

2. Panama Papers: Frederik Obermaier, Bastian Obermayer, Vanessa Wormer and Wolfgang Jaschensky. [panamapapers.sueddeutsche.de/.../56febff0a1bb8d3c3495adf4/ 4 abril 2016].

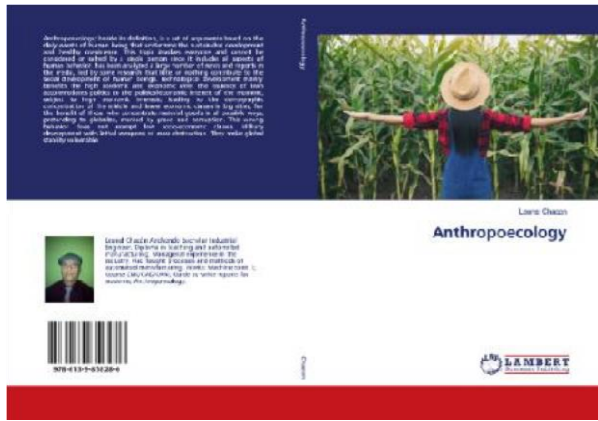
3. Grupo ETC y la Fundación Heinrich Böll en mayo de 2017, La geoingeniería, [grupoetc@etwww.etcgroup.org cgroup.org / schneider@boell.de].

4. Jan Zalasiewicz and Mark Williams from Department of Geology Leicester University and Dr Matt Edgeworth from School of Archaeology and Ancient History, [8 ene 2016 revista Science. Washington, (EFE), (yahoo)].

5. Bernardo Stamateas, "Todo comienza en tu cabeza", Fijaciones mentales, [Sandra Pc, 12 mar. 2012]. [nosvemosenlacima-lavedesan.blogspot.com/2012/03/fijacionesmentales.html].

6. Owen Cotton, Sebastian Farquhar, John Halstead, Stefan Schubert, Andrew Snyder, 2016, "Global Castastrophic Risks, Annual Report 2016" Universidad de

Oxford/Global Priorities Project, George Dvorsky. [Yahoo, by Javier Peláez mayo 05, 2016], [http://media.zenfs.com/en/homerun/feed_manager_auto_publish_].



FORMATIVE EDUCATION FROM ANTHROPOECOLOGY'S POINT OF VIEW

Leonel Chacón Anchondo

Industrial Engineer Technological Institute Cd. Juárez Cd. Cuauhtémoc, Chihuahua, México, Tepeyac street # 4030, 31520

ABSTRACT.

Human behavior, like education, are highly subjective and each individual believes they have the truth that is correct, so today we have behaviors that differ 180 degrees, due to paradigms of interest and it seems that we do not want discuss true causes of our wrong formative education.

From Anthropoecology point of view, it is very easy to establish guideline for a correct formative education.

Premise is; if you, with your words and actions, cause harm to another human being, your formative education was negative; but, our arrogance and greed that have made us mentally ill, are mental fixations that prevent us from being positive.

Formative education does not require words to be acquired, just the example is enough to validate that what is done is true and acceptable.

Keywords: Anthropoecology, guideline, formative education, arrogance, greed, mental illness, mental fixations,

FORMATIVE EDUCATION

Formative education does not stop throughout the process of life; human being is prone and susceptible to changing attitudes at any moment of his life; However, formative education in childhood is what will set standard in behavior and development of human being in all aspects.

Formative education does not require words to be acquired, just example is enough to validate that what is done is true and acceptable. Infant only observes but does not question because it has no parameters with which to compare what it sees; only accepts it and depending on degree of satisfaction of their elders, which in most cases are their parents, will be the degree of self-satisfaction and validity of what they observed.

Formative education can be positive or negative; most transcendental formative education is that acquired in infancy and childhood, although it may be observable, it is very difficult to evaluate it at this stage; However, consequences on behavior in adolescence and maturity will leave no doubt about formative education that was received in first years of life.

In the same family all children have different behaviors despite being from same parents; This may be due to fact that not all of them are educated with same discipline and norms, those small variations make a difference that can be observable; but, even so, fundamental behavior in the family is in same direction; Of course, family members and rest of society influence that formation and can also be a factor of variation

within same family. However, it will be difficult to find an individual with extreme bad behavior where the rest of the family has acceptable behavior.

Formation that father and mother had, is not necessarily the same that they will give to their children; since of parents who are classified as good people they have rebels and of some strict parents they have quiet children without initiative.

Formative education as any activity and behavior of human being can be evaluated; difficult thing is that individual accepts to be evaluated, and much more difficult will be that he accepts results, especially if these are negative.

Knowledge originates a behavioral change, while information originates an immediate reaction. "Santa Claus"; from children we are deceived and taught to cheat. More an individual denies its evil, more dangerous it is for society.

However, for some reason, human being despite his formative and instructive education is susceptible to being manipulated by three aspects that are fundamental in life, which are health, well-being and happiness. These aspects are more controlled by instinct than by knowledge. Control of instinct is given more by positive formative education than by instructional education. So, it can be said that when an infant receives a positive and adequate formative education, it will hardly be manipulated when he is an adult; However, when such education is deficient, it will be easy victim of any charlatan who offers health, welfare and happiness. Without realizing that the root of your problem originated in your childhood, and you may never realize it, let alone become aware of it.

Dishonesty and bribery are learned from example and can occur at any stage of life; but they do not occur by themselves, so that it takes root there must be an antecedent that supports it, and this antecedent, among others, can be greed.

Another aspect that is learned in childhood is mockery and jest towards their peers; This behavior is learned by direct observation of adults close to child. Reinforcement is done with children of same age. Traumas that children develop mocked and that endure to adulthood are unpredictable, as well as their consequences.

A child abused in his home or outside, will have problems interrelating in adulthood; but it is almost impossible to know to what extent these traumas are only problems for oneself and at what point it extrapolates those problems towards others.

Mockery can reach intimidation of some children against others, it can be such that child or adolescent comes to kill those who bully him.

Child does not listen, observe. He does not learn through language; he learns by example, imitating mainly his parents.

Child does not understand meaning and connotation of words that is barely learning its basic meaning, so a speech is useless with a child.

When adults discover this as a problem in their children, they expose it as a problem that came out of nowhere and they hardly dare to do an introspection.

Then they send the child to school so teachers must educate him. These same parents not only expect but also demand that schools establish programs to correct deficiencies of children originated in the family and that undoubtedly can only be corrected in the family.

In latter part of twentieth century A.D. when cognitive education institutions boomed and a large number of children and youth attended school; creating false idea that school is for formative education of children; with that of teachers who are specific to instructive education on concepts of knowledge; but not to moral and social formative education. While this confusion prevails, child will be in limbo without direction and disciplinary limit, with consequences that will not be expected.

Humans being is as inflexible its behavior as animals, once learned a behavior, we can hardly or we want to change. Only that animals have a well-defined niche of behavior and human beings have an infinite range.

Formative positive education of child is responsibility of parents and not of teachers; as well as correct negative formative education.

With respect to not lying. What example is given to child in household?

Honest people say: "if it's not mine, it's someone else's". How many times is this expression used in formative education of child?

Following complete transcribed article was received online at beginning of 2005 A.D. It is transcribed with reservations and all respect to people mentioned in it.

GETTING AWAY FROM GOD

In contrast to many perversities and jokes that we send ourselves to laugh a while, this is a little different: This joke today is not supposed to be a joke, it is not supposed to be funny, it is supposed to make you think.

In an interview with Billy Graham's daughter at Early Show, Jane Clayson asked,

"How could God have allowed this to happen?" (Referring to the attacks of Sept. 11, 2001 AD). [3 oct. 2001 CBS's Early Show, Anne Graham was interviewed by Jane Clayson].

Anne Graham gave an extremely profound and full of wisdom.

He said, "Like us, I believe that God is deeply saddened by this event, but for years we have been telling God to get out of our schools, get out of our government and get out of our lives. And being the gentleman that He is, I believe that He has quietly withdrawn. How can we expect God to give us His blessing and His protection when we have demanded that He let us be alone?"

In light of recent events ... terrorist attacks, shootings in schools, etc., I think it all started when Madeleine Murray O'Hare (she was murdered, recently discovered her body) complained that she did not want to pray in our schools, and we said it was fine. Then someone said not to read the Bible in schools ... Bible says you will not kill, you will not steal, you will love your neighbor as yourself. And we said it was fine.

Then Dr. Benjamin Spock said that we should not hit our children when they misbehave because their little personalities would be truncated and we could hurt

their self-esteem (Dr. Spock's son committed suicide). We said that experts know what they are saying. And we said it was fine.

Then someone said that teachers and school directors should not discipline our children when they misbehave. Administrators of schools said that it was better that no member of faculty of schools touched any student who misbehaves because we do not want negative publicity and of course we do not want to be sued (there is a big difference between disciplining, touching, hit, slap, humiliate, kick, etc.). And we said it was fine.

Then someone said, let our daughters abort if they want, and they do not even have to tell their parents. And we said it was fine.

Then one of counselors of board of directors of schools said, since boys are always going to be boys and anyway they are going to do it, let's give our children all condoms they want so that they can have fun to fullest, and not We have to tell his parents that we gave them to him at school. And we said it was fine.

Then some of our top public officials said that it does not matter what we do in private while we carry out our work. We agreed with them and said, I do not care what anyone, including the president, does of his private life while I have a job and economy is fine.

Then someone said let's print magazines with pictures of naked women and say that this is a healthy and realistic appreciation of beauty of female body. And we said it was fine. And then someone else took that appreciation further and published photographs of naked children, taking them even further when he placed them on internet. And we said that he was fine, they have the right to freedom of expression. Then amusement industry said, let's do television shows and movies that promote profanity, violence and illicit sex. Let's record music that encourages rape, drugs, suicides and satanic themes. And we said it's just fun, it has no negative effects, anyway, nobody takes it seriously, so go ahead. Now we ask ourselves why our children have no conscience, because they cannot distinguish between good and evil, and because they do not care about killing strangers, their schoolmates, or themselves.

Probably if we think it through and slowly, we will find the answer. I think it has a lot to do with "WHAT WE SOW IS WHAT WE COLLECT." It's funny how people simply send God away and then wonder why the world is in the process of being destroyed. It is curious to see how we believe what newspapers say, but we question what the Bible says.

It's funny how jokes are sent through network and they spit like wildfire, but when you start sending messages from the Lord, people think twice before sharing them. It is curious how there are lustful, crude, vulgar and obscene articles circulating freely in cyberspace, but discussion of God in public is suppressed in schools, work spaces and sometimes even in home.

Are you laughing?

It is curious to see how when you send this message, you will not send it to many people who are on your address list because you are not sure of their beliefs, or what they will think of you for sending it to them. It is curious to see how we are more concerned

about what others think of us than what God thinks of us.

Comments:

This message is considered doubly important; On one hand, the spiritual estrangement of human being is very clear, regardless of what he considers his God, licentiousness, individualism and abuse of the "freedom" of expression. And on the other the misuse that is given to tools available at Internet. This message alone is explicit enough.

A paradigm of parents, almost generalized to world-wide level is non-acceptance of sexual education to the boy in his last year of elementary school; When this topic is discussed in meetings of parents a great scandal is made about the subject and books that contain it; However, these same parents do not say anything about what is exhibited in mass media in a morbid and prostituted way (late twentieth century and early twenty-first century AD).

War of the sexes is another paradigm that increases every day, perhaps because technological progress allows women to be independent to support their children.

Any acquisition of knowledge acquired in instructive education, originates behavioral change and posteriori strengthens in the individual as formative; But not all knowledge directs the human being to behaviors of respect and coexistence.

A soldier, sailor or pilot is trained and as a result of that training, a behavioral change originates; only that in this case the change is to kill his fellow men and when does it instead of feeling remorse must feel satisfaction of triumph.

THAT IS AN INDUCED MENTAL ILLNESS.

In human being if stimulus is correct, the response will normally be correct and proportional to amount of stimulus.

Human being has a large accumulation of energy somewhere reserved; but for the negative or incompetent, it is equivalent to having a barrel of water in the desert, without the will to open it.

When individual's thought is to do work by obligation and not by his own will, he has become incompetent.

None of the religious, political or economic systems has been concerned with establishment of an orderly system to teach adult to raise a child. This system must be mandatory for all those couples who wish to have children and even for single mothers.

This system will only be the principle to correct the current excesses in behavior of human beings; It is evident that results will be seen in the next generation and it will be up to second generation where the level of result can be seen with certainty, this is approximately 40 years from its beginning.

Current information is good but it is atomized, not accessible to all and much less systematized. Elaboration of texts is a long way to go and they should be elaborated with complete honesty, without hidden or subliminal curriculum.

The question is: will there be a willingness to do so on the part of religious, political and economic systems?

In a conversation between two young ladies, Mónica.L.Ch.R. and Ileana.E.R., the latter said to first (2001 AD.) "THE EDUCATION OF A CHILD MUST BEGIN 20 YEARS BEFORE HE IS BORN.

Academic level or high economic level, are not synonymous of correct formative education and common sense.

Each pair of human beings starting from their paradigms educates their children without having any indicator if they are doing it correctly or incorrectly. These paradigms can be personal or generalized in the social group to which they belong, but their influence is done individually.

As every writer, who as an individual has ability to express transmit and share their ideas with best faith and willingness to contribute, will set a personal course accompanied by their own paradigms. By itself, it will hardly be possible to capture concepts that reflect feeling of the group or social group to which it belongs, by a very good research methodology that applies or uses, this will not necessarily reflect consensus of the group. The same can be said about articles in magazines; since in four or five pages it is possible to express very rationally any point of view or only expresses a point of

view that is not necessarily incorrect, but if it is omitting any other points of view.

Of course, the work of those who have expressed their ideas in written form is not neglected, it is only about clarifying that by training in all aspects, including academic, each individual will hardly be able to express himself with equal depth in all senses in this very complex subject. Without a doubt, all those couples who take a good book on the subject will not sail blindly.

Some authors define Stages of life by ages as follow:

- Prenatal: From conception to birth
 - Early childhood: From birth to 3 years
 - Early childhood: From 3 years to 6
 - Intermediate or schoolchildren: From 6 to 12 years old
 - Adolescence: From 12 to 18 years old
 - Youth: From 20 to 35 years old
 - Maturity: From 35 to 50 years old
 - Mature adulthood: From 50 to 60 years old
 - Old age or old age: From 65 and up
- [<https://www.hanakanjaa.com/etapas-la-vidas-idades/>]

From Anthropoecology’s point of view, stages of life, would be as follows:

<i>Stages of life from Anthropoecology’s point of view</i>		
STAGE	PERIOD	GENERAL NEEDS
Prenatal	From conception to birth	Care of fetus and mother, mother’s nutrition
Initial childhood	From birth to 3 years	Child care and formative education
Early childhood	From 3 to 6 years	Child care, formative education preschool instruction
Intermediate schoolchildren or	From 6 to 12 years	Elementary instructive education and direction of formative education, civility
Adolescence	From 12 to 18 years	Instructive education and guidance to adolescents, civility, personal relationships learning a craftsmanship
Youth	From 18 to 35 years	Instructive education, obtaining a university degree
Marriage	Between 20 and 30 years	Responsibilities, learning and awareness of what marriage is
Birth of children	Between 20 and 40 years	Care to breed healthy children
Stage of infant and childhood	From birth to 6 years	How to give formative education to children
School stage of child and adolescent	Between 6 and 18 years	Importance and how to support in instructive education
Independence	18 years and older	Rights and responsibilities of independence and importance of work
Maturity	From 35 to 50 years	Work with social responsibility
Mature adulthood	From 50 to 65 years	Work with social responsibility
Old age	From 65 years onwards	Self-care on old age, associations, occupational therapy

There are a large number of internal and external indicators of the direction in which children are formed and educated.

Internal indicators:

From parent to child:

Have you called them dumb, stupid or worse?

Do you scream them frequently?

Do you require things that still they cannot do?

And then insult them.

Do blame and punishment for mistakes they did not commit?

Do you blame them of your own problems?

When they ask permission to go somewhere, how often you deny it?

Do you know where your child goes?

How much you want the child to leave home as soon as possible?

Do you let him do what he wants? (Since baby)

From Childs to parents:

Do they obey promptly?

Do they assume attitudes of stubbornness? (spoil)

Do they demand that you buy what they crave?

Do they ask permission to go out with friends?

If they are going to arrive later than expected. Do they advise?

External indicators:

How much importance do you give to raising children? based on tangible and non-sentimental parameters.

Number of children and youth suicides.

Type of clothing.

Type of events they attend.

Drug addiction.

This is only a tiny sample of the large number of indicators that could be mentioned on the subject.

The means of communication and technological progress, by the way they do advertising have created false expectations in the way of life for all people in general, forgetting natural environment of life.

WHAT YOU SEE IN MOVIES?

Illegal acts according to law

Adverse health events

Acts harmful to nature

Lack of respect for children and young adults and vice versa

Violations

Prepotency

Score Jokes

Lies, intrigues and gossip

Sex

Murder and dismemberment of human bodies

Exhibition of bloody scenes

Abuse from strong to weak

Alcoholism

Drug

Cover-ups of all kinds

Cheaters, fraud, kickbacks, bribery, fraud illegal

businesses

Compromises and alliances against each other

Violence and aggression

Fights of all kinds

Use of firearms

Discrimination

Etc. etc. and so on.

WHAT DO YOU SEE IN VIDEOS?

As in movies, with aggravating circumstance that the participant is the protagonist that exacerbates their arrogance

WHAT DO YOU SEE IN CARTOONS?

Same as in movies, only that in appropriate doses to infants with aggravating circumstance that they are exacerbate fantasizing and alienating in some cases and in others that claim to be "healthy" are actually irreverent with disrespectful jokes from children to adults

Upbringing of children is an important and transcendental task for coexistence and preservation of species in a world worth living.

With all due respect to women and mothers of family, those who mainly contribute in formation of next generation and in spite of external influence that it

had, if a family can be achieved with good moral standards; since basic training of human being is between zero and six years (according to the opinion of some psychologists) and during that time external influence can be null if so desired since there is total control over the child; Of course it should not be understood that the child must be isolated from outside world.

Do you let the infant or child do what they want, dirty, destroy things, move wherever they want in public places, in temples, etc.? If infant or child does what they want at this stage; in following stages it will be difficult to change his behavior.

"Our childhood experiences shape our lives. Our parents and the rest of people are role models; for better or for worse, we identify with them. Specifically, they give us a script of life that becomes our role. We assume it more by emotional absorption than by conscious choice. It emerges from our deepest vulnerable fibers, from our dependence on others and our need to be accepted and loved, to belong, to feel that we are important and valuable, that they are interested in us. For that reason, shaping that role is the most basic responsibility of parents. They are writing their children's life scripts, which they will most likely represent for much of the rest of their lives". [COVEY STEPHEN R. "Principle-Centered Leadership" page 174, Paidós Empresa 22, January 1999]

Importance of raising children should be reassessed, since at end of 20th century A.D. being a mother of a family and a housewife is considered unpaid work, so doing it more than a virtue and a privilege seems like a punishment.

There is no other being more important than the mother; since, with his natural instinct, dedication, commitment and love, is by nature the most indicated for upbringing of children. An indicator of that natural instinct and commitment is that when the marriage is dissolved, it is the mother who in almost all cases stays with children, with or without support from father.

Lack of respect of child to father in absence of the latter, is an indicator of poor family formation with uncertain moral and social future.

Lack of respect in absence of the affected is an indicator of lack of social maturity.

A common mistake of some societies is to stereotype their enemies and show them in images to children; so, in future everything that is similar to that image will be your enemy; same happens with discrimination.

Parents should consider themselves good parents not because of what they do; but, for what their children do.
(Manuel Cloutier "Maquio" †)

We have learned to give more value for economic interest or fame to what is spectacular over what is transcendental and basic.

To what extent do parents with false aspirations educate children with arrogance of believing themselves more than others, making them mentally ill?

Virtual bases of data in instruments such as computers and internet, caused by technological progress, have created in children and young people (especially students) mentality and mental laziness that "I DO NOT NEED TO LEARN IT IF I HAVE IT IN MY HANDS"; just that, one that brings it in his hands does not mean that he knows how to use it correctly and efficiently, without counting that the simple lack of electrical power leaves him without "knowledge".

MENNONITES IN BOLIVIA: A minister says: "we do not want children to learn a lot, because they go to the city to live on business; If they do not learn much, they will stay as farmers". [TV11IPN report, November 19, 2011 A.D.]

COMMENTARY:

At first glance this thought seems retrograde, but looking at it thoroughly and impartially, what he means is that if they learn customs of current "modern" society (2018 AD) they will abandon agricultural activity.

That is a reality and not only in Mennonites of Bolivia, but in young people of all peoples of Mexico, maybe in Latin America and worldwide. This is due to mirage of technological advance created by insane propaganda of media, which despise the people of the field, creating that same level of despise in whole society. Considering them as third category citizens.

This case is far from the same as owners of slaves did not allow them to learn to read for fear that they learned that there could be a freedom, already different from that of their ancestors, but freedom at last.

Sometimes it is said: "before, life was better"; unfortunately, that "before" is only a few years, not even a century. It is not that past times were better; but, that lived more according to natural laws, there were fewer needs created and therefore less stress.

COMMERCIAL TELEVISION:

Just check your programming for 24 hours to realize that cultural programs are not broadcast, but empty of programs in social content, civility, relationship with nature and ethical and moral values. Therefore, we will have an empty and easily manipulated society, absent from a positive formative education.

Other factors that influence educational education:

Has content of television programming been observed and evaluated for 24 hours?

1) Arrogance that most of protagonists reflect in films and competition events.

2) Fantasy shown in the cartoons, forging illusions in children since many things happen from nothing or "miraculously".

Who has the prerogative of behavior; are rulers and entrepreneurs, marking the pattern of this, therefore if a society is corrupt is because its leaders and their employers are, sponsored by greed that spreads throughout society.

LETTER OF THE EARTH:

In some or many countries; The Earth Charter, which could be valuable for a positive formative education, has become a romantic and demagogic document since it is violated in every action by rulers in turn at all levels.

Therefore, it is necessary to go much further than its action guidelines. It used to be called civility.

If Civil Association of the Earth Charter requires donations to subsist; then, it is far from being truly supported and applied by governments.

Life in big cities for most people, is a life without meaning, it is just a come and go to subsist, with distractors that confuse them with true satisfactions. Making necessary some superfluous activities, like the "gym" the "karate" the "yoga" as well as cell phone that is already indispensable.

To current youth, we educate them by recommending use of condoms, INSTRUCTIVE EDUCATION; instead of teaching them to be responsible,

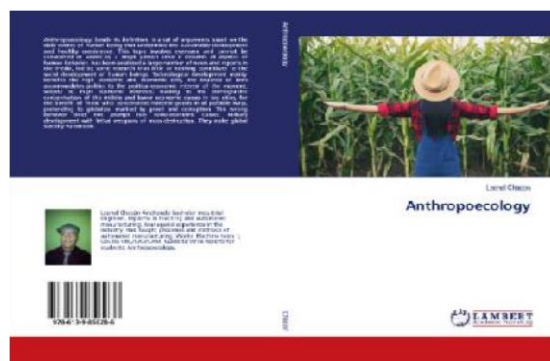
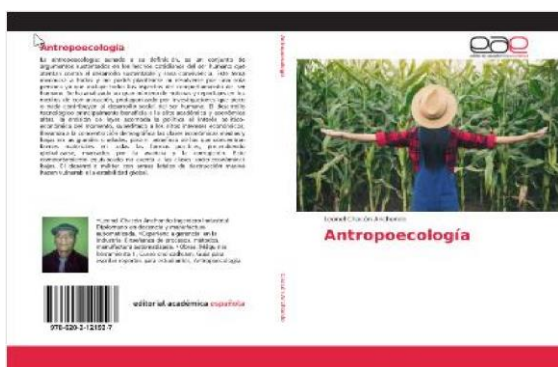
FORMATIVE EDUCATION.CONCLUSIONS

- Of civilized we may not have anything since scientific and material progress is not correlated with term culture and moral progress.
- Socio-cultural and recreational activities, such as sports and entertainment, have become preferably economic.
- Solving problems in its effect generates an economic gain and not in its cause.
- Mass media that transmits harmful programs, leaves parents and society responsibility to select what children see.
- Word is to communicate to each other, not to make a living from it.
- CHILD DOES NOT LISTEN TO YOU, HE OBSERVES YOU; first stage of learning is by imitation and observation of images, language is still very complex at that stage.
- There are some books that say or assure that man or woman are like this or that and from their perspective or experience they can be right, at least in direction of behavior; However, how far is that cultural and how far is it natural? What influenced or influences more in that, culture and morals, religions or literature?
- As long as attention is not paid on formative education, true history and natural sciences are not an integral part of instructional education; the human being will be condemned to repeat the mistakes of his predecessors; even the immediate ones.
- For a society to be fair and sustainable it must focus primarily on mental healing, changing our paradigms towards honesty and eliminating greed and corruption. Political corruption and social corruption are concomitant.
- Formative education, in childhood is transcendental, re-educating and making parents aware that this task is only their responsibility and not teachers. As well as reeducating mothers as integrators of home. And to both about their responsibilities.

- Marriage, educate new parents about this important responsibility and importance of formative education of infant between 0-6 years
- For a culture to be generated, it is necessary to continuously repeat patterns of behavior that generate it. They can be positive or negative.
- • There are no public programs that educate about the damage caused by drugs.
- Commercial television, soap operas or entertainment programs are shown instead of educational programs.
- Reeducate society, with respect to liberation and homosexuality.

References

1. Anne Graham was interviewed by *Jane Clayton* 3 oct. 2001 CBS's *Early Show*.
3. COVEY STEPHEN R. “El liderazgo Centrado en Principios” página 174, Paidós Empresa 22; enero 1999
4. <https://www.hanakanjaa.com/etapas-la-vidas-idades/>
5. TV11IPN, 19 noviembre 2011 A.D
6. cartadelatierra.org/descubra/la-carta-de-la-tierra/
7. Enseñanza. Enciclopedia® Microsoft® Encarta 2001. © 1993-2000 Microsoft Corporation. Reservados todos los derechos.
8. María Antonieta Casanova, LA EVALUACIÓN EDUCATIVA, página 124



INSTRUCTIVE EDUCATION FROM ANTHROPECOLOGY'S POINT OF VIEW

Leonel Chacón Anchondo

*Industrial Engineer, Technological Institute Cd. Juárez
Cd. Cuauhtémoc, Chihuahua, México, Tepeyac street # 4030, 31520*

ABSTRACT.

Massive instructional education is a recent creation of human being with the objective of taking it to a productive life in an efficient way and that takes technological knowledge at an adequate level that are required by the industry to understand, improve and optimize productive processes and adapt to changes dictated by technological progress. In some countries they have forgotten educational level of middle level, disabling them for their own technological development.

To involved and volunteer is explicitly offered a "high standard of living". Undoubtedly technological advance has brought facilitators and great comforts of life; only that, sustainable development has been forgotten, nature has been depredated and contaminated, together with creation of false expectations in individuals and generating a great amount of superfluous and negative activities; that, from point of view of anthropoecology, has made human being mentally ill.

Key words: instructive education, understanding, technological advance, voluntary, living standards, facilitators, sustainable development, depredating, contaminated, superfluous, negative, mental illness.

INSTRUCTIVE EDUCATION

Instructive education systems are making people economically active but not productive.

When objective of acquiring a professional title no matter if it was learned, said individual will use it as a permit to obtain economic gains in any form.

Instructive education when it is directed to solution of immediate problems (economic) forms a litter of people with lack of integral vision towards future development of human being, and posteriori everything they want to solve with solutions of economic type. Or,

is this the purpose of those who manage the global economy?

Instructive education as well as formative education can be positive or negative.

Instructive education is dedicated to science and technology concepts as if there was a rush to manufacture entities that will generate wealth in productive field. And in practice it forgets a sustainable instructive education.

How can sustainable design and construction be achieved if education itself lacks such concepts?