

Integrating Independence & Interdependence: Education Beyond Dualism

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The European Conference on Education 2019
Official Conference Proceedings

Abstract

We must realize that the current needs of society are due to how we have developed the minds of our society within our educational systems. In order to create a path of peace and wisdom in the world, we must understand how the stagnation of education and narrow-minded socioeconomic pressures have misguided students, teachers, and societies, and these must be changed in order to change the state of our future. By dismantling the dualism that has been ingrained in societal values and beliefs, there is potential for fostering greater understanding and implementation of the idea that, regardless of the different individual entities that exist, we are all part of one world and one collective consciousness, a humanity that must recognize the importance and responsibility of this interconnectivity. Education, which stimulates greater awareness through integrating independence and interdependence, would be evolutionary. Key to this evolution is allowing students to learn and expand their awareness beyond mere cognitive academic material into experimenting with consciousness and gaining insight into greater development of oneself and mankind. It requires the development of newer methods of educating not only the minds but also the hearts and spirits of students.

Keywords: Dualism, Collective Consciousness, Education, Independence, Interdependence, Dehumanization

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The International Academic Forum
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Introduction

We are on the threshold of a paradigm shift in how the world functions. This is a turning point for humanity, as we know it. If we consciously decide to choose a path toward a humanity based on collective consciousness (i.e. a collective humanity in which we are one) and the integration of independence with interdependence, this path has the potential to evolve beyond the divisive construct of dualism, which has guided most of the actions of society throughout history, causing dehumanization and division to be propagated throughout our global community.

Education has the power to re-determine the foundation of our values as a society and is the key to this transformation. Education can foster the foundation of a new path upon which societal values and actions can develop towards a globally integrated, peace-promoting environment. This is a unifying path of peace and love, in which a more evolved definition of independence and interdependence can be taught to students and thereby integrated into our societal reality.

Society must evolve beyond the linear, Newtonian dualistic reality, in which we continue to function, and which limits individual potential and dehumanizes humanity, thus creating a dysfunctional reality. From this dysfunctional reality, we must advance towards an Einsteinian-based environment of evolving potentialities and collective consciousness. Education is both the tool in bringing this new path of human evolution to fruition and is, itself, in need of this paradigm shift in order to inspire this global change. How we educate the minds and hearts of this generation will not only determine the connection individuals have with themselves, but the connection individuals will have with the world. Education thus has the potential to affect the state of all of humanity.

We must ask ourselves three important questions in understanding this paradigm shift. First, what world do we wish create? Second, are we fulfilling this intent? Third, how? In essence, are our education systems developing conscious, independent individuals, who understand what it means to live in a global community and thus are capable of leading a global community thriving on true interdependence rather than dualism, separation and unhealthy co-dependence?

The Call of Humanity

Why is it that we are continuously pointing out the shortfalls of our society, but are not willing to make the necessary changes through the minds of our future generations? How can we evolve to a new world, which integrates an environment of independence and interdependence, when we continue to function within a linear construct of dualism?

This dualistic construct of “*us versus them*” is deeply embedded in the very mental fabric of society and continues to persist within our human value system. As such, the power of the education system is being subverted into a tool for the propagation and maintenance of the dualism-based social structures of today’s decaying world. Furthermore, our human value system is being focused on values that do not coincide with our highest good and fulfillment.

The ethos of dualism is dehumanizing and hinders the development of a transformative independence integrated into a humane global society of interdependence. (Marrie H.J. Bekker, Judit Arends-Tóth, Marcel A. Croon) Throughout history, the dualistic construct has laid the stage for the propagation of dehumanizing laws, acts of injustice, mind numbing indoctrination, and a shutting down of a humanity which is humane. Therefore, for humanity to evolve, we must recognize the call towards an evolution in our societal beliefs and constructs. As a society, we must tap into the power which education has to pioneer the critical change to a new, more evolved path at this important turning point in human history.

The current educational system began over 150 years ago, originally being put in place during the industrial revolution for factory workers. These factory workers were evaluated and 'graded' for their ability to be 'productive' parts of the industrial system and thus were expected to conform to certain behaviours that would ensure enhanced productivity and suppress individuality. These conformist behaviours were embedded in the school curricula and thus instilled into the school children in order to prepare them for the workplace. Thus, the education system became a systematic means of training labourers to become the necessary prototype for the industrial revolution; and to this day this system continues to function on the same basis for which it was originally created.

Technology has evolved. Cellphones, modes of transportation, worldwide-web communication and artificial intelligence have become indispensable in our daily lives. However, what has remained markedly unchanged for 150 years is the foundation on which the education system is based.

Now, just as much as 150 years ago, this system continues to not only disconnect individuals from their own potentiality, but also train individuals to accept that authority and the system, in which they are placed, pre-determine their appropriate behaviours and purpose for living. Once individuals are no longer of use to the system (i.e. are not productive), they no longer have any value. The intrinsic value of an individual has been usurped and the individual has become is a mere cog in the wheel of industrialization and of the technological revolution.

A human being was no longer a human being, but was objectified and dehumanized, as a 'working machine.' This hindered an individual's complete evolution towards his or her fulfilled self, and it has been perpetuated through the dualistic construct underlying the education of students. An educational system which is not re-connecting students with their core selves, but rather it is disconnecting students from who they intrinsically are and from their human potential. How can we create an interconnected world, when individuals are trained and educated to be disconnected from themselves? I share this now, as a means to demonstrate how there is a call for humanity to shift dehumanized systems to sentient environments.

We must reflect upon Albert Einstein's quote regarding the world, which we wish to create. He stated, "*We can not solve our problems with the same level of thinking that created them*" (Brainy Quotes, Albert Einstein Quotes) and "*Insanity Is Doing the Same Thing Over and Over Again and Expecting Different Results.*" (Motivation Quotes) To develop an atmosphere of change, we must help evolve the minds and create a new mentality within the students, who are, in fact, the present-day creators

of the future world. The potential for this path of change is present, it beats in our hearts, yet the truth is, this change for which humanity calls threatens the very foundation of our civilization, as we have known it.

The call of humanity is for evolution beyond dualism, and this evolution is what will stimulate and strengthen the 'humanness' of humanity within ourselves. It will ensure that society will evolve into becoming more intrinsically humane. This can no longer be ignored both within our global society and most importantly within our educational systems.

Awareness and Collective Consciousness: Leaving the Threat and Stagnation of Dualism Behind

What is dualism and how is it a threat? The dualistic perspective is derived from the "*us vs. them*" perspective. This mentality has an essential process. The process begins with separation. Separation is followed by the ability then to objectify another individual or group of people. Objectification is followed then by consequently being disconnected from whomever we have objectified. Within this disconnect there in lies the seeds of conflict. The conflict of, "*us vs. them.*" The human being is no longer an individual, but an object to the mind. Essentially, this disconnects our connection to our humanity, the individual's humanity, and the 'humanness' of our very existence. This allows for dehumanizing, discriminatory, dividing and violent behaviours to occur. This is only a mental construct however, that can be re-defined, leaving the threat and stagnation of dualism behind.

To live a changed future, we need to advance the consciousness of the creators of that very future. Meaning, humans must expand from the unconscious automatic behaviours of dualism of "*us vs. them*" and evolve into the collective consciousness of being simultaneously independent and interdependent, "*you, me, and us.*" This is the expanded awareness of potential future generations and will allow humanity to move away from the dualism, which creates enemies amongst ourselves and life around us. In other words, moving from being artificially separated one from another, to living in an environment of collective consciousness and fundamental, internal peace.

An educational system based on the paradigm of collective consciousness will empower students to experience the power of the mind in creating a multi-potential reality. In other words, this education system will enable students to experience enhanced awareness of their whole independent selves integrated into the collective consciousness of interdependence. Such students will learn how to navigate with greater awareness of collective consciousness and experience how mind controls perception and perception influences the manifestations of consensual reality.

Neale Donald Walsch, an innovator and world-renowned author in the field of human consciousness, emphasizes that, "*The idea of separation is the biggest crisis facing humanity... Today, because it produces all the other crises... If we taught our children in all the world's schools that separation is an illusion and doesn't exist, the world would change in one generation.*" (Neale Donald Walsch *On Awakening The Species, Who We Are, And What Truly Matters*, MindValley) In other words, dualism is an illusion. Humans must awaken and understand the unity of our existence. For, if not, our human race will continue to dwell in separation, division

and conflict. Neale Donald Walsch further states that, “*An awakened species sees the unity of all life and live into it. Humans in an unawakened state often deny it or ignore it*”. (Neale Donald Walsch *On Awakening The Species, Who We Are, And What Truly Matters*, MindValley) This new way of being, this new path of awareness and education has not only been discussed at various times throughout history, but it is also recognized by several modern day philosophers, researchers, educators, and political thinkers such, as Rudolf Steiner, Jiddu Krishnamurti, John Dewey, John Kenneth Galbraith, Henry Louis Mencken, David Icke, Martin Luther King Jr., Neale Donald Walsh, Robert Kiyosaki and Gregg Braden, to name a few.

Neale Donald Walsch explains the need to evolve beyond dualism and the importance of enhancing our understanding of divine dichotomies. According to him, the concept of divine dichotomies allows us to recognize that contradictory truths can exist simultaneously in the same space. By dismantling the dualism that has been ingrained in societal values and beliefs, there is potential for fostering greater understanding and for implementing the idea that, regardless of the different independent entities that exist, we are all part of one world, a humanity that must recognize the importance and responsibility of this interconnectivity and interdependence. The human race exists as a group of individuals with different characteristics, we are one, we are humanity, and if anything, these diverse characteristics are to be celebrated for their contributions to the vast variety of people, ideas and ways of being in our world. In other words, dualism is the biggest crisis facing humanity. We are being challenged to evolve or risk remaining in a stagnant dualistic mental atmosphere, which has, throughout history, produced conflict, and consequently, violence and which continues to do so.

We must dissolve the illusion of separation between human beings. We must not only ask ourselves what kind of future it is, we wish to create, but also reflect on how that future must exist within the individuals, who will create it. Do we wish to continue living within a mental construct driven by separation and objectification, or do we wish to live within an interconnected world of true independence and interdependence that emphasizes the message that we are one and is the compass orienting the healthy evolution of humanity? If we wish to change the world, our actions must follow our words.

We are in a unique period of history, in which we are witnessing the unfolding and universalization of social imperatives, social justice, social equity, freedoms and overall human rights. As a result of our human achievements and ever-expanding knowledge, our social paradigms and understanding of human existence are being brought into question. We can pioneer our own evolution or remain the perpetrators of our own destruction, allowing for dualistic constructs to continue to govern our educational systems and to perpetuate stagnant societal structures. (Raja Roy Singh, Page 9, CHP. 2)

It has become increasingly evident that, we as a human race are neither satisfied nor content with the state of the world today and of our humanity, as tensions arise on a global scale. In order to change the world, we must set a vision in motion, because “*without a vision the future may be only an illusion.*” (Raja Roy Singh, P. 5) A vision only becomes a reality when we are willing to acknowledge and then act upon it with full effort and intent. “*Therefore, the first suggestion... about educating for the 21st century is that we must better develop our capacity to make visions*”-Speaker at

Symposium (Raja Roy Singh 1, P. 2) How do these visions coincide with a greater humanity? It is essential that we constantly question ourselves in creating a new path for humanity. Where do our values lie? Are these values truly bringing the highest good for all of humanity?

Evolution Towards a New Paradigm of Integrated Independence and Interdependence

Our fears, our educational programming, and the entrenched societal systems based on dualism make us resistant to change. Not only are we creatures of habit, as we have become too comfortable in our social constructs, but this radical change that is critical to our human evolution is epic and reality shifting. It would completely shift the paradigm of our existence, from a world, based on the dualistic construct, which continues to slip humanity further and further towards acts of violence, discrimination, injustice, and poverty and hate, into a world based in love, profound understanding, greater awareness, and interconnectivity. Martin Luther King Jr., human activist and leader of the Civil Rights Movement, stated *“Violence is immoral because it thrives on hatred rather than love. It destroys community and makes brotherhood impossible. It leaves society in monologue rather than dialogue. Violence ends by defeating itself. It creates bitterness in the survivors and brutality in the destroyers”*. (LIBQUOTES)

How do we move forward in defining a new paradigm of the integration of true independence and interdependence, furthermore, peace? What do these terms actually mean? Being able to be independent is to recognize the responsibility we have to ourselves to reach our fullest potential. In doing so individually, we are collectively reaching humanity’s fullest potential. As Jiddu Krishnamurti, philosopher, speaker and writer, explained that, when one individual evolves, there is a leap in the regeneration of humanity. In addition, our ability to be interdependent means that we transition the definition of a global relation from co-dependency to a true understanding of our global interconnectivity, living from a place of unity and thus true support. For this to occur, there is a question we must answer, how do we evolve the collective consciousness? The answer is through the regeneration of the minds of our future generation through quality education. Jiddu Krishnamurti described quality education as, *“Regeneration of the mind in the quality of intelligence and understanding...love above all...teach love, how to love oneself and love of all existence.... only hate can divide us, and only the truth of love can evolve and connect this broken humanity...”* (Can There Be a Regeneration of the Mind, Krishnamurti Foundations Trust Ltd)

Neale Donald Walsch has commented, *“The entire planet faces a crisis of consciousness. He has asked, “Can self-interest ever be replaced by the best interests, the common interest of humankind? If so how?”* He has proposed that, *“putting our children in a place of awareness...developing the discovery of who they are and where they are”* is the, *“the greatest gift and act of love we can give our next generation.”* He believes that love and education are connected and that teaching children the purpose and truth of life expands the conscious awareness of all humanity and will transform the world. He has written, *“If you want to give your children a better tomorrow, give them a better understanding of who they are, why they are here, and the purpose of all life.”* (CONVERSATIONS WITH GOD, Volume 2, Neale Donald

Walsch)

The Role of Quality Education

Quality Education is goal number 4 in the United Nations' sustainable development goals. The United Nations target is to reach Quality Education by Agenda 2030. The United Nations states that obtaining quality education is the foundation to creating sustainable development. In addition to improving quality of life, *“access to inclusive education can help equip locals with the tools required to develop innovative solutions to the world's greatest problems.”* Article 4.7, Sustainable Goal 4, Quality Education, within the 2030 Global Agenda states, *“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.”* (Education-United Nations Sustainable Development). We must realize that the current needs of society are due to how we have developed the minds of our society within our educational systems. In order to create a path of peace and wisdom in the world, we must understand how the stagnation of education and narrow-minded socioeconomic pressures have misguided students, teachers, and societies, and these must be changed in order to change the state of our future. We have to further ask ourselves, why are we educating the young? Why do we have education systems in place? Is it because we want to build a strong global economy? To build influential political leaders? Enlightened beings? First and for most, we must reflect on what is the true intention behind what the educational experience is teaching student. Is the desired outcome economic prosperity, political stability or spiritual fulfillment? These are all aspects that do contribute to the reality of our world. What the educational experience brings to students is what the students will eventually bring to the world.

What is quality education? The term education itself is powerful. There are two given definitions of what education is. The standard definitions of education are first, education is “the process of receiving or giving systematic instruction, especially at a school or university and second, “an enlightening experience.”(REF) Are we willing to re-define education to re-define humanity? The reform and ‘enlightenment’ of the education system would include education through truth and not deception and furthermore, education of the mind, body and soul. Educating one's cognitive and personal development, empowering one's ability and learning how to optimize one's talents and love oneself. Educating student on what it means to be human of this world and beyond that, the universe. Education, which stimulates greater awareness and incorporates collective consciousness through integrating independence and interdependence, would be evolutionary. The key to this evolution is allowing students to learn and expand their awareness beyond mere cognitive academic material into experimenting with consciousness and gaining insights into the greater development of oneself and mankind.

Quality education requires the development of innovative methods of educating not only the minds but also the hearts of students. What if the purpose of education shifted from educating children for the workplace to educating children to know oneself, re-defining what it means to be an active member, a pioneer in society?

Education which encourages student to develop an understanding of the world in which we live and to provide enriching experiences that will not only develop their cognitive abilities, but more importantly that will allow individuals to develop their emotional, spiritual, social, and intellectual intelligence and awareness. What if we were to raise a generation of world changers? This could be the new blueprint for quality education and change in the blueprint of our future and thus the future of the human race. *“Educational development becomes more consciously future-oriented rather than being only a medium for the transmission of the past; the setting of goals for education becomes a crucially important strategy in effecting change.”* (Raja Soy Singh, P. 4) Bringing future-oriented, collective consciousness-based, quality education to students will enable them to develop a connection with their souls, with the essence of life, the essence of our innate multidimensional selves and with all of humanity.

Schools would teach students about the parts of themselves and life that are not only physical, but which foster connections to one’s soul, one’s own unique abilities, and to the collective consciousness of humanity. For example, Rudolf Steiner, philosopher, economist, and social reformer launched a prototype of quality education, namely the Waldorf Schools. Steiner believed that education must also be beyond mere cognitive approaches. It must incorporate a student’s intellectual, emotional, social, and spiritual intelligence. The essence of Waldorf Schools is based on the educational approach developed by Steiner, known as Anthroposophy. Anthroposophy deals with the existence of an objective, intellectually coherent spiritual world, accessible to human experience. Thus, Steiner envisions a society where there is a desire to further understand the life of our souls, both as individuals and as a human society, on the basis of truthful knowledge about the spiritual aspect of who we are. Steiner wrote about a spiritual reality that exists and that is evolving alongside our material world. He wrote, *“there is no difference in principle between the spiritual and the sensible perception, but only a transition from the one to the other.”* (Rudolf Steiner, *The Story of My Life*, P. 68) It is clear to him that both exists and have rightful places in the experience of reality. The Steiner Waldorf Education is a pedagogical movement with over 1000 Waldorf Schools globally. *“The great aim at the Waldorf School is to bring up free human beings who know how to direct their own lives”* (MAE, P. 201). For example, *“Spiritual development is learning respect and tolerance for others - this is essential for a just society”*. (A Conversation between John Dewey and Rudolf Steiner: A Comparison of Waldorf and Progressive Education, P. 8) Spiritual development was an essential part of Steiner’s beliefs in developing human beings and thus shifting our world.

Spiritual development is incorporated in Waldorf Schools through their multidisciplinary and progressive classrooms, where spiritual development is encouraged rather than shut down. Steiner explained that, *“The subjects taught in Waldorf schools include art appreciation, history and social studies, the sciences, and mathematics. In some form, most of these subjects are taught throughout the school years but they are taught in ways fitting the developmental phase of the pupils. Spirit is the center that ties all of the subjects together.”* (A Conversation between John Dewey and Rudolf Steiner: A Comparison of Waldorf and Progressive Education, P. 11) Steiner taught that this system of education is, *“important from a young age, as children are malleable in their perception of the world, to create a sense of connection*

and no separation to the outer world, then will the child understand the connection they have to themselves, their spirit, and humanity.” (MAE, P. 138)

The current education system fails to recognize that as humans we are complex beings. Furthermore, we must understand we are beyond mere calculations and chemical reactions, but we are spiritual and holistic beings. In order to truly educate not only the minds, but the hearts, bodies and souls of our future generation, we must integrate all parts of our being into understanding what we are and what we are here to do. *“Holistic phenomena... are not capable of being understood by the reductionist method. In consequence we find that a whole range of human apprehensions such as intuition, ethical thinking, aesthetic perception are either treated as invalid or as irrelevant. In education these modes of human apprehension are of the very substance of educational action if education is to be anything more than a mechanical exercise in conditioning”* (Raja Roy Singh, P. 15) We must teach the generations of the future to be ready, willing and able to expand their personal awareness and consciousness, by including this in the educational experience of students. What empowers you? What excites you? What benefits both you and the world around you so that the “you, me, us” situations can occur? This is in stark contrast to, “you must learn this, you must do that, or you are either with us or against us”. There is a difference between teaching students what to do versus how to do. Humanity is calling for a new reality. This new reality can be attained through education systems which teach: awareness and consciousness; belief in oneself; future world leaders to have the best interest of humanity as their guide in political endeavours; and an understanding of the integration of an independent higher self within the interdependent collective consciousness. Such students will be empowered to live in wisdom and peace and navigate the world with an approach of, ‘being one with humanity’, free from separation of dualism.

According to David Icke, the current education system teaches students four main values:

1. Authority establishes truth
2. Intelligence relies on memorization
3. Reward is attributed to accurate memory and repetition
4. Conformity both in intellectual and social are expected, as non-compliance is punished

(David Icke on Education, Wembley Arena London, 2012, Nov 4)

Even more concerning, it teaches:

1. To disconnect by ignoring our fullest potential
2. Fear based mentality driving how children are raised
3. Dualistic identifiers of people in the world

The nature of current education is state controlled. The curricula and programs designed to “educate” students within the school systems are systematically designed to produce the workforce that the government requires in the workplace. Instead, the nature of education must evolve and transition into enlightening, teaching and giving children an educational experience that will not only give them the critical tools to be citizens of this world, but also tools that will give them the wisdom to be the citizens of themselves. Such children would develop a profound understanding and an in-depth knowledge of what it means to be exactly these two things, citizens of the world

and citizens of themselves. This is the integration of independence and interdependence.

Imagine the transformation within students if the education system were to transform its experience, from the four values outlined by David Icke, to the following four values:

1. Belief in oneself
2. Teaching and developing world leaders who truly have the best interest of humanity as their guide in political endeavours
3. Understanding one's purpose in life and in the world
4. The wisdom to apply knowledge student have learnt in order to make critical and creative decisions, in the context of a meaningful life within a global, interdependent world

An example of this is a presentation at the United Nations by UNESCO, which described the shift in reality and experiences students in Syria have when educators from UNESCO teach these students how to transition from fear into hope. Through education, the Syrian students learned how to transition from emotions of fear and powerlessness to experiences of love and drive to create a better future. Furthermore, as the conflict rises in Syria, access to quality education is intensely challenging. Under the Cap Ed Programme, UNESCO offers primary school students, who have failed final exams, the opportunity to improve and continue to the following year. It is an intensive eight-week summer program, which combines academic and extra-curricular activities such as music, games and sports. In addition, students receive gender-sensitive psychological and social support. Trained counsellors and teachers provide this in order to help children cope with trauma and stress related to the ongoing conflict in Syria.

Similarly, another example of the power of enlightenment through education is from a teacher in Pakistan. She is a pioneer in bringing mediation to students, who have misbehaved, and using this opportunity as a means of expanding their awareness of their daily actions, words and thoughts. Instead of sitting in a classroom for detention, an environment which instils fear of authority, control and punishment, students are taken to rooms where they meditate on their actions and begin to converse with themselves. They are encouraged to ask questions of themselves such as, Why is it I felt I had to do this? Does this make me feel good? Is this who I choose to be? How can I improve? How has this affected other? The power of bringing students awareness instead of solely penalizing them is an important opportunity for change within the school environment in Pakistan by this teacher I had interviewed, who wished to remain anonymous. She shared that, after this program was instituted, there were no detentions the following year.

With the increasing violence in Pakistan, students would come to school seeing men with machine guns at the top of their school buildings. Not only did this become "normal" within the belief systems of the students, as the teacher described during our interview, but also it became a symbol of ever-present violence and human disconnect. This would subconsciously cause students to react out of fear and distress. During meditation sessions, students were given the free space to express themselves. This would often include, as she mentioned, students questioning if mediation was a Hindu belief, as "students were taught to separate themselves from all Hindu beliefs."

This teacher would respect each individual's needs and beliefs, however could identify the constant dualism and separation of "us vs. them" that existed not only in her generation but now also in the generation to come. Thus, she would allow for students to ask as many questions regarding who they are, what their religion represented and what other human beings are made of. This created a deeper sense of awareness within their own being and she stated they were then able to connect to the greater idea of the collective humanity.

Another example is The Baltimore Elementary School in West Baltimore, United States of America. At his elementary school, meditation is practiced as way to foster greater awareness and create change. Principal Carlillan Thompson shares, "The students having an opportunity to meditate... It deals with looking inside of themselves. Taking that energy that is negative and refocusing it into something that's very positive." (CNN, School replaces detention with meditation, 2016, Nov 4) Students start each day of school with 15 minutes of guided meditation and stretching. They have yoga classes during and after school. Students, who are disruptive, are sent to the meditation room where trained staff help them through breathing exercises and help students self-regulate. "HOLISITC ME" is posted large on a yellow board in classrooms. Since the incorporation of meditation, the school reports far fewer behaviour problems amongst students and within the greater school environment. The use of mindfulness continues to expand within the education system. Across England, there are 370 schools where children will be taught how to meditate, techniques for muscle relaxation, and breathing exercise for mindfulness. (Menezes, Mindfulness And Meditation To Become Part Of The Curriculum In 370 Schools In England, 2019, May 21)

John Kenneth Galbraith, economist, public official and diplomat, tried to show that our evolution as individuals and as a society are inextricably linked with education. He wrote that, "The main factor of evolution, as individual, or as its children on the social scale is represented by education. Ignorance leads only to hard work, uncomfortable, boring and often, to not work at all. The improvement comes once with education and only with it; there is nothing without education and the only plausible last appeal is to crime and violence. It may be possible that people on the lower social level get the best education, as they are in great need of means to allow them to climb, to get rid of ignorance." (Galbraith 1)

Martin Luther King Jr. wrote, "The function of education is to teach one to think intensively and to think critically. Intelligence plus character that is the goal of true education". In other words, the education system may gift us with reason, but with no morals, and this is when humans become dangerous, students learn to disconnect from what intrinsically is apart of what makes us human, our moral character. Thus, the nature of education must not only teach students to think critically as well as creatively, but also give student's a greater awareness of who they are, and their divine essence. By doing so, students experience their connection to the world. Through this, they both understand and experience collective consciousness, as a fact that cannot go unrecognized. This is humanity. This is not only a demonstration of the love we give to our students, but it is the love we allow students to give to themselves and the state of humanity, thus guiding them towards inner peace.

Conclusion

To conclude, dualism and the systematic shutdown of consciousness as well as awareness, which permeates education and society, has set us on a trajectory, which fosters dehumanizing and violent thoughts, as well as actions that continue to cause society to abandon our humanity. Nonetheless, humanity is becoming restless due to this constant division and antiquated ways of being. We have the choice to spearhead an evolution into a global integrated, independent and interdependent society through the power of a transformed education system.

We can actively change the history of the future through the reformation of the educational values from the expectation of conformity to a pattern of history to inspire growth within individuals towards progressive ways of evolving, understanding and leading the future. Needless to say, unless we can find peace within ourselves, we cannot find true peace in the world that surrounds us. For our internal state will create our external conditions. As stated by Neale Donald Walsch, “The only peace in all the world that is sustaining is internal peace. Let each person find peace within”. Nelson Mandela proclaimed, “Education is the most powerful weapon which you can use to change the world.” Finally, we must recognize the power education has to re-define humanity and evolve the human race.