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In Pro-Research, Teaching and Training of human resources committed to Science. The content of the articles and reviews that appear in each issue are those of the authors and does not necessarily the opinion of the editor in chief.

In Number 3th presented an article Diagnosis of policies and practices on social inclusion and equity in basic education schools in Mexico *by* ELIZONDO-ZENTENO, María del Pilar, CRUZ-RUEDA, Elisa, OVANDO-DÍAZ, Marco Antonio and MENA-ÁLVAREZ, Andrea *with adscription in the Universidad Autónoma de Chiapas, in the next Section an article* The older adult and the students' family perception *by* PONCE-CONTRERAS, María Guadalupe, MAGALLANES-MONRREAL, Martha Alicia, VILLARREAL-REYNA, María de los Ángeles, DELABRA-SALINAS, María Magdalena and GRIMALDI-PATLAN, Liliana *with adscription in Universidad Autónoma de Coahuila, in the next Section an article:* The social entrepreneur. A brief characterization *by* CALDERA, Diana del Consuelo, ORTEGA, Miguel Agustín and SÁNCHEZ, Ma. Eugenia *with adscription in the Universidad de Guanajuato, in the next Section an article* Profile of women entrepreneurs in Valle de Santiago, Guanajuato *by* CARMONA-GARCÍA Nélide, RAMÍREZ-BARAJAS, Alejandro, ALMANZA-SERRANO, Ma. Leticia and ESCOTO-AGUIRRE, María de Jesús *with adscription in the Universidad Tecnológica del Suroeste de Guanajuato.*

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Diagnosis of policies and practices on social inclusion and equity in basic education schools in Mexico

ELIZONDO-ZENTENO, María del Pilar*†, CRUZ-RUEDA, Elisa, OVANDO-DÍAZ, Marco Antonio and MENA-ÁLVAREZ, Andrea

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Abstract

The results of the collective and collaborative work between two Mexican academic groups (Chiapas and Yucatan) and the education sector staff in Chiapas, about the development of a joint project submitted to the National Council of Science and Technology (NCST) presented on educational policies and practices that promote or affect social inclusion and equality of vulnerable groups, items that elude directly to the implementation and enforcement of fundamental human rights known as Economic, Social and Cultural Rights (ESCR).

Vulnerable Groups, Human Rights, Basic Education, Chiapas and Yucatán

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Introduction

The work is a research project developed in a coordinated and collaborative manner between two Academic Bodies of two states of the Mexican Republic: Chiapas and Yucatan. It is added to this personal work of the Secretary of Public Education of the State of Chiapas, which responds to the Call issued by the Sectorial Research Fund for Education to promote Research in Basic Education SEP / SEB-CONACYT, 2015.

Agreements with the general guidelines established by the SEP and CONACYT in this call for the encouragement of collaborative work between academics and operators of public policies, as well as research in educational matters, the research groups that participated in the development of this project The Institutional Action Network Education and Diversity formed by the following groups: "University-Society of the Center of Studies for the Improvement of Higher Education (CEPES)" of the University of Havana, Cuba. The academic group "Training and improvement of the professional of the education" of the Faculty of Pedagogical Sciences of the University of Matanzas, Cuba. The Academic Body of "Politics, Management and Education in and for Diversity" of the Faculty of Humanities Campus VI of the Autonomous University of Chiapas.

Due to the magnitude of the theme to be addressed and the results presented, the project is proposed to three years establishing three stages (one per year divided semi-annually) in each one are indicated goals and results to reach and deliver, respectively. In this paper, only the first stage is presented, that is, the first year. The paper is structured as follows: Background on social inclusion and equity in schools. Justification of the project for the theme addressed and the methodology to be applied. Hypothesis, General and particular objectives, general and particular goals (Actions).

Methodology. Expected results. Impacts and specific users of the results or products of the project. Mechanisms of transfer, assimilation, or adoption of results by the sector. Deliverables and Bibliography.

The central objective of the short-term project is to have a diagnosis from which to guide both public educational policy and teaching practice, directly addressing the demand of the sector on Innovation for educational equity in the theme: Attention to schools in Conditions of educational vulnerability. Therefore, as part of the diagnosis, a discursive diagnosis of educational policies regarding educational inclusion in a period comprised (2000-2015) and its concordance with the international framework of Economic, Social and Cultural Rights of Human Rights (DESC).

Background

International level.

The issue of social inclusion and the equity of vulnerable groups in basic education schools has been a matter of the political agenda not only of national states but also of international states. International agreements and treaties such as the United Nations Educational, Scientific and Cultural Organization (UNESCO 2008, 2015), the Organization for Economic Cooperation and Development (OECD 2012, 2013 and 2014), The World Bank, among other agencies, have contributed with their policies, programs, strategies and lines of action to attend this educational area. On the other hand, extensive and documented research and global and national practices and experiences demonstrate the need for inclusive educational policies to promote basic education with equity for all, regardless of race or disability, and as a Act of social justice to provide every opportunity to children; Above all, for those who by their extreme poverty have been permanently excluded.

Federal level

Mexico is no exception, since in recent years inclusion and educational equity have received more attention, research, educational diagnostics, programs are implemented but the problem remains. On the other hand, the Ministry of Public Education makes efforts to solve the problem of educational inequity and even though studies are implemented and guidelines are set in educational policy, the dilemma is not only acute but remains the same as in previous years; In addition, forums and academic events are organized, results are published and public policies have been established to address a vulnerable aspect of basic education: inequity, segregation and social and educational exclusion of children who are of educational age Basic.

While it is true that the issue of educational reform has been recurring in various sexennial periods (educational revolution, decentralization of education, educational reform), it is from 1993 that three levels of secondary education are compulsory and extended compulsory basic schooling from six to nine years. In 2002, three levels of preschool education were compulsory, and are now twelve years old. At this time permeates the vision of quality education and attention to vulnerable regions.

In 2012, it is a question of implementing a change in the educational policy by the federation and with the participation of the states and establishing the principles of reducing social inequalities by allocating more resources to the poorer areas of our country, Offering a quality service with equity and granting equal opportunities to all Mexicans. These principles imply a total structural reform in basic education, from curriculum, teachers, assessments, institutional management, physical infrastructure, teaching materials and methods, parental involvement and accountability, among other educational aspects.

In federative entities

But the implementation of basic education reform has not been an easy task. The panorama has not been very encouraging since it has brought with it a range of problems, unfavorable scenarios, unpublished and of uncertainty, especially in some states of the republic, such is the case of Chiapas, Oaxaca, Guerrero, Yucatán, where they prevail Structural, social and political problems, reflected on the one hand, in extreme poverty, social inequality, marginalization, health and housing, among others.

On the other hand, educational data provided by government agencies such as the Secretariats of Education of the States, the National Institute of Statistics and Geography (INEGI), and the Ministry of Social Development (SEDESOL) show the great educational gaps in terms of lag Education that prevails.

Reviewing some basic official documents to frame the problem, we find information related to our research object, where it is recognized how uncertain it has been to address and solve the problem. Within the Millennium Development Goals (MDGs) education is a fundamental right that every individual possesses and raises in its objective 2: achieving universal primary education and sets as a goal by 2015 to ensure that all boys and girls of all the world can complete a complete cycle of primary education.

As it is acknowledged the results have not been encouraging and progress has been uneven in the regions and have left huge gaps.

This reality is particularly evident in some regions of Mexico, as the trend of educational lag continues to be predominant, especially in places with high levels of vulnerability and educational exclusion.

The Federal Government's sectoral education program 2013-2018 recognizes that the poverty conditions that continue to affect a significant portion of the national population have hampered the educational task, and children who do not attend school belong primarily to vulnerable groups. Actions for quality education have been uneven and unequal. Smaller and more remote schools, with populations with a greater incidence of poverty and marginalization, as in the case of indigenous communities, systematically maintain the lowest results. (P30).

The Chiapas State Sector Program for Education 2013-2018 accepts that it is from the states with the lowest HDI, lack of access to public services, a population in extreme poverty and high marginalization, where, therefore, there is little or no social mobility, Translating into a broad inequality in the distribution of income and on which education, directly or indirectly, can play a fundamental role (p. 44).

This makes us assume that the educational policies that have been established as well as the implemented programs have failed, which implies and forces us to rethink where the mistakes are made and the red lights to attend them. According to the subject to be investigated, the States of Chiapas and Yucatan are framed; the quantitative data are not very encouraging:

According to SEDESOL 2013, the State of Chiapas has 12 municipalities not only in extreme poverty but in conditions of vulnerability and educational backwardness.

For its part, the National Council for the Evaluation of Social Development Policy (CONEVAL, 2010) indicates that in Chiapas, the 9 municipalities with more than 50% of poverty are located in the Altos area. 28 Municipalities of the High, North and Selva, are classified as the lowest human development index (HDI).

On the other hand, INEGI 2005 counts data indicate that there were 4,293,459 inhabitants, of which 1,702,705 (64% of the total population) were in educational lag; 43% did not complete basic education and 21% were illiterate.

On the other hand, the State of Yucatán presents in a good percentage the same behavior as the State of Chiapas.

According to CONEVAL (2010), Yucatan is one of the states with high poverty rates. 27.7% of the population are vulnerable due to social deprivation, 45.9% are in the moderate poverty level, vulnerable to income (7%), and only 19.4% are non-poor or vulnerable.

Likewise, the Education Sector Program 2013-2018 indicates that the state of Yucatan has an average schooling lower than the national average of 8.9 (p.16).

For the 2012-2013 school year, it was also found that 50.5% of the indigenous language-speaking population aged 15 and over did not complete their primary education and are in a high degree of marginalization (INEGI, 2010).

Given that the entities of the south of the country have been characterized by the first places in educational lag the academics respond to the Convocation of the SEP and CONACYT to contribute in a collaborative way with the state educational authorities to constitute and where necessary strengthen research teams to study and analyze the reality of basic education, so that its work and findings allow the improvement of policies and programs of action aimed at improving the quality, equity and attention to diversity in the levels, types and modalities that constitute the Basic education in Mexico.

With this, the state and federal governments intend to fulfill "the task of SEB in regard to the national curriculum of basic education, production of educational materials, updating teachers and managers, educational models of attention to Specific social groups, the improvement of school management and the social effectiveness of the Mexican school, as well as to attend with pertinence the conditions and educational needs of the national population, all with the perspective of placing the schools in the center of the Educational policy "(see Convocation SEP-SEB-CONACYT 2015).

Hypothesis

The vulnerability conditions existing in someA. regions of the states of Chiapas and Yucatan that are expressed in poverty, marginalization, social, cultural, political, economic and educational lag have made it difficult toB. construct a model of inclusive basic education to attend to the diversity of children School age policies, approaches and educational practices in a more just and equitable way.

Objectives

General objective. Carry out a diagnosis to evaluate and guide educational policies and practices around inclusion and equity in vulnerable schools of basic education in the states of Chiapas and Yucatan.

Particular objectives.

- 1- Obtain quantitative and qualitative data on education in primary schools of 12 vulnerable communities in Chiapas and Yucatan, to elaborate the diagnosis. Step I
- 2.- Determine, from the perspective of the different actors, the impact of educational policies and the programs that derive from them, in the processes of inclusion and social equity in the two states. Step II

Goals

General goals

- 1.1. - Diagnosis of vulnerability factors: Integrate two statistical databases obtained from state agencies of basic education (primary) of schools in vulnerable zones of Chiapas and Yucatan.
- 2.1. - Two databases of the results of the analysis of the impact of policies and programs that result from social inclusion and equity in the schools of Chiapas and Yucatan.

Particular goals (actions):

- A. Obtain educational data by level and educational modality of the 12 vulnerable zones of Chiapas and Yucatan, with the support of an operative group that performs the field studies.
- B. Assistance to International Congresses to strengthen the integration of the Institutional Action Network Education and Diversity. With the participation of the working groups of Chiapas and Yucatan.
- C. Meetings of the working groups of the Network of Chiapas and Yucatan.

Methodology

The study will use the public policy analysis methodology as well as the Appreciative Assessment Model to examine the impact of these and the programs that result from them in schools as well as to identify practices that promote social inclusion and equity and propose areas for improvement. The research will use multiple quantitative and qualitative data collection techniques that allow the achievement of the study objectives. The methodology is one of the strengths of the research.

Together with the Ministry of Education of the two states will be identified the schools of basic education (primary and secondary) that will participate in the study. Participating schools will be both successful and unsuccessful schools in promoting social inclusion and equity.

Public policies evaluation

Roth, A. (2006) considers that to evaluate public policies there are three alternatives: ex-ante, concomitant and ex-post evaluation. The first is also known as a priori, feasible or prospective, which consists of analyzing a proposed law, program or project to determine the effects of its implementation.

The second is the one that accompanies the startup of the project or program, ie, it controls the development of the planned procedures, also allows to detect problems to be able to make the adjustments in time; The third (ex post evaluation), is intended to obtain experiences for future decisions, is the most used and measures the results of existing public policies in a given period.

Its methodological strength rests on the use of qualitative and quantitative methods, which rely on the social sciences to make use of statistics, interviews, surveys, analysis of reports and texts. That is why the latter will be used.

The appreciative evaluation model (Preskill, 2003) was selected because it has been used in the field of organizational development and has proved to be highly valuable in facilitating organizational change and because it allows for the detection of quality elements that are not captured with indicator models.

The stages in which the model will be used for the development of the study are the following: 1). - Invitation for participating schools; 2).- Involvement of the participants; 3).- Evaluation workshop; 4).- Identification of critical evaluation issues; 5).- Design and planning of appreciative research with those involved. Implementation of the study (collection of quantitative and qualitative data), as well as the conditions and characteristics of the context and specific needs of the schools; 6).- Analysis of results and preparation of the final report

Expected results

There will be a diagnosis that will allow a deep understanding of social vulnerability, factors that influence schools to affect inclusion and equity of students, the impact of education policies on improving vulnerability conditions, and the practices that can favor and improve the conditions of inclusion and equity in these educational centers.

Among the main products will be: (a) Diagnosis of vulnerability factors; (B) analysis of the impact of policies and programs that result from social inclusion and equity in schools. There will be undergraduate and postgraduate theses and at least two indexed articles. In the same way and as noted, two working groups are integrated by professors from the University of Yucatan and Chiapas, which, as Academic Bodies, are part of the Institutional Action Network Education and Diversity, so this project will reward both strengthening Of each working group (with courses) and in the training of the Network, which will guarantee the results presented (with seminars to analyze the results obtained.) In order to strengthen the integration process of the Network, academic stays of Colleagues of the working groups that are in Cuba. For more detail of all this see the project captured in line.

Impacts and specific users of project outputs or outputs

We place them as scientific and social, since as a result of the study we will have in-depth information on the complexity of the problem (from the academic point of view / generation of knowledge as a phenomenon to be addressed by public policies). It is expected to generate data and documents for the design of proposals for improvement in the conditions of social inclusion and equity based on the experiences of the different actors at the school level.

The research will provide the elements that allow a reliable diagnosis whose results of the study will be used to improve the process of support to educational communities, the quality of schools, both in the short term through new actions and in the long term, to Foster the culture of evaluation, and contribute to providing a more complete and solid picture of the impact of education policies beyond the results of the external evaluation based on indicators.

By involving the different actors in the evaluation process, evaluators typically attempt to increase the validity of evaluation results and increase the use of results to improve practice (Brandon, 1998; Cousins & Earl, 1992; Patton, 1997).

In this type of approach, evaluation capacity is built because the different actors are trained and trained in evaluation (Compton, Glover-Kudon, Smith, and Avey, 2002, King, 2002, O'Sullivan and O'Sullivan, 1998; Preskill & Torres, 1999).

In addition to the above, the type of evaluation contributes to the "empowerment" of individuals by making the evaluation process more democratic (Greene, 2000, McNeil, 2000 and McNeil, 2000).

Mechanisms for transfer, assimilation, or adoption of results by the sector

The results of the study will be provided to the educational institutions of the states and to the actors, who will also participate in the identification of strategies and proposals for the adoption of results by the sector. A web site will be created to disseminate study results and materials will be made accessible to schools on good practices to promote social inclusion and equity in basic education schools.

Deliverables

1 Database on educational indicators (Stage I), preparation of an analytical document for the institutions participating in this project, especially the state SEP. 1 Article to be published in national indexed journals (Phases I and II).

1 Article to be published in an international indexed journal (Phases I and II).

3 Bachelor Thesis.

2 PhD thesis. Strengthening research groups and the Network (Stage I and II), memory of the discussions in the 2 seminars and the 2 courses of discussion and training.

Workgroup

Integrated by Doctors of Academic Bodies of the Universidad Autonoma de Chiapas and the Universidad Autonoma de Yucatan, as well as doctoral and undergraduate students who work with the researchers responsible for this project.

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The older adult and the students' family perception

PONCE-CONTRERAS, María Guadalupe*†, MAGALLANES-MONRREAL, Martha Alicia, VILLARREAL-REYNA, María de los Ángeles, DELABRA-SALINAS, María Magdalena and GRIMALDI-PATLAN, Liliana

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Abstract

Aging is the result of a series of dynamic presented unevenly in each country. Currently, eight out of every hundred people in Mexico are elderly, ie, have 60 or more years old. Today our society is a major challenge facing the aging population and the need to consolidate the image that people have of the elderly, because it depends on acceptance in the future of this stage. Therefore, this research quantitative approach arises as a question: How are the prospects of students based on institutional and family education they have received in the various educational levels differ, and their relation to the perception of seniors? Based on the study results, it is observed that the institutional and family formation has been received, the perception that students have basic level to the elderly is not the same as with the students in the average level higher and this in turn is different from the subjects that are formed in the upper level.

Family formation, Perception seniors, Elderly, Institutional training

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Introduction

In the journal *Salud Pública de México*, authors Garrido and Gómez (2000) point out that according to the National Population Council, the aging of the population is a demographic phenomenon of global scope that will inexorably disrupt the current social and family arrangements of the country. In principle, challenges can arise such as: the supply of health services that must be adapted to the new epidemiological and demographic conditions; The strengthening of the pension system, on the one hand, to ensure its financial viability and, on the other hand, to reduce the enormous gap in both coverage and the amounts available to satisfy the basic needs; The development of urban architecture and housing in accordance with the growing needs of a population with loss of autonomy; The development of a culture that incorporates the new dimension of aging and eradicates the pejorative values about old age in all spheres of social life and, therefore, cultural; And the strengthening of social support networks that allow families and individuals over 60 to maintain both the functional balances of the family itself and minimize the effects of the physical and social disability of its members.

The authors García et al (2006) refer to aging as a universal process that affects all living beings and starts from the very moment of birth; Therefore, it is a succession of morphological, physiological and psychosocial modifications of irreversible character. For the author Langarica (1987), aging is: a universal fact present from the moment of conception whose effects affect all living beings, who experience it sooner or later according to the pace of changes in the Different organs. That is why it is said that aging is an irregular process and asynchronous, essentially individual, no one ages for another.

Aging is a personal experience, unpredictable, unique in our existence: it is the great lesson that gives us life.

The social perception that is one of the axes that this research addresses, refers to the elementary judgments that, on the characteristics of other people, we elaborate in a first contact, and that are of great importance due to its function as a guide element for Interactions.

The social perception that each of us maintains is not static, but is modified according to age, that is, it changes according to the evolutionary stage in which we find ourselves (Vallejo, Troyano and Marín, 2001)

The author Berger (2009) mentions that "traditional beliefs about the aging process generate negative stereotypes: very simplified and biased views on the tastes of older people, these stereotypes often make us believe that older people are tired and Moody, passive, powerless, weak and dependent on others. "

According to a study carried out by the Observatory of Older People (2006) in Spain, it is possible to emphasize that older people are perceived by society as a heterogeneous collective in which the specific personality traits have a greater weight than age At the time of characterizing its members.

Factors such as the way of being, levels of activity, ways of socialization, among others, make up this personality.

But, as is well demonstrated in the speeches analyzed, the image of the elderly has changed a lot in recent years.

Turning to the theme of institutional and family education that are other of the two axes of research, it is found in the Dictionary of Educational Sciences (2002) that the first (Institutional Education) is conceptualized as: all training promoted and Carried out within an educational institution, in this case the preschool, primary, secondary, high school, among others; While the second (family education) is delimited as: the transmission of cultural and social patterns as a result of a constant interaction with parents, siblings, uncles grandparents, among other members of the family nucleus.

In addition to the above, the article published in the journal "Cuadernos de Educación y Desarrollo" ("Cuadernos de Educación y Desarrollo") by author Feria (2010) states that coexistence with older adults is an essential issue in contemporary times, due to the aging process of the population, Therefore, this is a phenomenon that draws the attention of specialists from various areas, including education.

Taking into account the characteristics of contexts is essential to achieve transformation in subjects who are educated, therefore, educating in values to coexist with the elderly should be a concern of those who intend to educate for life.

The love of the elderly and the respect that must be had, has been part of the traditions of families and school institutions, it is imperative to look for new ways to continue this tradition. In order to educate in values to coexist, it is necessary the coherence in the educational work of the school-family and propitiate the development of projects that favor the intergeneracional participation.

The Neuropath Masdeu (2010) points out that the prolongation of life and the existence of a growing number of elders requires that each individual and society in general adopt a new perspective on life, as new life cycles that previously were unknown should be included. That is, society and ourselves requires "learning to grow old". For society means changing the cultural perception of people, especially the elderly themselves; Similarly, he mentions that today, "learning to grow old" for the person means hurriedly absorbing what life can offer in old age, accepting normal biological limitations and enhancing the experience accumulated throughout life. However, even in the present and above all thinking about the future, the fundamental thing is that human beings change their perspective on life and then the meaning of "learning to grow old" is really "learning to live" the different stages.

Currently our society has a great challenge, since it is necessary to consolidate the image of the elderly, it is necessary to make aware of how important they are within the family, the legacy and teaching that they leave and the Interesting that it is to have an active coexistence with them. The above can only be achieved through education, that education that not only translates into institutional training, but also the instruction that the family throughout our lives adapts and shows.

Therefore, the present study has the objective of knowing the differences in the perceptions of students who attend secondary education (basic level), baccalaureate (upper secondary level) and bachelor (higher level) based on institutional education And family that until now have received, relating it with the perception both positive and negative that these have of the elderly.

Methodology

Therefore, the present research is a question: How are the perspectives of the students based on the institutional and family education they have received in the different educational levels and their relation with the perception they have of the elderly?

For this study, a total of 81 variables were taken into account, of which 16 characterize the researched population and 65 the studied phenomenon, the latter divided into three axes: institutional education (knowledge about the elderly and values to treat Elderly people), family education (family actions and values to treat the elderly) and perception of the elderly (positive and negative perceptions).

It should be noted that the signalitic variables included the following attributes in the form of a question: Would you like to become an adult? When you reach the third age, how would you like people to perceive you? What aspects do you think the school Must teach you so that in the future you can be perceived as you want? And what aspects do you think the family should teach you so that in the future you can be perceived as you want?

For this research, an opinion survey was designed with a total of 81 variables, of which 16 correspond to the signalitic data and 65 to the ordinal data that measure the phenomenon of study. The latter had a Likert-type response scale Never, Almost Never, Sometimes, Almost Always and Always) that for the realization of the database and subsequent statistical analysis, it was coded as follows: never = 0, almost never = 1, sometimes = 2 almost always = 3 and always = 4. It is important to indicate that the data provided by the participant sample were analyzed statistically by frequencies and percentages, as well as by the test using the Student T statis- tic.

The sample taken into account for the investigation, were 60 subjects of which 20 study the Basic Level in the Secondary Section 38, 20 they study the Higher Secondary Education in CONALEP II and the remaining 20 are graduated in the Higher Level as Graduates in Sciences of The education.

Results

Based on the gender of the subjects studied, it is highlighted that 73.33% are women and 25% are men; A little more than half (61.66%) have 14 to 17 years of age, 30% have 20 to 25 and only a minority represented by 8.33% have an age between 18 and 19 years.

The hours a week that the student lives with an older adult, oscillate between 1 to 10 hours (56.67%), 8.34 refer their relationship with the elderly to an end of not living or living alone 30 minutes a week; It is worth mentioning that only one person points to socializing with adults older than 51 to 50 hours in an average of 7 days.

On the part of the variable liking to become older adult that corresponds to the question: did you get older to become an adult ?, it is highlighted that of the sample of students that was investigated in basic education, 21.05% mentions would not like Become older and 12.28% indicate if they want to reach this stage. Regarding the subjects that study higher education, 33.33% represented by 19 subjects mentioned whether they wish to become older adults, only one person (1.75%) indicates that reaching old age is an aspect that does not Would like to live; While for upper-level students, if they would like to reach that stage (22.81%) and only 8.77% do not wish to be older adults.

The future perception of the elderly questioned as: when you reach the third age, how would you like people to perceive you ?, counted on answers of the students of basic education as: putting into practice the values (21.67%), of Good manner (5%), with acceptance (1.67%), without insults (1.67%), with good humor (1.67) and how it treats any older adult (1.67%).

High school students would like to be treated by putting values into practice (10%), as a person who knows and can do things (8.33%), wanting to live (8.33%), with acceptance (1.67%) (1.67%), that people are willing to learn the things that they have already lived (1.67%) and would like them when they are at this stage not to be forgotten (1.67%).

As for the higher education sample, they express that when they reach this stage, they would like people to treat them as beings who know and can do things (11.67%), putting into practice the values learned (6.67%), , As subjects with a desire to live (5%), with acceptance (1.67%), without pity (1.67%), as a happy and independent person (1.67%), as a friend in whom they can trust (1.67%) and As someone who achieved success in life (1.67%).

For the question: what aspects do you think the school should teach you so that in the future you can be perceived as you want ?, we observed answers by the students that study the basic level: institutional training should teach them values (29.82%) , To live with the elderly (1.75%) and to be sociable with others (1.75%); (10.04%), which makes them realize that older adults are important in society (5.26%), not to make fun of what they believe (5.26%), who explain how to live with the elderly (3.51%), indicate that they need to learn to accept the changes that are experienced in each one of the stages (3.51%). To be able to recognize that in the future they will be older adults (3.51%).

On the other hand, the students of higher education express that in order to be perceived in a future as they want, it is necessary for the institution to teach them values (19.30%), to prepare them to accept changes in all stages of life 3.51%), living with older adults (3.51%), it is necessary for them to realize that an older adult is important for society (1.75%) and therefore requires learning to self-motivate (1.75%) in order to be able to cope To the challenges of life (1.75%).

Institutional education is only an extension of the training offered in the first instance by the family, so the participants were asked: what aspects do you think the family should teach you so that in the future you can be perceived as you want • The basic level sample shows that it is necessary for their family to show them values and norms (27.59%), as well as explaining how to live with the elderly (3.45%), only one person in this sample mentions that they do not It is necessary that within their family nucleus is formed, since it considers they have been taught everything (1.72%), On the other hand, it is observed that subjects in upper secondary education require that their families be taught values and norms (6.9%), to live with the elderly (6.9%), to have a family together (3.45 %), To give affection to a person of the third age (3.45%). Likewise, they need to be taught by example (3.45%), to learn to live life (1.72%) and to understand that someday they will also be older adults (1.72%). Only 6.9% of this sample mentions that it is not necessary that within their family nucleus be formed, since it considers they have been taught everything; Similar aspects to the sample of higher education, who indicate that it is essential that in their family nucleus they are formed in values and norms (20.69%), that they are taught to live with the elderly (3.45%) as well as to give them affection (1.72 %), Learn to live life (3.45%) and to understand that one day they will reach this stage (3.45%).

In a comparative analysis, through the statistic T of Studen referring to the groups of opinion: basic level, upper and upper middle level with the three axis of study (institutional education, family education and perception towards the elderly), emphasizing as variables Significant that those with a $p > .05$ value, it is emphasized that the attributes shown by the upper middle level institution about the elderly, refer to the fact that the elderly are subjects that are part of society and Therefore they have rights within it; The values to coexist with older adults that upper secondary education shows, allow them to treat these with generosity, kindness, mutual help, honesty, tolerance, kindness and solidarity.

With regard to the complex variable family performances shown in the family nucleus of the upper secondary education student, it is possible to emphasize that these allow them to act with the people of 60 years or more understanding the situations through which they cross, showing an opening on The topics of conversation, allow the elderly to act as autonomous people, as well as try to give affection when they live with them. Values training, provided at home to upper-level students, enables them to treat older adults with respect, integrity, emotionality, gratitude, forgiveness, and acceptance of the stage they are going through.

On the other hand, the institutional and family education that up to now have received the students of the upper middle level, allows them to think that the elderly are wise, responsible, hardworking, pleasant, productive, helpful and honest people; While high school students perceive the elderly as beings that what they do, say or are, do not fulfill their expectations, which makes them unsatisfied people.

Regarding the contrasting of the basic and higher level, it is emphasized that for the students of the Bachelor of Education Sciences, the training that up to this moment have received the students in values, which allow them to treat an older adult with generosity, Kindness, tolerance and solidarity. In the same way, this group of opinion points out that within their family nucleus, they have been taught that the elderly are people who, because of their experience, are able to communicate the traditions that are part of the cultural assets that make us belong to a Country or region.

High school students, unlike those enrolled in the Degree, consider that institutional education allows them to know that an older adult is a subject who has the ability to perform recreational activities; So they express that the value they apply when they coexist with these is the goodness, value that provides a positive and constructive attitude that allows them to know, give and give to an older adult who needs it. The family education that has been provided to this group of opinion, allows them to act before an older adult, showing an openness to the topics of conversation, endowing them with affection and treating them with dignity so as not to violate their rights; Coupled with the above, indicate that their family has shown them to live with an older adult putting into practice the respect and acceptance of them.

On the other hand, they point out that the education they have received so far, both family and institutional, allows them to perceive the elderly as wise, responsible, pleasant, productive and creative; It should be mentioned that, unlike previous positive perceptions, upper-level subjects visualize people 60 years of age or older as being dissatisfied with their way of life.

By comparing the underlying opinion groups of the question, "Would you like to become an older adult?": If you would like to reach this stage, consider that the school has shown you the value of understanding, which allows you to find Justified the acts or feelings of the elderly; The family has taught them to work in teams with older adults, showing them affection and allowing them to communicate the traditions they know based on their experience, the above, putting into practice the value of the emotional, since they require an intrinsic Wanting to do and helping an old man.

Finally, the subjects that if viewed as older adults perceive them as working, productive, creative, helpful and honest people; Unlike the group of opinion that does not want to reach that stage, since it considers old age as something undesirable, they consider that beings 60 years old or more are unsatisfied people who during their life course have not been able to fulfill their expectations of Personal and professional growth.

Conclusions

Human beings learn from the experience that accumulates throughout the lives, that experience is formed by the formation that our parents give us, the interaction that we have with the society in general and the formal education that we receive in the classroom, these Are the three institutions par excellence that intervene in the thinking and acting of the subjects.

Based on the results presented, we can conclude that the students participating in this study, mention at all times the importance of the school and its family as values trainers to coexist with the elderly, to indicate the importance of a person Of the third age for the society, since the above, will allow them understand that in the future also be part of this population.

Responding to the research question, how are the perspectives of students based on the institutional and family education they have received at different educational levels different from their perception of older adults? It is essential to mention that At the upper and upper levels, positive values were observed for the treatment of the elderly, but they differed from each other.

In the upper middle level, the elderly are subjects that are part of society and therefore have rights within it, they consider that institutional education allows them to know that an older adult is a subject who has the ability To perform recreational activities, so they express that the value they apply when they coexist with these is kindness.

Undergraduate students are characterized by treating them with generosity, kindness, tolerance and solidarity, perceive them as wise, responsible, pleasant, productive and creative, expressing that they are also perceived by some as being dissatisfied with their way of life; It is worth mentioning that in the group of students of basic education a negative perception was visualized, making the elderly as beings that do, say or are, do not fulfill their expectations, which makes them people unsatisfied.

On the other hand, the fact of wanting to reach old age, is an aspect that generates a visualization of this stage as synonymous with work, productivity, creativity, service and honesty; While refusing to be 60 years or older, impacts on viewing old age as undesirable, where people feel unsatisfied because during their life course, they have not been able to fulfill their expectations of personal and professional growth; For this, it is important to mention that the subjects of secondary show in the majority a negation to live this stage.

Training in values within the family, based on the results of the study, is an essential factor, since institutional education is only an extension of the home.

Based on the above, it is likely that the values taught in it, forge a positive vision, where the older adult is taken as a depository of cultural identity.

The aspects mentioned above, allow us to understand that education in educational institutions has a great challenge, it is necessary to put on the table the points of reflection on How to generate positive perceptions of older adults ?, What strategies are necessary to implement, So that the school and educational institution intervene together to form citizens aware of the coming stage ?, where biological changes will be evident, but where the soul and spirit enjoy this new experience.

Finally, it is necessary to reaffirm the need to train people capable of facing future challenges, people who feel good about themselves, who care about their health throughout their lives, care about the well-being of the other and take into account that the Aging is the last stage of life, the most beautiful of all, because in her we will find what we sow in the past.

Proposal

Based on the results of the study shown above, the following is proposed:

Organize experiential workshops that allow the interaction of subjects with the elderly, based on constructivism that allows reciprocal interaction, perform dynamics where both participate and build meaningful learning through the different perceptual channels (visual, auditory And kinesthetic).

Create a course-workshop where students from different educational levels participate, the former with the aim of "Provide a humanistic training to face old age with fullness", this glimpsing the phenomenon of demographic aging and taking into account that our society is very Time to raise awareness about the phenomenon at the door. This leads us to create a workshop for instructors, the people who will be responsible for imparting the workshops, since to be able to show a knowledge is necessary for the person to understand and become aware of the subject, this course will show the objectives, thematic , Strategies and methodologies in which the workshop will be addressed.

Finally, an invitation is made through this study to the corresponding educational authorities, as well as to the persons responsible for carrying out and curricular planning in the SEP, to take into account that the population aging that faces and will face our country and the world Whole, requires extensive reviews in the curriculum, the above with the purpose of implementing pedagogy for the elderly in textbooks and therefore in plans and programs, and not only display contents on the elderly in a transversal way.

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The social entrepreneur. A brief characterization

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Abstract

In recent decades, research on social entrepreneurship has been increasing due to a new formula for business but now endowed a social purpose. Thus, a social entrepreneur is a person able to transform the surrounding environment at long term through innovative projects with social benefit. The objective of this research is to identify some elements and basic characteristics of the social entrepreneur profile, to understand what makes a difference between a conventional or economic entrepreneur and a social entrepreneur to generate social value from their actions, changing their environment in positive way. This paper presents a brief description about the social entrepreneurial profile based on demographic and psychological characteristics is performed. Some empirical profiles of social entrepreneurs in the world are mentioned and it concludes with some elements that help to understand its characterization.

Entrepreneur, Social , Characterization, Profile

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Introduction

Social entrepreneurship is an issue that has gained relevance over the last few decades. One of the causes is that countries have been impacted by various crises (economic, political and social), which have led to the generation of new business models, whose main objective, besides generating profits, is to provide an effective method to reduce Day-to-day problems that arise within society, such as caring for the environment, improving education or health services, concern about unemployment, migration, lack of financial opportunities, and so on. In this way the social entrepreneur is born as a key figure in the face of these new challenges.

The person responsible for generating and promoting well-being within his or her social environment is the social entrepreneur, capable of generating sustainable projects and with the ability to get out of the ordinary, finding innovative solutions to social problems, for which he is considered as one of the main promoters of change.

Social entrepreneurs are regularly identified in the same line of study as conventional or economic entrepreneurs. However, although they share some similar characteristics, the social entrepreneur seeks to differentiate himself through the method of action he undertakes and the impact he will have on society. It surrounds it.

The objective of this research is to identify some elements and basic characteristics of the profile of the social entrepreneur, to understand what makes a different actor to the conventional or economic entrepreneur. The scope of this research is descriptive and is based on a documentary review of primary and secondary sources of information.

Thus, the first section defines the concept of social entrepreneur; In the second, the analysis of the characteristics with which it is based on some empirical research is carried out; And the third section mentions some of the artifacts that allow social entrepreneurs to interact to transform their environment; Finally, it concludes with some elements that help its characterization.

Social entrepreneur

According to the definition of Guzman & Trujillo (2008), social entrepreneurship is "a specific type of enterprise that seeks solutions to social problems through the construction, evaluation and pursuit of opportunities that allow the generation of sustainable social value, achieving equilibria New and stable in relation to social conditions, through direct action carried out by non-profit organizations, companies or government agencies "(p.110). Thus, the person who launches these projects is the social entrepreneur.

There is a great diversity of definitions about the term social entrepreneur, which derives from the complexity and multidimensionality of its essence.

Concepts such as innovation, persistence, will, commitment, change, value, social utility, inclusion, altruism among others, are those highlighted and shared by different authors about the aforementioned term (Bornestein & Davis, 2012; Kliksberg, 2011).

Other experts in the subject consider certain attitudes in the entrepreneurs, which allow them the development in the physical environment to be able to put into practice their ideas and projects.

Such attitudes (especially those in which several authors converge) are persistence to change, social vocation, active participation, ingenuity, positive attitude, among others (Dancin, Dancin & Tracey, 2011, Austin et al., 2006; Mitchell, Busenitz, Bird, Gaglio, McMullen, Morse, & Smith, 2007). Thus, we find that the social vocation (among the attitudes mentioned and others that can be added) is what distinguishes the social entrepreneur from traditional entrepreneurs.

Another characteristic of the social entrepreneur is that he / she is able to create value from social innovation (Kramer, 2005; Dancin, Dancin & Tracey, 2011; Austin et al., 2006; Mitchell, Busenitz, Bird, Marie Gaglio, McMullen, Morse, And Smith, 2007; Tracey, Phillips & Jarvis, 2011), so their ability to imagine and create is essential.

The social entrepreneur is a generator of change and well-being. However, it must be taken into account that this social actor is part of a set of characteristics that identify both demographic (which can be considered easy to identify: age, sex, education, place of origin, occupation, etc.) as (Which are difficult to appreciate: values, behaviors and attitudes towards the conception of the environment that surrounds them) and distinguish it from the entrepreneur we commonly call economic (to refer to one who only seeks a profit for his own benefit). As mentioned, the literature highlights a great variety of definitions regarding the social entrepreneur; however, it is possible to rescue four key dimensions: the individual characteristics of the entrepreneur (Light, 2009, Mort et al., 2003); The surrounding environment (Tracey et al., 2011); The methodology, processes and resources it uses (Dancin, Dancin & Tracey, 2011); And the mission or rationale that guides their actions (Peredo & McLean, 2006, Dancin, Dancin & Tracey, 2011).

Thus, the social entrepreneur can be considered as a searcher and retain those elements that allow him to culminate ideas and have the expected impact within society. The social entrepreneur moves between these elements and molds them according to their needs. That is why its involvement in different arenas such as political, economic and social within which it seeks resources, identifies or creates opportunities, generates networks and innovates.

Given the complexity of univocally defining the social entrepreneur, Astrid Fischel (2013) considers that it is necessary to renew the concept of implementing initiatives that innovate to generate social benefits to focus on community involvement in the search for alternative solutions to problems and challenges, relying on Knowledge and resources. In this way we find in this new vision of analysis that community involvement is essential for the social entrepreneur to be strengthened.

We consider relevant to provide some examples of social entrepreneurs that in practice have achieved the permanence in time of great projects that have even been applauded worldwide.

The main reference is with Muhamad Yunus, renowned social entrepreneur and winner of the Nobel Peace Prize in 2006 thanks to his Gramen Bank project, a pioneering project of its kind, developed in Bangladesh in the 1980s, hometown Of Yunus, in which microcredits were granted to poor people to start a business without guarantees, only with group guarantees, that is, there was a joint responsibility between several members of the same community.

The results of this project were overwhelming. Today it has more than 8 million borrowers in Bangladesh and lends more than \$ 100 million a month, money that comes directly from payments from other borrowers. According to Yunus, success was based on boosting development from below, which has replicated this model in more than 80 countries.

Another example of recognized social entrepreneurs is William Drayton, leader of the Ashoka Foundation, founded in 1980 to support entrepreneurs with social causes with economic resources, professional support and access to global networks. Currently this foundation has presence in 70 countries, with Mexico being the second country in Latin America where it opened an office in 1987.

For Ashoka (2015), a social entrepreneur is "an individual who unceasingly conceives and pursues a new idea for solving social problems on a grand scale. Social entrepreneurs have an impact in changing the systems that are behind the problem and have five main qualities: new ideas, social impact, creativity, entrepreneurial career and ethical fiber "(p.6).

In this last definition we find an additional element to the previously discussed that is the ethical fiber, referring to the search of the common good.

We also find the case of Jeff Skoll, creator of the Skoll Foundation in 1999 whose mission is to contribute to the large-scale improvement of society's living conditions by supporting social entrepreneurs defined as "agents of change in society: Creators of innovations that disturb the status quo and transform our world into a better one. "

The Foundation has been working for several years and its current president Sally Osberg co-authored with Roger Martin the book "Getting beyond Better: How Social Entrepreneurship Works" introduces new concepts in the slang of social entrepreneurship based on their practical experience in foundation. Justice and social balance are new terms that help to understand the equation. Social entrepreneurs act on systems apparently balanced but unfair in essence, they are able to break them down and regain homeostasis but in fairer conditions.

Only in 2009 the Skoll Foundation granted funding to social entrepreneurs for more than 20 million dollars, thus encouraging and meeting the needs of specific sectors.

As we can see, there are different examples of the business model followed in a social enterprise and, above all, a great diversity of social causes, from poverty, education, art, culture, natural resources, leisure, etc. We consider the three examples brought to the fore as very important, as they reflect how the potential of social entrepreneurship is enhanced, ie, they are examples in which they have not only attacked a specific problem, but also have been able to encourage and develop skills in other social entrepreneurs around the world.

The profile of the social entrepreneur

We start with the profile of the social entrepreneur, referring to profile as the set of characteristics or qualities that allow us to distinguish someone or something from others. In this way, the set of values and attitudes that social entrepreneurs reflect are the characteristics that identify them but also also differentiate them from economic entrepreneurs.

In the literary search to define the characteristics of the social entrepreneur, we find that most of the characteristics that are used to describe the social entrepreneur are the same that can describe the traditional entrepreneur. In this way, it seems that the profile between one and another entrepreneur is merged as one, here the difference makes the social value that adds to their actions, and their impact.

The characteristics of the entrepreneur generally are: ambition, ingenuity, strategy, ability to be guided by a mission, orientation to look for results, empathy, continuous process of innovation, leadership, efficiency, passion, competitiveness, among others (Fischel, 2013; Sanchis & Melián 2010; Massetti, 2008). Although the characteristics may be applicable to any entrepreneur, the point of inflection in which the two paradigms of the entrepreneur are distanced is found in the empathy that is generated with the environment that surrounds it and that provides the elements that according to Sanchis & Melián (2010) create the bonds in which the entrepreneur develops in different arenas such as political, economic and social.

It should be noted that social entrepreneurs find social value within each of the above mentioned characteristics (Urbano, Toledano & Soriano, 2010; Zadek & Thak, 1997). That is to say, that the difference between the conventional or economic entrepreneur to the social entrepreneur is that the passion is directed towards making positive changes in the surrounding environment allowing to lead in a democratic way, and under those same values, a project with social benefit. Thus, the ability to get involved and diagnose problems in different areas, such as the environment, education, health or unemployment, allow you to be competitive with other types of entrepreneurs.

As far as the practical perspective, next we will address some statistical data about the profile of the social entrepreneur. We will be based primarily on the reports of the Global Entrepreneurship Monitor (GEM), which in 2009 made a special report dedicated to the collection of data about entrepreneurship with a social character, taking into account for the study to different countries around the world.

In this study we analyzed data such as average age, sex, education and the global participation of social entrepreneurs by region. These characteristics, although they do not differentiate the social entrepreneur from the traditional entrepreneur, recognize the social value that these entrepreneurs have managed to gather and that for years had remained in the same line of studies of the traditional entrepreneur.

In 2009, according to the GEM, the characteristics of social entrepreneurs show that among the eight regions surveyed (Southeast Asia, Western Europe and Eastern Europe, Middle East and North Africa, Latin America, Africa, The Caribbean and the United States) were participating in social entrepreneurship, a greater number of men compared to women, there was up to 1.4% difference between both genders, and in the case of the United States the rate of Social Entrepreneurial Activity is almost equivalent between men (4.23%) and women (4.08%), since the figures show only tenths of a percentage difference. The region with the highest average for men of entrepreneurship is that of the Caribbean, since the two countries covered by the study of the GEM, Dominican Republic and Jamaica, have rates of entrepreneurial activity of 3.79% and 3.70% respectively and one Average of 3.75%. This region also has the highest average for social entrepreneurs with 2.32%.

As for the age range of the adult population, with the exception of the United States (6.68%) and Eastern Europe, which have a majority of social entrepreneurs between 18 and 24 years of age; For the rest of the countries of the different regions, the rate of social entrepreneurship is found in people between 25 and 44 years of age. The age range allows you to visualize how people are motivated once they have a better knowledge of their environment (or even more economic stability).

This can be linked to the rate of entrepreneurship by the academic level of the entrepreneurs. For example, in the United States the rate of entrepreneurs between the ages of 18 and 24 is related to the level of studies that entrepreneurs have in order to start creating companies with social value, so that the participation of social entrepreneurs is concentrated Mainly in a post-preparatory level, while for other regions, such as Western Europe and the Caribbean, whose average age to undertake is between 25 and 44 years, a higher level of education is observed with respect to the other regions, With studies and post-graduate experience.

Now what is important to emphasize as a characteristic is the participation in this type of enterprise as a way of subsisting or to promote self-employment and decrease unemployment within society.

In another study called "(Redefining) Success in a Changing World" in 2014, countries such as the United States, United Kingdom, Mexico, Brazil, China and South Africa were evaluated. The results show data very similar to those found by the GEM in 2009. For example, until the year 2014 social entrepreneurs were mostly men (59%) compared to women (41%), and ages Mostly ranged from 35 to 54 (46%) and 18 to 34 (39%).

In the case of Mexico, according to the characteristics of the GEM (2010), it is revealing that the statistics are not very different from those of the United States, since in our country, of the total of social entrepreneurs, 62% To 38% of women involved in this same activity. The age ranges are between 18-34 years (42%) and 35-54 years (43%).

This reflects an interest on the part of the young population (at university ages, usually) on social issues and the problems that occur in their environments and their increasing need to find the right solutions, since the same report shows that The potential impact sought by social entrepreneurs is focused within the country.

The research carried out by the GEM in 2009 was a pioneer in its type, analyzed more than one hundred thousand social entrepreneurs in 49 different countries, and although the results are not considered statistically representative, since less than 2% of the world population carries out activities of Social enterprise, does mean a watershed for global research on this phenomenon.

As we can see, there is much difference between the demographic and psychological characteristics of social entrepreneurs throughout the world; In addition to the fact that the social objects of their enterprises are far from each other.

It is not surprising that the level of development between countries determines the type of projects being developed. For example, in low-developed countries, the basic needs are pressing, but not in developed countries, who seek to attack other types of needs rather than self-realization.

Artifacts of the social entrepreneur

Although the profile refers to the qualities that differentiate social entrepreneurs from conventional entrepreneurs, the artifacts become the fundamental line through which entrepreneurs begin to work on projects and focus social work within their communities.

The artifacts of the social entrepreneur become an indivisible part of their profile, since the latter allow the development of the entrepreneur and the first are the work tools and lines of action to make the social project a real enterprise.

For Dees, Emerson & Economy (2002) the artifacts become part of the tools that allow the entrepreneurs to generate a vision of service towards what surrounds them. Thus, a strategic vision of service allows us to focus on the objectives towards which social projects will be strengthened and these can be distinguished in two "demographic" groups such as those that allow us to identify basic features such as age, education, etc.; And those "psychological" that allow us to visualize more imperceptible features in the people around us, such as likes, fears, etc. (Dees, Emerson & Economy, 2002, p.5).

Both the demographic and the psychological are essential in the entrepreneur, since they condition the characteristics that will allow him to function and create a value equation alongside his strategic allies (beneficiaries, volunteers, donors, etcetera).

Different areas, such as politics, economics and society, become part of the important elements in which an entrepreneur seeks goals and ends related to projects that capture social value. Therefore, the entrepreneur becomes the business link between different areas sharing the stage democratically with other actors.

However, it is necessary to emphasize that the artifacts are not limited to areas of action or processes of development or project management, nowadays the growing positioning of information and communication technologies (ICT) has become indispensable and necessary in the framework of Scope and projection of social entrepreneurs, becoming tools allows us to generate virtual links of collaboration.

Morales, Ariza & Muñiz (2012) describe that the generation of social bonds allows and facilitates the financing of projects, through social investment funds, or collective funding or crowdfunding.

These links are born of virtual (worldwide) networks of contacts that facilitate remote interaction and allow access to finance to become more accessible (Morales, Ariza & Muñiz, 2012).

In conventional studies of entrepreneurship, this characteristic is called social networks, that is to say, the links that the entrepreneur has with other actors and even institutions, which serve as allies to carry out his entrepreneurship.

The social entrepreneur is one who achieves the prosperity and development of people's capacities and also of their environment and resources, achieving a positive and lasting change in the surrounding environment.

The functioning is possible when the entrepreneur's artifacts are put into action and are merged with their psychological and demographic characteristics, in an environment with an identified opportunity and with people who believe and who voluntarily support the cause.

Final annotations

In analyzing this issue, we realized that although studies about social entrepreneurs have intensified in the last two decades as part of a culture of social inclusion and common welfare, empirical studies that measure social entrepreneurship and their impact on the countries are very scarce, so the use of the concept of the economic entrepreneur is often not discriminated against the social entrepreneur, so it is common to include as a single concept even though the objective is different one.

Also, the definitions found vary depending on the region and the country in which this type of entrepreneurs are developed. Nonetheless, there are certain features that allow us to discern the differences between a conventional and a social entrepreneur, showing the former as a person who seeks to generate permanent and lasting change in relation to the problems that occur around the nucleus in which he lives.

Say, of their social environment, for the benefit of the community.

The characteristics presented throughout this document allow to differentiate entrepreneurs in terms of their qualities and behavior within society.

Social entrepreneurs regularly tend to assimilate the same characteristics as conventional entrepreneurs, but these characteristics do not become exclusively the social entrepreneur's own, but the latter generalizes them and transmits them within a community so that they can generate value within society and can contribute to the development of the same.

For this reason, it is considered that the social entrepreneur becomes a generator of well-being and promoter of tools for the application of social development, whereas the characteristics that allow the identification of the profile of the traditional entrepreneur show a tendency to focus the economic growth in benefit of the individual and not of the community.

If we refer to the demographic profile and according to the study GEM (2009), the social entrepreneur usually is usually man, and compared to the economic entrepreneurs, starts at an earlier age and also has a higher level of education.

As for the artifacts, these become the indispensable means with which the entrepreneurs have to crystallize their work. These artifacts allow you to generate social capital through innovation to realize actions and achieve change. As for the traditional entrepreneur, he tries to find the political-economic relations that allow him to operate according to the legislation of the place where he is to generate his own value through the creation of goods and services that society needs but which do not necessarily help her to develop.

On the contrary, the social entrepreneur makes that political-economic-social connection in which he seeks not only the individual benefit, but also the spiritual self-realization through the impulse to the development of his environment. It should not be forgotten that social entrepreneurs are those capable of detecting opportunities as well as creating them. Being a social entrepreneur does not mean fighting the generation of economic profits, but these are not the end in itself, but the means to solve different social problems, looking above all, the development of the community and the people who In it they dwell.

The achievement of social entrepreneurship is not a utopia, however the current context forces us to rethink the ways of intervening, for example creating organizations for greater durability and impact of entrepreneurship; Seeking strategic alliances with all sectors, including government and business; And forming entrepreneurs with social consciousness from the initial education. There are many challenges to understanding social entrepreneurship, and especially to that actor capable of bringing them to reality, an outstanding task is the realization of empirical research at the local level to inquire about this phenomenon located in a concrete reality.

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Profile of women entrepreneurs in Valle de Santiago, Guanajuato

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Abstract

This investigation stems from a study conducted in 2015 on female entrepreneurship in the municipality of Valle de Santiago, the result of which was that 53.75% of the businesses that are in the municipality are headed by women. The aim is to identify the profile of women entrepreneurs, knowing the reasons that influenced to have your business. To this end economic units that are led by women were listed, the representative sample was calculated and personal contact with selected items was established. The results were: business are commercial spin, with a length of 5 years, taking one to two employees, with annual revenues of \$ 0 - \$ 50,000.00 pesos, depending on a total of 5 people per business. The characteristics of women entrepreneurs are: average age 45, married, with one to three more children (s) of 19-year-old high school level studies, reason for starting your business by self-improvement, no family entrepreneurs, only have the income from your business, increase customer display in the future. With the above profile and factors affecting women entrepreneurship defined.

Profile, Women, Entrepreneurship.

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Introduction

The municipality of Valle de Santiago is located within the State of Guanajuato, the population of the same according to the 2010 Census is 141,058 people who represented 2.57% of the total population of the State, of these, 66,886 are men (47.38%), while women are 66,846 (47.38%), it is observed that the percentages by sex are based on the population of the municipality, in absolute numbers it is observed that women predominate with 1,166 more than men. According to the definition of Virgilio Partida Bush (CONAPO 2008), the Economically Active Population (PEA), are all those people 12 years and over who in the reference week did some type of economic activity or were part of the open unemployed population (SEDESU, 2012).

According to the Sociodemographic Panorama of Guanajuato for 2010, the economically active population of Valle de Santiago represents 46.9% of its total population, of which 74.7% are men and 22.7% are women.

Of the economically active population a total of 94% is occupied within the labor sector. Of this percentage, 92.8% of men are employed, while 97.3% of women are employed. 6% of the economically active population of the municipality is unemployed, of which 7.2% are men and only 2.7% of women. Data confirming that the Vallense woman is increasing her participation in the economic development of the municipality (INEGI, 2010)

Of the total population counted in the Population and Housing Census 2010, 48.25% live in the municipal head, meaning that the urban area of the city of Valle de Santiago has 68,058 inhabitants, the rest of the population live in very little ones.

Municipality have an average grade of 6.66 years, which is lower than the male population.

It is known that the businesswoman develops her activities in an efficient manner since she is able to organize, plan, control and direct her activities under strict quality, obtaining highly productive results that are reflected in the growth of her business, emphasizing that women Are distinguished by having a high degree of responsibility; So that the Ministry of Finance and Public Credit reports that out of every 100 women who apply for a loan to invest in their company, 99% pay their debts in full (Uribe, 2014).

Women entrepreneurs have gained more ground in business and no one doubts that their companies are synonymous with good management, thanks to a style of the same that they have built day by day. It is also true that the achievements of women in the labor field have made it an indispensable factor for the good development of all kinds of business activities.

What defines the style of the businesswoman? Initially a greater entrepreneurial and innovative spirit, which is more present in women. In the field of leadership, women have a clear and defined style that is based on their ability to adapt to change, unlike most entrepreneurs women are willing to change the way processes perform, as long as Either to improve.

Related to the above theme is the ability to listen to others, that is, they better accept the constructive criticism of their employees and implement changes in their companies. On the other hand, they face the situations presented to them by applying more stable and therefore coherent criteria, which leads them to a quick solution of the difficulties they have.

The truth is that they have an infallible weapon: a perfect combination of practical and emotional, something that in the modern business world has gone from being a striking fashion to a crucial value called emotional intelligence.

The actions of the women entrepreneurs are based on the participation and the communication, the personalized treatment and the knowledge of the people who are under their control. It is, indeed, a style that we could call "democratic."

In addition to the above, women feel greater satisfaction in their own businesses because they are related not only in the intellectual and physical terrain, but also in the emotional field.

This leads them to take actions whose risk, existing, is always calculated. (Level, 2011)

Out of five small and medium-sized enterprises that open three are led by women. Statistically speaking, women's participation in Mexico only represents 16% of the business sector according to INEGI (INEGI, 2012).

Many Mexican women face significant obstacles that prevent them from participating fully in the labor market.

These include: the burden of unpaid work (Mexicans devote 4 hours a day more to unpaid work than men).

Traditional gender roles; and the lack of reconciliation policies between work and family life, especially the insufficient supply of child care services and flexible work practices. (OECD, 2012)

Most of the employed women work in the tertiary sector (eight out of ten), of which three out of ten (31.9%) are traders, 27.6% are personal service workers²⁰ and 14.3% are clerical workers. (INEGI, Strategic Indicators 2013, s.f.).

According to INEGI data, the municipality of Valle de Santiago has 4661 economic units.

When market research was carried out last year on a representative sample of 560 economic units in the municipality, 53.75% of the total are run by women and the remaining 46.25% are led by the male sex.

Within which the female sex has more participation in sectors of: agencies, clothing, retail, clinics and hospitals, food preparation for human consumption, education, pharmacies with and without minisúper, various services and transport.

On the other hand, it was shown that the women of Vallense do not have any participation in sectors such as: construction and construction, manufacture of articles in general, pawnshops and exchange centers and in the sector that was classified as others, Newspapers, animal feed processing, preparation of natural fiber yarns and sale of lottery tickets.

The number of companies of the different sexes that are registered with the Ministry of Finance and Public Credit (SHCP) in the municipality of Valle de Santiago Guanajuato by women is 201 out of the total of 301, as 189 companies run by the male Total of 259 interviewees, as can be distinguished there is a greater number of registered companies of the female sex than of the male sex (Lara ME, 2015).

Local economic development is achieved when people take the initiative to create their own business (usually micro-businesses) which represent an increase in jobs and economic income; In the same way it is possible to realize that women play an important role in this development because it is considered as a growth promoter, due to their capacities and attitudes, which leads us to distinguish the importance of the feminine gender in small, medium and Large companies, because due to demographic factors, women's participation in business brings economic strength to developed and underdeveloped regions. (Lara M. E., 2015)

Methodology

1. The results of the survey "Women Entrepreneurship in the Municipality of Valle de Santiago, Guanajuato" were taken from the total of the micro, small, medium and large companies led by women, which were 310 economic units.

2. For the determination of the sample, the formula for finite populations.

$$n = \frac{\sigma^2 N p q}{e^2(N-1) + \sigma^2 p q} \tag{1}$$

Where:

N = 301 population

P = 50% probability in favor

Q = 50% probability against

E = 4% error

Σ = 96% degree of reliability

In the result of the development of the formula, a sample of 207 companies was surveyed in the municipality of Valle de Santiago, Gto. To determine the profile of the entrepreneurial woman.

3. For the selection of the economic units that made up the sample, it was necessary to take the sample sections by sector and percentage of the female participation by sector of the following tables:

Sectors	% By sector	Sample	Sample by sector
About	0.32	560	2
Vacation Rentals	1.82		10
Associations and Social Groups	0.79		4
Clubs and Entertainment Centers	3.04		17
Wholesale Trade	3.22		18
Retail trade	54.34		304
Making	0.37		2
Clinics and Hospitals	4.75		27
Construction and Building	0.21		1
Elaboration of food for human consumption.	15.97		89
Education	1.03		6
Manufacture of articles in general	0.40		2
Pharmacies with and without minisuper	1.45		8
Miscellaneous Services	11.48		64
Transportation	0.29		2
Pawn shops and exchange centers	0.37		2
Others	0.16	1	
Total	100%	560	

Table 1 Determination of the sample by percentage of each sector *Source: (Lara M. E., 2015)*

Sectors	% Of female participation by sector
Making	96.7
Miscellaneous Services	71.5
Transportation	61.5
Pharmacies with and without minisuper	61.5
Clinics and Hospitals	60.1
Elaboration of food for human consumption.	58.2
About	56.4
Education	52
Retail trade	51.9
Clubs and Entertainment Centers	47.1

Associations and Social Groups	45.1
Vacation Rentals	39.2
Wholesale Trade	16.6
Others	0
Manufacture of articles in general	0
Construction and Building	0
Pawn shops and exchange centers	0

Table 2 Percentage of female participation by sector
Source: (Lara M. E., 2015)

4. The percentage of female participation by sector was taken into account in order to establish the total number of economic units led by women in each sector, and the percentage of each sector was developed.

Sector	Economic units interviewed that lead women	% of economic units that lead women
Making	2	0.7%
Retail trade	156.864	52.1%
Wholesale Trade	2.99	1%
Clubs and entertainment centers	8	2.7%
Associations and Social Groups	1.99	0.7%
Vacation Rentals	3.99	1.4%
About	.99	0.4%
Transportation	1	0.4%
Various services	45.96	15.3%
Pharmacies with and without minisuper	4.99	1.7%
Education	2.99	1%
Manufacture of foodstuffs for human consumption	52.04	17.2%
Clinics and Hospitals	15.96	5.4%
Total	301	100%

Table 3 Percentage of economic units that lead women
Source: Own

5. The total percentage by sector of the economic units led to the distribution of the sample number among them was taken into account in the same proportion of the percentage relative to the 207 surveys. Determining in this way the number of interviews that were made by sector.

Sector	% Of economic units leading women	Sample	Sample by sector
Making	0.7%	207	1
Retail trade	52.1%		108
Wholesale Trade	1%		2
Clubs and entertainment centers	2.7%		6
Associations and Social Groups	0.7%		1
Vacation Rentals	1.4%		3
About	0.4%		1
Transportation	0.4%		1
Various services	15.3%		32
Pharmacies with and without minisuper	1.7%		3
Education	1%		2
Manufacture of foodstuffs for human consumption	17.2%		36
Clinics and Hospitals	5.4%		11
Total	100%		207

Table 4 Determination of the sample by percentage of each sector

Table Determination of the sample by percentage of each sector. Fuente: Elaboración propia

Results and conclusions

Of the 207 economic units contacted were obtained that 55.1% belong to the commercial turn, having a 5 year old 14%, obtaining income of \$ 0, - \$ 50,000 a 41.1%, the number of employees with whom they count In the majority is 1 to 2 employees with 44%, of which 17.4% depend a total of 5 people per business. Covering the profile of the women who lead the total interviewed, 10.1% are 45 years old, 38.2% are married, which is mostly or at least have a formal partner, 79.7% of the women have children, among them 1 to 3 with an age greater than 19 years 41.2%. Their level of studies with secondary education is 35.7% and their motivation to set up their own business was personal growth of 38.2%, as well as 50.7% are not related to an enterprising family. Obtained by these women are only 59.4% of their business without counting other income.

As a result, 22.7% of women entrepreneurs see in the future that their business will have a greater number of clients. Due to this, it can be observed that the women of the family are mostly enterprising, since they have their motivation are their family and with more reason their children to grow day by day along with them, since the women have higher priorities to the Of the men who only seek to generate profits, so the woman always looks for fixed goals and to fulfill them in determined times since without less prone to the frustration and the stress, and like administrator of a home is good administering in other places. The present study will allow, through its diffusion; that government and institutions dedicated to entrepreneurship, develop and apply strategies that contribute to boost this sector, and that in turn generate social and economic development in the municipality.

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Instructions for authors

A. Submission of papers to the areas of analysis and modeling problems of the:

- International migration law
- Human rights
- Diplomatic and consular protection
- Migrant population in a vulnerable situation
- Public policies and projects from a country perspective

B. The edition of the paper should meet the following characteristics:

-Written in English. It is mandatory to submit the title and abstract as well as keywords. Indicating the institution of affiliation of each author, email and full postal address and identify the researcher and the first author is responsible for communication to the editor

-Print text in Times New Roman #12 (shares-Bold) and italic (subtitles-Bold) # 12 (text) and #9 (in quotes foot notes), justified in Word format. With margins 2 cm by 2 cm left-right and 2 cm by 2 cm Top-Bottom. With 2-column format.

-Use Calibre Math typography (in equations), with subsequent numbering and alignment right: Example;

$$Rp = \sum_{i=1}^n Wi * \bar{Ri} \quad (1)$$

-Start with an introduction that explains the issue and end with a concluding section.

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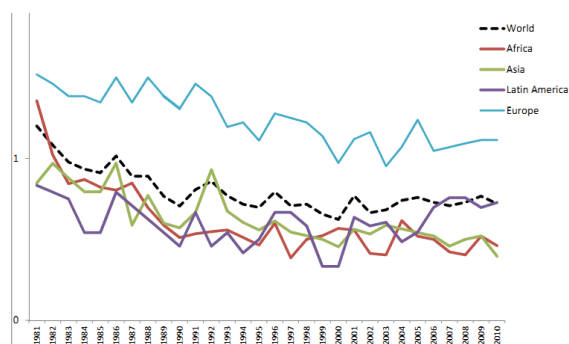
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