



Directorate for Education
Centre for Educational Research and Innovation (CERI), OECD

Innovative Learning Environments (ILE)

INVENTORY CASE STUDY

Early Childhood Development Educational Centers (CENDI)

Mexico (Nuevo Leon)

This public early childhood centre (CENDI 4 “Genaro Vaquez”) is part of a network of pre-school centres in socially and economically disadvantaged, marginalized areas of Monterrey, which are run by Frente Popular Tierra y Libertad, a political association in Mexico concerned with social equity. In the centre, pre-schooling is supplemented by extensive co-curricular activities in language learning, arts, ICT, sustainability, and sports as well as an innovative approach to integrate and educate the children’s family and wider community. Learners interact with their parents and grandparents at the centre at least once per month, to pass on family stories and traditions, as well as to demonstrate the kind of knowledge construction processes going on at home. Learners afterwards synthesise what they learned in a personal logbook. Pedagogy is inspired by socio-constructivist techniques. The centre actively participates in local festivities as well as family celebrations, and offers a range of community programmes including one for pregnant women (about a third of whom are under 18), women health programmes, parent trainings, and a senior club.

This Innovative Learning Environment case study has been prepared specifically for the OECD/ILE project. Research has been undertaken by Arturo Ornelas Lizardi and Anselmo Torres Arizmendi under the supervision of Alfredo Fernández from the Nuevo Leon Institute for Education Evaluation, following the research guidelines of the ILE project.

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Early Childhood Development Educational Centers (CENDI)

Frente Popular Tierra y Libertad (FPTyL)¹

Nuevo Leon, Mexico

**An educational institution presenting an innovative
learning environment**

OECD-CERI Innovative Learning Environments Project (ILE)

Research Report

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¹ The FPTL (Popular Front Earth and Liberty) is a political association in Mexico that seeks for social equity.

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Introduction

This report has been developed for the educational research project about institutions presenting innovative learning environments of the Organization for Economic Co-operation and Development (OECD). It was developed by the team formed by Anselmo Torres Arizmendi, PhD, Adjunct Professor of the University of Nuevo Mexico and Researcher of Nuevo Leon Institute for Education Evaluation (IDEELEON), Mexico, and Arturo Ornelas Lizardi, PhD, Director of Human and Community Development Center from Cuernavaca, Morelos, Mexico. In order to develop this report, it was necessary to analyze and to assimilate documental material of each institution granted previously to evaluation visit. On-site evaluation was carried out during November 2010.

Section 1. Background of the institution presenting an innovative learning environment.

1.1 Frente Popular Tierra y Libertad (FPTyL) Educational Centers for Early Childhood Education (CENDI's) origins.

The Frente Popular Tierra y Libertad (FPTyL) is a political association in Mexico that seeks for social equity; FPTyL is now part of the organizational structure of the Labour Party (Partido del Trabajo in Spanish). The FPTyL's Network of Early Childhood Development Educational Centers² (CENDI) started in 1990, and has been since then promoted by working mothers from areas in extreme urban poverty conditions who demanded child care services in order to be able to work full-time. Due to this necessity, the FPTyL requested Federal Government to sponsor the opening of six childhood development centers, located at the North and South of the city of Monterrey, Nuevo Leon, Mexico. Currently, there have opened fourteen childhood development centers in disadvantaged areas of Monterrey and its metropolitan area. Three more childhood development centers are to be established in those areas.

² Centro de Desarrollo Infantil in Spanish.

Legal and normative bases of the CENDI Program are regulated by the Ministry of Public Education of Mexico (SEP). Applied study plans and programs are those pertaining to pre-school and early childhood educational levels.

1.2 Context of the institution presenting an innovative learning environment.

Educational system in Mexico is composed of four educational levels: early childhood education, basic education (pre-school, elementary and lower secondary), upper secondary and higher education. CENDI childhood development centers offer early childhood education and pre-school levels in different zones. Early childhood education in Mexico assists girls and boys, aged from 45 days to 5 years and 11 months old. SEP indicates that through early childhood education services, children receive the necessary stimulation to increase their physical, affective, social and intellectual development, as well as assisting cares to preserve their health and to support their growth. Study programs sustaining this education are two: pre-school and early childhood education per se.

From 1993, the 3rd Constitutional Article was modified, giving to pre-school education a compulsory education nature. In 2004, a new program named “2004 Pre-school Education Program” was presented. This program mainly offers the following:

- Recognition of child learning in pre-school education and social changes such as urbanization, changes in familial structure, poverty and inequity, and influence of mass-media, by understanding education as a fundamental right.

Such 2004 Pre-school Education Program (PEP) defines its performance by a framework under the following characteristics:

1. It is a national program;
2. It establishes main purposes to pre-school education;
3. The main educational model is based on competences;
4. It has an open character;
5. And it shows its organization informative fields:
 - a. Personal and social development.

- b. Language and communication.
- c. Mathematical reasoning.
- d. Exploration and knowledge of the world.
- e. Artistic expression and appreciation.
- f. Physical and health development.

PEP show a strategic plan of school transformation that includes four dimensions in which pre-school institutions must based their school organization:

- a) Administrative dimension.-To know the administrative level, which is necessary to be able to manage human, material and financial resources, timing, security and health organization, information control related to all school performers and regulations compliance, as well as relation to school supervision with respect to its linking functions between regulations and provisions of administrative authority.
- b) Curricular pedagogical dimension.-It is understood as: the learning-teaching processes, the factors' review related to planning, evaluation, classroom environment, the effectiveness of time assigned to teaching and support resources. Moreover, it recognizes each professor has his own teaching and planning method to understand and to reflect about opportunities, teacher grants to his students to make them learn. Of course, it is necessary to know pre-school education programs, their application, origin and goals of such programs.
- c) Organizational dimension.-To privilege and to stand out values and attitudes prevailing in school performers (students, teachers, parents and authorities); such values accomplished to praxis serve school organization to take decisions deemed convenient to face distinct situations and to focus criteria on such decisions toward educational achievement. To be a leader of a professional team leaving aside a personal point of view, without forgetting self-evaluation to be permanently improving and planning strategically, and by understanding process as a strong shared leadership. Additionally, it must consider the assignment of responsibilities to distinct school performers; teaching commissions (civic acts, health and safety, cooperative school shop and guards), operation of School Technical Council, as well as link to Parents Association and Board of Trustees.

- d) Community development relation.-It presumes that pre-school education Principal, as a community leader, not only in school center, but the community itself in which school is located, needs to recognize participation and relation that is considered appropriate to keep parents and other members of the community. By an analysis, we can identify how collective, directive and teaching members know, understand and satisfy the needs and demands of parents, as well as the way they are integrated and how they participate in school, mainly on those from home that could favor students' learning. Principal requires to know relations established with school and institutional environment (with neighbors and community, neighborhood or quarter organizations), as well as supports granted by these organizations to school.

SEP pre-school and early childhood education programs present an ideal context for development of children less than 6 years old and older than 45 days. However, their application has had a series of difficulties to get a successful implementation, some of the most outstanding difficulties are:

- a) Compulsory education
has been gradually implemented, since Federation did not have the obligatory resources necessary to open the enough school centers at this level to cover a constantly growing demographic population. This also implied to hire early childhood education specialized teachers to assist such portion of population
- b) Due to this lack of
economical cash-flow, an extended number of childhood development centers were conceded to private sector. Most of these centers comply partially and poorly with dimensions for school process.
- c) Professional programs
for teacher education for early childhood education and pre-school had not been enough to cover population demand, being necessary, therefore, to resort to emergency measures like opening of face to face modalities and recognition in pre-school and early childhood education studies. Therefore, there is a lack of educational professionals in these levels.

- d) This implies improvisation of educational professionals who work at this level without being specialists thereof.
- e) Public institutions offering early childhood education and pre-school level many times present a lack of economical resources that do not allow them to offer an efficient and qualified educational service of this level. Likewise, there is an overcrowding of children at these level groups in zones densely populated, which does not allow having a personalized attention, so necessary for these aged children.

1.3. Rationality to select an evaluated institution as a school center presenting an innovative learning environment.

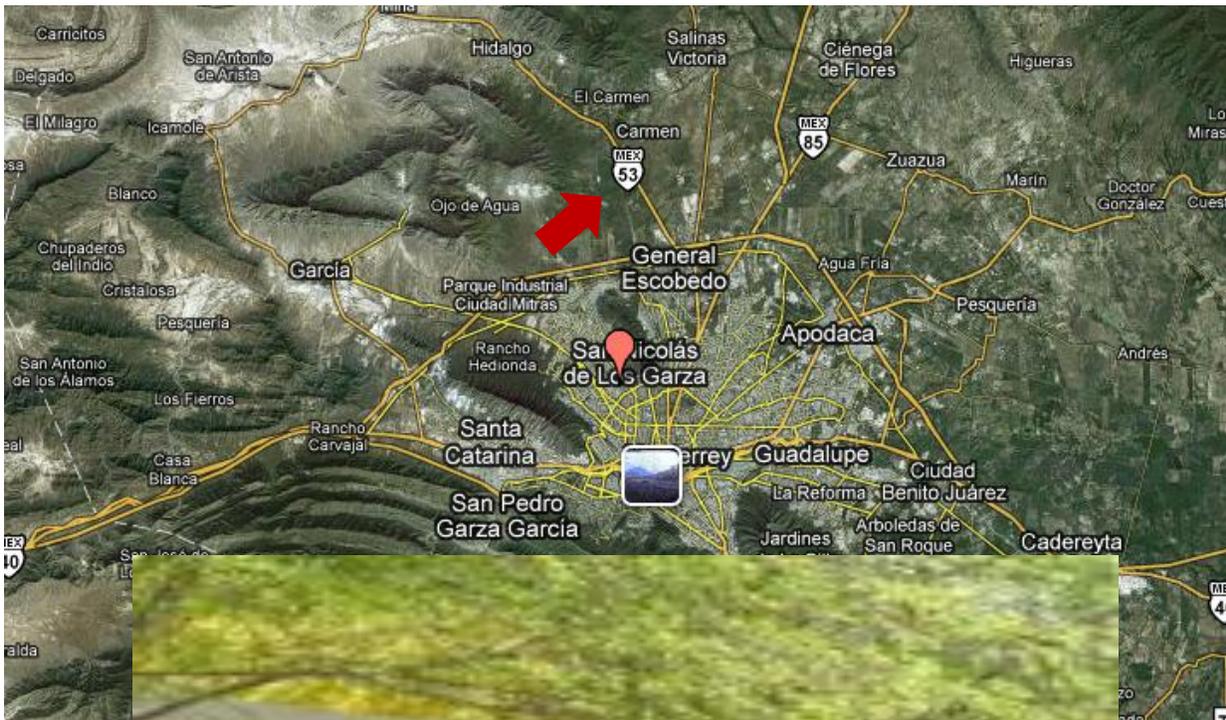
The criteria to choose this institution as an innovative learning environment reflected its uniqueness at the head of most of the public institutions rendering early childhood and pre-school education. Next, we mention some of its characteristics and programs that make this institution unique in that educational universe:

- a) FPTyL's CENDI Program is a public network that is placed in disadvantaged areas of Monterrey and its metropolitan area. This network has as a fundamental purpose to promote human, social and economic development so as to contribute in reverting circle of poverty in these populations.
- b) It presents a series of unique programs in the region and in the country (which will be mentioned in section two of this report) that make them a "sui generis" institution in this educational universe.

- c) Some similar programs are offered by private institutions to which marginalized populations do not have access due to a lack of economic resources.

1.4. Location of the institution presenting an innovative learning environment.

Due to the extension of CENDIS' network, it was decided to evaluate only one of the centers; this is the CENDI 4 "Genaro Vazquez", located on Ave. No Reelección, in the neighborhood Genaro Vazquez, in Monterrey, Nuevo Leon, Mexico. It is important to mention that this evaluation report corresponds only and exclusively to the visit effectuated to this school center. Although documental information indicates that these programs are accomplished in all CENDIS' Centers of the network, this research team was not able to verify, due to lack of time, the activities of the rest of the thirteen centers. It was decided to visit only the evaluated center for a deeper appraisal.



**CENDI
Vazquez"**

**4"Genaro
location.**



CENDI 4 “Genaro Vazquez” main entrance.



Arturo Ornelas Lizardi, PhD, in the “Museum” area during his visit to **CENDI 4 “Genaro Vazquez”**.



A typical classroom at **CENDI 4 “Genaro Vazquez”**.

1.5. School population participating in the new educational model and socio-demographic characteristics per academic areas: age, social stratum, gender, geographical origin and nationality.

The evaluated CENDI renders service mainly to marginalized zone population of location before mentioned. Socio-economical stratum of population in this area is low.

Monterrey is one of the three largest and most populated cities in Mexico (Mexico City and Guadalajara are the other two ones), which makes Monterrey have today different populations, such as:

- a) Populations with distinct and socio-economical remarked status (with high incomes, middle incomes, population in poverty and extreme poverty). CENDI’s educational community population evaluated is mainly formed by population in poverty and extreme poverty status.
- b) “Mestizas” immigrant populations of various Mexican States. In case of evaluated CENDI, there are children registered from different origins from that of Monterrey and its urban zone.
- c) Migrant indigenous populations from diverse federative entities that move to Monterrey and urban zones to look for better job opportunities and life. This is due to economical marginalization in their regions. Part of the population in the evaluated CENDI come from the center of the country, and are of ethnical origin like Huicholes, Otomies, Nahuas, among others.

Population, part of evaluated CENDI educational community, presents diverse characteristics correspondent to vulnerable groups in the Mexican context:

1. Population in poverty status;
2. Working mothers who need their children to be assisted, while they work (full- time);
3. Individuals from indigenous groups from other regions of the country; and
4. Elderly people.

Section 2. Structured patterns and characteristics

2.1. Methodology.

Before discussing CENDI characteristics, it is appropriate to describe the methodology used in this study. Data collection instruments belonging to qualitative research paradigm were used. In-depth interviews were applied, group of approach, direct observations to classrooms and class complete sessions were filmed. We detail these data collection instruments with CENDI participating performers:

- Observation of dynamics and program contents by non-formal means.
- Video film of different co-curricular and extra-curricular sessions (school of parents; dance, karate, draw and modeling, theater, computer and science class, among others).
- In-depth pre-arranged interviews with Parents.
- In-depth pre-arranged interviews with Co-curricular Teaching Staff.
- In-depth pre-arranged interviews with General Director (Leader of the Program).
- Focus Groups with Parents.
- Focus Group with Pregnant Mothers.

- Focus Group with Indigenous (otomies) Mothers.
- Focus Group with Alumni.
- Focus Group with Teaching Staff.
- Focus Group with Co-curricular Teaching Staff.
- Focus Group with others CENDI Principals (Leaders).
- Observation and interviews with Parents belonging to Senior Citizens' Program.

2.2. Characteristics of the institution presenting an innovative learning environment (CENDI).

Legal framework.-As it was previously mentioned, CENDI offers early childhood and pre-school educational services. Normative base is constituted by SEP Early Childhood and Pre-school Education Study Plans.

“Co-curricular” Programs.-These normative programs are strengthened and enriched by innovative proposals, through programs appointed by the institution as “co-curricular”, standing out, among them, the following:

- a) English;
- b) Computer class;
- c) Music;
- d) Dance;
- e) Draw and Modeling;
- f) Karate;
- g) Physical Education;
- h) Yoga; and
- i) Massage for children.

These co-curricular programs are very important in order to provide integral education to Nuevo León Population. Even though the PEP points out that the necessity of providing integrative education, it is rarely given due to student and community population due to different reasons:

- a) Financial circumstances of schools

- b) Lack of interest of educational administrators to get extra funding to be able to provide co-curricular programs.
- c) Misunderstanding of educational administrators (school principals, especially of private institutions) of the need of providing integrative education.
- d) Among others.



Co-curricular dance class at **CENDI 4 “Genaro Vazquez”**.

Theoretical-conceptual foundations.-Concerning theoretical-conceptual foundations, according to documents granted by the institution, scientific conceptions brought from new school are applied: constructivism, which places the child as a learning subject and as constructor of his own knowledge. Likewise, neuroscience teachings, multiple intelligences theory, attachment, emotional development and neuro-nutrition are incorporated, among others.

Extracurricular programs

School for Parents.-It is obligatory for all the parents. It presents varied modalities:

- a) Monthly meeting:
Technical Council develops a parents training program every month.
- b) Meeting of special
processes: these processes are: adaptation, sphincter control, therapy and early stimulation.
- c) Health and nutritional
shops: parents are trained in nutritional practices, first aids and childcare techniques.
- d) Individual assessments.

“Learning together” Program by non-formal means.- This is a Training, attention and early childhood education Program, addressed to children and their families of neighboring communities to CENDI Childhood Development Centers. It is assisted by educators, educational assistants, psychologists, physicians, nutritionists and social workers.

This program favors equity and equality of opportunities when allowing all the children aged from 0 to 6 years old from these marginalized communities to have access to an integral attention and to early stimulation techniques.

Prenatal Program.-This program is addressed to marginalized community pregnant women, from 4 months pregnancy. Central topics of this program are five:

- a) Prenatal health;
- b) Nutrition;
- c) Psycho-prophylaxis;
- d) Intrauterine stimulation; and

e) Training.

Objective of this practice is to achieve women's enjoyment of their pregnancy, this is: to be able to evaluate and accept their pregnancy condition; to reach and maintain physical and emotional health; to prepare them for a possibly difficult labor, and to be trained to assist their baby once (s) he is born. 27% of women assisted in this program are adolescent girls from 13 to 18 years old. 63% does not have health services.

Nutritional Program: "Intelligence Rescue".-This program is addressed to 10 thousand children under 6 years old, who receive freely monthly doses of enriching nutrients and neuro-nutrient complements to strengthen their daily diet and brain formation. This is because a good nutrition also contributes to modify health aspect and intellectual and emotional trainings of babies and children, based on discovering made from close relation between biological, psychological and intellectual aspects of the human being.

Other extracurricular activities added to mentioned programs are.-

- a) Medical Assistance
Brigades. - Organized with inter-institutional support (National and State Health System, I.M.S.S.(Mexican Social Security Institute), I.S.S.S.T.E. (State Workers Social Security Institute), S.S.A (Ministry of Health), Municipalities, among others.
- b) Woman Health Program.
- CENDI annual events for detecting cervical and mammary cancer timely and other complicated diseases (hypertension, cholesterol, diabetes, among others), process and orientation of cases.
- c) Rescue of our traditions.-
Massive community acts (Civic-sport parades, Christmas party, Day of the dead celebration, father and mother's days).
- d) Value promotion.

e) **The Senior Club. -**
Participation of older people in educational activities to re-evaluate them as human beings (school garden, story teller, craftworks, among others).

f) **Ecological culture**
promotion. - Reforestation, cleaning, scrap yard recycling, recycling, batteries' bank and trash classification.

g) **Campaigns against**



drugs addictions and intra-familial and social violence.

The Senior Club Program at **CENDI 4 “Genaro Vazquez”**.

Section 3. Nature and quality of learning.

This institution has opened other centers, a total of 14, in Monterrey micro region and metropolitan area. During its life, different educational scenarios have been implemented up to reach this model known by evaluators, which has allow accumulating methodological experience in creating and applying innovating methods.

For the running of varied campus, neighborhoods, quarters and place were deliberately chosen, where population is immersed in a socio-economic and cultural marginalization.

CENDI learning system is centered on the core activities constituting the daily life of its students, families and environment. Among these core activities, we can find:

1. Permanent meetings
with their grandparents, who visit their grandchildren weekly at CENDI and during three hours, interact with them in different manners: telling family stories, families' survival way, construction and social structure of their neighborhoods, quarters or settlement; their dancing, dances, songs and traditions. This interaction adopting familial models makes students to feel at home with their loved ones, like grandparents. Such interaction becomes a learning of personal, familiar and community for children and grandparents; it is an interaction with the elderly; it is to remember it and live it and at the same time to transmit values and traditions they themselves received or constructed.
2. At the end of each
session, children are asked to tell, to comment and sometimes to represent what grandparents have taught them, a moment of existential synthesis that during meetings is building a personal logbook of their own learning.
3. Another core activity is
monthly interaction of student-children with their mothers or relatives at school. The objective of these meetings is that student-children present to school community, the educational works prepared by families and at students' home;

such presentation is carried out by the student and his/her family, to show their learning community the knowledge building process they have made among the family and at home, like a socio-familiar learning synthesis of

preselected topics by the institution; we have evidence of having heard, for example, how simple arithmetical operations can be made from family food costs, and to have an explanation of financial sources from which family food is bought. Another one was to learn and to recognize geometrical forms from house furniture through drawings and sketches. One more was to represent a little social drama about what children experienced in a circus, mother were involved in this activity, in addition to disguise them as diverse animals, like horses, lions, giraffes. It was an exciting adventure (full of sensations and emotions) to visit the circus, making children show their feelings and emotions.

4. In this way, this institution shows and opportunity for their learners' holistic development through collecting specific information, useful for their own life; an information of knowledge and recognition of objects and dynamics of their world.
5. We have evidence of how a recognition of Mexican culture was achieved through games and musical aesthetics, as well as of cultural practices from some regions of the country (like folkloric dancers and manufacturing arts and crafts) and of their extra-population in recognizing and valuing different cultures of the world.
6. All classrooms have been transformed in learning laboratories, by presenting objects of knowledge on their walls, some prepared by the same students and others bought, to be used as visual help to the knowledge they are building every day. The availability of learning corners in classrooms, as well as space, time and symbols handling allows an early stimulation which facilitates the correlation of objects, colors, information and emotions, reaching very efficient levels of learning by teachers' explanations.

7. The Center permanently follows its learners in community scenarios, such as local patron saint holidays, community fairs, community civic parties, and even birthdays, marriages celebration or deaths. In this way, institution strengthens a reflexive and admiring state in perception, sensation and learning of real existential contexts on community, families and the children themselves.

Learning social and community context facilitates the establishment of a collective and personal identity in students.

8. In view of the above contexts described, a program established by Ministry of Public Education (SEP) is developed, with its own learning requirements according to students' age; inclusions made by CENDI to such program finishes bureaucratization of the learning, turning it in an active, dynamic and appropriate situation to include new information, conclusions and synthesis of cognitive process.
- It is part of student motivations and emotional key point.

As it is showed in previously, CENDI, through motivation and handling of distinct community or extra-community scenarios, is creating in students a conscious stage that progresses, extends and reinforces their collaborative learning thru community involvement. This provokes that students propose, request *ad hoc* topics to doubts, concerns and/or questions in different levels of their intellectual development and physical development. Such guesswork, doubts or questions children make are openly answered and/or incorporated to educational process, which creates a participative, warm and secured environment for the students, keeping away their fears, the insecurity or real boredom children experience when they attend other schools that show authoritarian, disciplinary or frankly weakened process from traditional basic public education. These same stimulant and provoking scenarios facilitate the creation of groups of interest of empathy and support among the students, since many of proposed activities are executed using a method that enhances awakening and

discovering of daily life facts, as well as those fitting more science and technology parameters; these educational effort, then, implies development and stabilization of students emotional intelligence.

We had the opportunity of hearing some CENDI Alumni, who show in one way or another that their personality and character had been strengthened by the early childhood education they have received at CENDI. They also stated that this is what has allowed them in their youth to solve their problems, situations or contingencies of existential and professional nature.

They believed that such strength they had as human beings has been acquired at CENDI. These assertions about an equilibrated constitution of young successful professionals had been recognized by all of them as an important contribution to solve life problems during their adolescence and youth.

- It is sensitive to individual differences between students.

During classroom observations, as well as during varied educational activities, it was appreciated a diversity of existing cultures in the center. This responds to constant migration of individuals from different zones of the country to Nuevo Leon. When working jointly with populations with various origins and cultures, the institution promotes respect for values, life forms, beliefs, interracial, ethnical, social and gender differences.

During focus groups with parents of ethnical origin from the center of Mexico (otomies), participants expressed their thankfulness to CENDI for including and accepting them in their special programs. They said that both they and their children feel secure at CENDI and that they are not rejected or excluded as it happens in other environments.

Despite the fact that Mexican Educational System includes a multicultural education methodology at this education level, CENDI , located in a multicultural circumstance promotes and reinforced, according to its own and unique educational model, an environment of acceptance, inclusion, respect and tolerance among diverse populations of educational community of the center.

- Each student is demanded, but without being burdened.
- It promotes horizontal connection through activities and topics in and out of school.

It is easy to recognize in this description that learning is implied in the educational task itself in the learning schedule stated for that, and even though it is true there are tasks completed in family due to its playful character, they do not mean arduous times, bored, lonely and hard of conceptual, theoretical and abstract learning of traditional formal

education. In this sense, immediate connection from learning to real life situations of students make learning not to be seen as heavy duty in the students' life.

Memorization implies itself an overwhelming energetic effort and it causes insecurity because students in traditional education know that memorizing information would allow them to pass grades. Opposite to this, in CENDI centers active process of learning by doing, of learning by relating and by reflecting about learning stimulus make learning a natural result of students' daily school life.

Section 4. Impact and effectiveness of an innovative learning environment.

This research team considers this ILE's impact and effectiveness may be summarized as follows:

1. Community.-School is not seen as an institution withdrawn into itself, with an aseptic life toward "real life", but on the contrary, it is from daily life of the community, its families, its neighborhood stories, their society and demographic developments, their traditions and their way of organization that school pours significant topics that enrich its educational program, becoming it an interacting curriculum.

Community population diversity, in which institution is located, is useful to create spaces of social inclusion. Existence of different ethnical groups, from social class, working women, the elderly and adolescent mothers create a diverse and multicultural, educational, social and community space. Schools provoke inclusion of all these groups in the educational process through special participation programs. When we attend programs' sessions of pregnant women, senior community (grandparents), parents and talks to indigenous mothers' groups coming from the center of Mexico, we observe the participation of these groups in school, as well as their thankfulness to the institution for having involved them in school life.

It is in this way that evaluated CENDI is involved in community life, through participation of varied performers thereof. Traditional separating bubble in which school is enclosed is broken, and the center reaches a total engagement with the local community through their own knowledge development. When talking to a former students' group (Alumni), it is evident that good handling of this knowledge together with self-esteem kept by this kind of learning were personal strength aspects that ensured them a successful professional life, which obviously affects positively their personal life.

2. Integral development of students.-It is in the conscience of institution managers and educators, the establishment of real pertinent and significant scenarios to achieve a development of conscience and an integral and significant learning. It was evident actions attached to the development of the above.
 - a) Establishment of a balanced diet, as well as nutritionist recommendations to parents in order that their children have a nutrition that allow them developing their qualities and body capacities.
 - b) Appropriate handling of sleeping hours, rest and body activity of babies and children assisted there.

- c) Constant activity of dancing games, music, socio-drama representations, theater, constructive type Montessori activities or Freinet type community make children have a balanced early stimulation.
- d) Appropriate handling of school tasks and activities at home, which substitutes TV fatuous and indoctrinated hours, and motivate family to work as such, supporting younger people. Official program follow up in order to not create “sui generis” students children.
- e) Appropriate balance with familial and community enriched incentives of the official program.
- f) Personalized attention both with student and with his family when required.

All of the above constitutes a balance of motivating, permanent and reinforcing activities of studying, learning, understanding and transforming acts. In this case, it is not a cheap and pretty speech about integrating education, but a concrete fact that a human being can be educated in pieces, because if it is done daily in this way in other institutions, human being will be worn out.

3. Pedagogy.-For all of the above, this center is not only dedicated to carry out the official program established by the federal government, but also to strengthen , enrich and make pedagogical programs, educational activities from its educators, who are passionate about education, and who have been audacious, Teachers have effectuated research and with their results, they have build-up authority and implemented a robust, pertinent, desirable, qualified and effective model, which with no doubt, has been strengthened by international theorists (Jean Piaget; Melanie Klein; Ana Froid; Maria Montessori; Célestin Freinet; Georges Lapassade; Mme. Inhelder; Bourdieu and Passeron; Paulo Freire; Sarmiento; Rafael Gutierrez and many others that know education go beyond bureaucracy; it is a fact and duty

of human beings in their environment, in their culture and in their real possibilities of life).

Systemization and studies of their own actions through 20 years. We can say we are in front of a solid model that remains under construction and could be easily reproduced by accomplishing pertinent adaptations in other places, with educators from other cultures.

Section 5.- Concluding remarks.

Early childhood is a development stage starting from birth and up to 6 or 7 years old. Learning in this stage is considered as the most relevant for the individual. This is because at that time, fundamental bases of physical and psychological characteristics of personality are developed, as well as those of social behavior. These bases are consolidated, improved and strengthened in successive stages.

Educational offer presented by evaluated CENDI gives attention to first childhood, especially to boys and girls of marginalized populations of metropolitan area of Monterrey, Nuevo Leon, Mexico. CENDI offer has an enormous potential to compensate shortages in their own homes, and to contribute substantially in breaking poverty circles. Early childhood education, offered integrally by CENDI, also has political and economical consequences in Nuevo Leon and Mexican society. This goal is achieved through a big variety of CENDI Childhood programs (normative, co-curricular and extra-curricular ones) in order to improve familiar and community environments, as well as to grant them direct attention and excellent quality services to children.

To this research team, CENDI is, without doubt, an institution centered on boys' and girls' integral development, influencing educational, social, political and economic life of the region in which it is located. CENDI presents and constitutes, in the Mexican and global context, an innovative learning environment.