whose environment facilitates a learning process, aimed at achieving an active adaptation. The latter involves the ability to possess human systems to intervene in their environment, and not just passively adapt (Emery and Trist, 1973). Within such temporary organization, participants "learn to learn" so that can not only recognize the probabilities of occurrence of certain future, but learn to think creatively, and based on their values, an ideal future for themselves as individuals, and the community to which they belong.

The Search Conference arises from the growing need for viable and adaptive planning in turbulent and uncertain to create an organizational culture where everyone feels comfortable environments ways. In terms of M. Emery (1994), "adaptation can not be seen as a timely act or as an event but as a continuous behavior that manifests itself in an organization / community that performs a process of learning and adaptation. the CB is designed to generate a pro-active adaptation between the system and the means ... ".

A planning community is constantly monitoring their environment, in order to be able to adapt and change when necessary. This is the reason why Merrelyn Emery says that "the product of planning by the CB is not the plan itself, rather it is the emergence of an organization / community and continually learning plans."

The CB is a method normally comprises within a process of organizational intervention, so both its design and implementation require careful advance preparation time event, and an intense work of synthesis and implementation, post implementation. The omission of any of these activities can lead to disappointment and frustration on the part of the participants.

The CB assumes two essential characteristics of human nature:

0 The man is possessed of purposes and can, under appropriate conditions, to act in pursuit of their ideals. Man wants to learn or create their own future and exercise control over them.

Human beings have consciousness, in the words of Schein (1972) "can be aware of their conscience," he has the ability to detach himself and reflect on their past and present, as well as provide for their future. It is also aware of the changes occurring around them. Above all, man can make judgments and learn to act effectively in exploring future for himself and for society possible.

The CB exploits those human capabilities. It is based on an integrated by a broad conceptual framework supported by the metaphysical system of contextualism Pepper theoretical basis. Group the following concepts are considered fundamental:

- The concept of Open Systems and Correlation Model Directive.
- Causal Texture of Organizational Environments.
- The Second Principle of Organizational Design.
Metaphysical Support of the SC and PDW

All generation of knowledge, whatever its scope, can be inserted into a conceptual framework or scientific paradigm. Thomas Kuhn (1962) states that scientific revolutions happen when the current framework is unable to support research streams that demand broader criteria, leaving room for the emergence of a more appropriate and encompassing those preceding him. Thus, in the history of human knowledge paradigms they have appeared as dogmatism, skepticism, realism, mechanism, pragmatism, etc. Merrelyn Emery (1994) makes explicit the paradigm in which the Conference develops Search: contextualism, metaphysical system proposed by Stephen Pepper in his book "The conceptions of the world" (Pepper, 1942).

ADAPTATION OF THE SC TO ECUADORIAN CONTEXT

It might seem that the importation of a group planning method developed in the first world, to a developing country is attractive only in academia. However, the marked trend towards globalization experienced by virtually all nations of the world and consequently involves Ecuador, exposing its inhabitants to dramatic changes, which we have to deal with instruments similar to those used in more developed countries.

While economic globality tends to homogenize the conditions to which they are exposed nations, this does not mean that Third World countries should adopt abruptly technologies (especially those concerning the organizational behavior) that apply in developed countries.

In this context, and based on the accumulated experience, it is natural the need for adaptations to the operational level to the original method of the CB, taking care at all times to respect their basic principles, which make this a democratic event par excellence (Wandemberg, 1998) and summarized in the following list:

- Create a temporary platform for reflection and design processes are given as freely as possible within a spatio-temporal mosaic as wide as they deem participants.
- Ensure broad stakeholder involvement in a complex problem situation, creating a democratic environment.
- To foster a climate of trust and respect for people, who attend as individuals and not as representatives of their group membership, pour their views even if they are antagonistic.
- Provide both the design of future desirable as the joint effort to achieve them.
- Catalyze social learning that increases the ability for self-organization, planning, adaptation, and the creation of an ideal organizational culture.

Representativity of the concerned (stakeholders)

It is understood that all parties involved in a problematic situation should be represented in a CB. However, it is not always possible to make it happen. There is always the chance that some "stakeholders" for various reasons, refuse to participate. Examples are to address environmental problems, where extremely difficult to gather in one place to environmentalists and polluters, or when dealing with problems of underdevelopment in rural communities, in which case it is expected absenteeism and to boycott the chiefs.

Faced with the dilemma of making events only if all parties involved, or carry them out even with the absence of some people are included, you decide the latter, accepting the limitation representing not have the views and contributions they have made. The omission of information and ideas that have missing parts, causes holes in both the perspective of the treated problem, as in the design of the desirable future. This in turn, can produce designs more difficult actions to take place.

Even with this against a positive attitude for the achievement of a certain level of progress it is attempted is assumed that although it will not be as satisfactory as in the case of having everyone involved, it is better to stay in total immobility due to the lack of interest of some of them (Jimenez et al., 1997b).

Time horizon

In CB, participants are asked to imagine a desirable future 10 or 15 years. In some social media such time horizon could be perceived as too far away to make a serious planning effort because in the minds of many human beings has rooted a short-term, caused by ever faster and troubled life.

The main objective sought to establish a broad time horizon for the display of the ideal future is to achieve a wider turn to achieve a more focused vision perspective. While mentally free the participants of the restrictions, some of them self-imposed, impeding in this system development time.

Social isolation

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To perform a CB, it requires participants to isolate their daily social environment. This is necessary to ensure a space for reflection and design, free of distractions and setbacks from abroad. Such conditions of isolation, which regularly involve the transfer to a remote site during the days of the event, are difficult to obtain, especially for reasons of time required for the event, which will be added the days spent on transportation to place of the meeting. In addition to this, the expenditure to be made by organizers increases significantly, which makes less attractive the activities of such nature.

On the other hand, it would be ineffective to perform the events in the same place where those involved carry their daily activities out because of the impossibility of remaining physically and mentally no matter what happens in the organization, during the time allotted for the meeting.

A solution abate the inconvenience of moving to distant places, and that simultaneously provides relative isolation, is to bring together people in a nearby enclosure to provide adequate conditions for the event, such as space for homework in small groups and plenary sessions, power facilities, and where possible, hosting. Such a site can be found within the metropolitan area or area of influence of the participants. Thus, they may return to their places of residence at the end of each day of the program (Jimenez, 1987, Jimenez et al., 1997b).

### Duration of the Event

The CB requires the presence of the participants at all stages composing the event. A person who is integrated after the first stage, or is absent in one of them loses the process sequence, their views will not fit in the subject, and hinder the exercise. On the other hand, the willingness to attend the entire event, is compromised by the amount of time that must be allocated for the same, and in some cases comprising up to five days.

The solution given to this problem is to reduce the duration of events to two or three days. This implies the need to increase the daily working hours and strictly observe the program, thus reducing time is compensated and maintained full development stage. the requirement to carry out the program continuously preserved, that is, on consecutive days, without temporary interruptions, so the excitement reached during the first day of activities is maintained (Jimenez, 1987, Jimenez et al., 1997b).

### STRUCTURE OF THE SC AND PDW

The typical schematic structure of the SC and PDW is:

| 1. Etapa (CB) |
| EXPLORING THE ENVIRONMENT |
| 2. Stage |
| INTERNAL ANALYSIS SYSTEM |
| 5A. Stage |
| SELECTION OF LINES OF ACTION |

Due to the experiences made with respect to the confusion about the purpose of each step is explained in the introductory plenary session, they are included in the program one or more questions that stimulate creativity and as guides for reflection. It seeks to deliver the program in advance to the participants, so they have the opportunity to learn the process, and ponder the questions so they can get to the meeting with some ideas and relevant information.

It has been found that the use of questions leads to a greater understanding of the purpose of each stage, than that which is achieved with abstract explanations.

A typical scheme of the SC and PDW including questions to be addressed in stages, as currently designed, is as follows:

| First stage: | EXPLORING THE ENVIRONMENT |
| SC | • What external factors have affected in the past the system under study? |
| | • What factors might appear in the environment, affecting the system in the future? |

| Second stage: | INTERNAL ANALYSIS SYSTEM |
| SC | • How is the current situation of the system? |
| | • How and why it has reached the current situation? |
| | • What is the status of the system over the next five /
### Third Stage: Design of Ideal Future

- What is the ideal future that is desired for the system within five / ten / fifteen years?
- How things should work in that ideal future?

### Fourth Stage: Identification of Obstacles and Opportunities

- What are the obstacles presented to achieve the ideal future and how we organize ourselves to overcome them?
- What are the opportunities that help to approximate the ideal future and how we organize to use them?

### Fifth Stage: Selection of Lines of Action

- What actions or projects should be made to approach the ideal future?

### Sixth Stage: Design Lines of Action

- What specific activities to be performed to implement the selected line of action as measured?
  - Who, how and when shall such activities?
  - Specific and measurable goals and objectives to achieve the ideal future schedule.

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**OPERATION OF THE SC and PDW**

Prior to the completion of the CB and TDP should create support elements to ensure the harmonious completion of each event, such as:

- or performing one or more prior to those with the initiative of the event in order to know the total number of participants and make advance distribution maximum of seven groups (ideally five) of up to 49 people and sub-groups together no more than seven participants. With this balance in number and representativeness in each group is guaranteed from preplanning also creating an atmosphere of trust and transparency.

At the start of the event or the presentation of the participants, in which each intervenes briefly to mention his name, occupation and what they expected from the meeting is held. This dynamic “icebreaker” allows participants to not only meet, but gain confidence and start a process of socialization.

- Production in situ rapporteurs by the participants, which contain a summary of the ideas expressed during the small group sessions and during plenary. In the introductory plenary collaboration of five volunteers are asked to each of them make the rapporteur of one of the plenary sessions corresponding to the first five stages.

- A different rapporteur for each stage is named sessions in small groups. The work they must perform is to synthesize the views of his colleagues and present the result to the rest of the participants, during the plenary sessions. In turn, the rapporteurs of the plenary sessions extract the essential ideas of each exhibitor group and formulates a general synthesis of the products of each stage. Thus, the plenary sessions are made up of the shares of each small group rapporteur and the general rapporteur.

- To select from the set of lines of action proposed, each participant is given a set of five cards. Each of these has inscribed on the upper right one of the first five digits, printed in different color. each card is given a relative weight in terms of their denomination. So, cards with numbers 5 and 1 will be the highest and lowest value, respectively.
• Participants come to the list of lines of action and write on a sheet of paper the number and description of those five seem most relevant. Immediately the discrimination procedure lines of action is followed. By delivering the cards previously called the confusion caused by writing two numbers on them is avoided. Now you just have to take larger denomination and place in the center the most important line of action, and so for the rest of the lines of action.

CONDUCTION OF THE EVENT

The facilitator or team of facilitators leading events of the CB and TDP should follow the following principles:
• Do not intervene in the "substance", that is, not to participate in discussions affecting pouring opinions somehow the subject.
• Provide and maintain an atmosphere of trust and respect for free expression of ideas, which are given equal importance.
• Catalyze, rather than request the participation of all group members.

As a means to ensure harmony in the performance of tasks, and to promote confidence and creativity of the participants we have implemented the following elements of facilitation support:
• The location of the participants for sessions in a small group (ideally 5 and maximum 7) is done using an array in a semicircle (Figure 1), whose center is the facilitator and flip chart which records the opinions. In order to establish closer contact between group members and their facilitator, the use of worktables avoided, which have the psychological effect of protecting or isolating people who by having such barrier could take passive and limit their participation (Cloyd, 1997) attitude.

PRODUCTS OF A SC and PDW

The experience in the application of the CB and TDP has identified, among the number of products it generates, five are common to all interventions and that are of great importance, so that you can consider their achievement as an indicator the success of each event (Emery, 1992). Such products are:

1. Report of the meeting
This is a document whose importance lies in the recording and dissemination of the reflection process undertaken and
the results achieved in terms of the desired future and the actions proposed to achieve it.

Inputs for processing are as follows:
- The flipcharts, containing all the ideas generated in each group.
- Corresponding to the small group sessions rapporteurs, and
- The rapporteurs of the plenary sessions, through which can produce an executive summary.

Memory is the basis for the formulation of strategic plans and serves as a reference for the organization of future meetings of feedback regarding progress, those involved have scheduled. Therefore, it is necessary to include in this, a directory of all the people who attended the event, so participants can stay connected.

It also desirable that such a document is delivered to participants at the conclusion of the event, which is why there must be support staff, consisting of an administrator of information and various data captors.

2. Shared vision of the desired future

The shared vision of the desired future is one of the most significant achievements of this method, since their production implies that the necessary conditions were to be brought out the individual values of each of the participants, and that the ability to amalgamate was taken, bringing forth the organizational values, which are reflected in the ideals with which the desired future is built. Sharing the image of the ideal future involves acquiring a joint responsibility to obtain it.

3. Change of attitude among those involved

Joint responsibility towards achieving a common goal implies consequently the position to make a team effort. In this way, participants will seek mutual support to address problem situations that may emerge during the implementation of projects designed in the event. The spirit of collaboration cultivated during the event shall prevail in the course of daily work aimed at achieving the desired future and an ideal organizational culture.

4. Design of projects on priority courses of action

Regularly designs lines of action include the subsequent formulation of projects, consisting of human enterprises with a clear beginning and a clear end, where they relate sequentially a series of actions. Some of them, for their coverage, require future meetings to address specific issues. Both those carried out immediately, and which must be made in the medium term, a cooperation which induces an attitude change is generated. This will permeate throughout the system, constituting a motivator, even for those who were not present at the event.

5. Emergence of a "learning organization" (Learning Organization)

Thanks to the above, the CB and TDP give rise to a community that has learned to plan itself in an active-adaptive, immersed in an environment that is or tends to be turbulent; a community guided by an ideal future designed collectively, and driven by a commitment shared equally realize this future organizational culture and ideals.

CONCLUSION

As indicated by Article 26 of the Universal Declaration of Human Rights of the Organization of the United Nations: "Everyone has the right to education. (...) Education shall be directed to the full development of human personality and respect for human rights, the environment and fundamental freedoms ...

This is a new concept of education when considering the human being as a unique, valuable and unique system to achieve its fullness making full exercise of all its potentialities: intellectual, psychological, biological, and social.

In addition, as mentioned by Jacques Delors on page 9 of his already famous book: The Treasure Within:

"Faced with the many challenges of the future, education is a prerequisite for humanity to attain the ideals of peace, freedom and social justice instrument. The Commission wishes therefore affirm their conviction regarding the essential role of education in the continuous development of individuals and societies serving a more genuine human development more harmonious, to push back poverty, exclusion, misunderstanding, oppression, wars ... " (Delors 1996).

That this fullness of achieving all humanity and each of its members is the challenge that educational institutions share with society as education, alone, is not able to solve all the problems of humanity but without education as has already taught us history, they are further aggravated the problems.

The Total Quality Management in education means an open systems approach, ie, a completely new system.

With the intention of working with this enormous task we propose to join forces with the Ministry of Education of Ecuador and make available this National Plan Integral Training and Education.

The National Training Plan is aimed at all teachers in the Republic of Ecuador and at all levels, namely primary, secondary and tertiary.
The National Plan of Integral Education is focused on each and every one of the students nationwide. The following stages of teacher training will be given depending on the track this first stage.

References


