

Educate all families for build a new society

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ABSTRACT: *Education systems have earnestly tried to educate the individual, the child, young teens, but not to the family, community and society. Schools should include the family as the main engine of education, the proof is that good manners and values of social life are acquired in the family, respect for individual rights are learned in the community and the organization and production system in society. The synergy that occurs in the whole system cannot be equal to the synergy in the individual or person, since within the school's peer influence is significant but not presented in the same order as the influence that each student receives people of their community, and culture generated therein, being exposed to all kinds of models, including behaviors can find love but also of rejection, honest behavior, but also dishonest behaviors respectful of diversity, but also of intolerance to all those who do not belong to the same community. It is proposed to campaign where families live together educating each other, where older children help small children, where parents teach academic content to children and children to parents, following a simple educational program, addressing the most basic content, but more useful, such as family relationships, effective communication, conflict resolution, collaborative work, respect for diversity, savings culture, citizenship, values, and other content; if you still teaching a few family members, have little practical value when there are appropriate from the family conditions, therefore, an appropriate family environment is required to increase the cultural capital of society.*

KEYWORDS: *family, education, society, democracy, system.*

I. INTRODUCTION

The General Systems Theory proposed by Bertalanffy (1989) in the early twentieth century, states that a system is a set of elements that are integrated, interacting and interdependent in order to obtain mutual benefit or achieve a goal, and hardly could be achieved if acted individually. This theory explains that a unit or entity, will always be greater than the parts that make it up, presenting an attracting force that keeps the elements work interdependently; energy or result of the sum of the parts, achieves unsurpassed energy for each of the parties that achieved individually, the synergy is explained as the maximized effect obtained by the sum of the effects of each.

Maturana and Varela (1995) confirm that a system is balanced as a result of the interaction of the components, but none of them alone is determined. Autopoiesis is a peculiarity of certain homeostatic machines, where the fundamental variable that maintain constant is their own organization. An autopoietic social system has features to be organized into "production processes concatenated components such that produce components: i) generate processes (relations) that produce production through its continuous interactions and transformations, and ii) up the machine as a unit in physical space" (Maturana and Varela, 2006, p.69); for example, an educational system is individuals who will train other individuals in the same system.

The systems approach provides an overview of possible routes or means to achieve the goal set by the community.

For centuries we have tried to build schools to educate humans, gathering in small groups and that somehow each member has features and representative attributes to society, their community and family, since it has grown and developed in these systems; however, each student himself, is none of these three subsystems, since it is "a unique being" an organic system, but not fulfilling the role that corresponds to society.

Following the same vein, a teacher, you cannot change the system as it is not likely to impact globally to the whole system, the wave generated by the vibration of their actions may have little resonance and unfortunately vanishes when no impact on the system components that are open and willing to replicate the echo of isolated effort. The Butterfly Effect is an explanation derives from Chaos Theory, which explains that small modifications made at the beginning of a project, can cause major changes to the point where it lead.

For centuries what has been taught in school is the knowledge that is treasured as science, technology, art and culture, valuable to a minority part of the dominant group; but even so, much has been questioned that appropriate all this knowledge, it is really education. After a thorough analysis interpreting the facts based on this systemic approach is apparent reflection, an explanation for the failure of education systems in the world, because from this global perspective, most of the existing educational systems partially fulfill his purposes since all intended to educate the parties and not the whole, holistically, it is the whole purpose of education and not the parties, in this case represented by the students or members of society.

Education systems have earnestly tried to educate the individual, the child, young teens, but not to the family, community and society; diverse thinkers as Savater (1997) and Taylor Gatto (2000) argue that schools do not educate, instead schooled, but nevertheless is Taylor Gatto who points out the urgent need "schools should include the family as the main engine of education" the proof is that good manners and values of social life are acquired in the family, respect for individual rights are learned in the community and the organization and production system in society. You cannot deny that in school these human principles also inculcate, but mainly live in the open, free of dogmas, such as recess, during recreational games made in the school grounds and not in the classroom spaces. The author of this analysis to move the focus of the school and direct it to society, but not stagnate in it, but returned dynamically to the dialectical relationship that should exist between school and society, considering the expectations placed the result of the training received in school does not correspond to what the school is in a position to contribute, you are prompted to school more than it is able to achieve.

The school should not be regarded as ineffective, outdated, retrograde or catastrophe, as have noted authors as Gilberto Guevara Niebla (1992), although it is not making an apology from the National Educational System (NES), which cannot boast of being a model of educational quality, since it has been shown that no educational system can change society, individually educating its citizens.

The school initially created thinking of educating the individual, which according to Savater (1997) the school is geared towards intended purpose: to integrate the new generations to society, the purpose of school is to prepare children for adulthood; although adults have not understood even implying learn to live in interdependence.

Given the daily acts of chaos in the world, we must ask what kind of society we want to integrate students and graduates of the system, whether in school violence, harassment, discrimination, inequality, intolerance, occur resulting clear that the world outside school is not just similar, but worse, the school is permeable to what happens outside, since it is a subsystem of society where it is; according to Giroux (2004) school contributes more in legitimizing and reproducing a society steeped in domination and class inequality, gender and race, not on developing a critical perspective of themselves and what it represents live in society.

Although the school is a representation of society, is not achieved equated with the same company, it is like comparing the gene with the individual, as did Richard Dawkins (1993) in his book *The Selfish Gene*, where he said they really are the genes that adapt to the environment and not individuals or groups of people, making the metaphor of the gene that survives is a selfish gene; being widely criticized by stating that stronger and more likely to survive in new environments people could be considered selfish, then altruists are disappearing or dropping of human evolution.

The synergy that occurs in the person cannot be equal to the synergy in the whole system, since within the school's peer influence is significant but not presented in the same order as the influence that each student receives people of their community, and culture generated therein, being exposed to all kinds of models, including behaviors can find love but also of rejection, honest behavior, but also dishonest behaviors respectful of diversity, but also of intolerance to all those who do not belong to the same community.

The family is a constellation in itself, and each of its members modifies the others, but when most of the family members do not share the desired values in society, people end up imitating the practices of their models authority; as Bandura and Walters (1974) have indicated vicarious learning, basing his apprenticeship in the authority figure and what they see every day. Studies have shown that large amplitude teaches more the sociocultural context that school. Coleman and colleagues in a classic research report entitled "Equal Opportunities" (et al. 1966) argued that family history and environmental influences largely explained the variation found in academic results, and that schools exercised minor effect on the variation; a clear example of the influence of environment is when a person finishes a college career and even use vulgar or inappropriate language for socializing.

Paradoxically when governments boast of increased years of schooling in the population when domestic violence, organized crime, drug trafficking, vandalism, riots, assaults, robbery, murder, gangs, and terrorism increase every day in the world; can easily demonstrate a positive correlation (means that when one variable increases so does the other) between schooling and crime. However, the correlation should arise between schooling and education or schooling and social welfare.

The implicit function of the school as a nursery or as a repository of new generations, no longer viable, since schools have become areas of high risk, society is convulsing and its members learned to value life, nor mutual care of the planet; the hierarchy of values of most societies in the world has placed the right to life in the last levels of the hierarchy, the tragic events that occurred in various schools and universities, where murderers come deliberately shooting students and teachers, shows madness derived from fundamentalist religious beliefs or a radical thought in complete imbalance; however, these assassinations are not just happening by intolerance between cultures, there are leaders who threaten the lives of his own people, to plunder natural and financial resources, to deprive of human rights or the extent of killing their own citizens, unfortunately abuse not only comes in a class struggle, also exists between members of families where an increase in violence and domestic abuse, parents who kill their children and children who kill their parents exist, world stage is terrible and educators cannot remain indifferent to these serious problems.

It is of little help go to school if you cannot reach the ultimate goal: get education. We could focus on the value of the academic and professional profile, but uneducated, you may not have the social intelligence that is required to live in harmony and peace with humanity, respect the planet and the universe to which we belong.

The role and impact of schools in society are being challenged, because they are not fulfilling their primary purpose, the crisis is accentuated by the great development of technology which offers an extremely wide range of possibilities to access to knowledge then if the school is not educating and can be considered only transmit knowledge, may be replaced by virtual training through educational platforms, where the use of videos and interactive activities currently offer this training service cannot be assured to be schools disappear in the short term, but that some cease to operate in the same mode in which they currently do; therefore indispensable to extend education to families, community and society in general, democratizing access, where all people can build a professional profile through massive open online courses identified as MOOC, and only submitted for certification acquired competence, processes that have marked a new stage of education in global educational systems.

Learning math and reading is extremely important, but no longer priority if to leave school, you do not know if you'll back home alive.

Humans learn to respect others when we have been respected, learn more by example than with concepts, what is required to promote the events that shape the experiences of respect for the family. Constant criticism of a child, negative comments on it can cause the child to disrespect others. Treating children with respect pays large benefits for families and society in general (United States Department of Education, 2005). Respect for others is based and is summarized in the Golden Rule that has been promoted in almost all civilizations in history: Treat others as you would have them do to you, under the same circumstances.

The problem increases when the school offers a lot of information and few skills are obtained to solve real life problems, promoting decontextualized knowledge to everyday problems; try to educate individually has been a social failure, many of the great thinkers of history, they not only got their training in school, they all showed a strong belief in independent study and even illustrious thinkers, inventors and entrepreneurs failed to adapt to educational model, the school tends to be obsolete if continuous teaching people, not places the family as the center and purpose.

II. PROPOSAL DEVELOPMENT

The formation of values in the social system, you may educating families as the fundamental unit of society, educate the whole and not only the party; we need educate the whole family and not just one of its members. Family education, which is not limited to education provided by parents to their children, but the government can offer families. With the above the National Educational System should be more concerned with dealing with family education and interfamily that meet targets and indicators to meet the demands of international organizations, since the leaders try to project that all is well inside the country. It comes from social chaos we live; a country cannot be right, when their families are disintegrate or dysfunctional, it is urgent to address and accept that this is a serious problem, but not only with education can be solved systemically, required educate the family on principles and values, health, economics and politics, among others.

An approach of families to schools and school to families is proposed, it is proposed to educate in the public spaces, the spaces open access, such as waiting rooms, transport, banks, hospitals, parks, and generally using the mass media; taking advantage of the proliferation of different technological devices through which you can access and share information: as computers, cell phones or satellite television, along with access to communication networks, since they have generated an enormous social impact, scientific and intellectual in society, possibly most influential currently the information provided in schools.

It is proposed to campaign where families live together educating each other, where older children help small children, where parents teach academic content to children and children to parents, following a simple educational program, addressing the most basic content, but more useful, such as family relationships, effective communication, conflict resolution, collaborative work, respect for diversity, savings culture, citizenship, values, and other content; if you still teaching a few family members, have little practical value when there are appropriate from the family conditions, therefore, an appropriate family environment is required to increase the cultural capital of society (Bourdieu, 2005).

With the support of non-governmental organizations, business people and private initiative, it intends to seek an active and committed participation to education, for example, sponsoring cultural capsules, national history, English as a second language, besides all this information may be posted on the products sold, as well as the training provided to workers, bearing in mind some input from Ouchi in his book *Theory Z*, which states that workers should be treated as family, with humanity and respect.

Do not confuse these proposals with a socialist education, not rejection of private property is encouraged, but rejected the idea that education is a commodity market, where access to college has become a business where the education industry does see the owners of private schools as merchants of knowledge.

It should make public the right of all citizens of the world to a quality education, to support the democratization of knowledge. In this article calls for the creation of policies that allow free access to knowledge and information through multiple means and resources. This is not to redirect the prevailing ideology, but to create a society with awareness of the disadvantages encountered when excessive individualism causes a model of competition that seeks to hinder others to prevent them from obtaining the benefits of the social system educated families. This is causing a "learning open source" and not closed the school subsystem, which does not impose artificial divisions between learning and everyday life (Taylor-Gatto, 2010).

Finally, the proposal should not be limited to that world governments provide conditions conducive to educate families, since they are the same families that should drive this initiative, change and transformation must be made from parts to whole and from the whole to the parts, it would be foolish to fall into the same mistake to think that social welfare can occur unidirectionally.

Educating the part is not enough. If the whole is also part of the system, then we should also educate the whole and not just to the parties. It is not only move from education to the hegemonic class towards education for all, but to develop a learning society, not the individual, but instead should be oriented primarily as a community, not from everyone to transform one to one, instead we should educate all society as a whole.

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