BREAKING THROUGH HUMANITY

A Book on Education and Governance

Nathan Chaisuriyantharn Anthony

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BREAKING THROUGH HUMANITY: A Book on Education and Governance
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My salute to you all, thank you.

Foreword

As a resident on this beautiful planet, it is important to understand that working with the rest of humanity is the only way to help the entire world. Every single day, you are fighting to share resources with everyone around you. While you may only see what is going on around you, there are challenges all over the world, due to limited resources, and inadequate education.

Nathan Anthony knows the importance of a good education, and shares his knowledge with you, in this thought-provoking book!

To break through to humanity, big changes are required. It is about fairness, and understanding that when you help others, you are also helping yourself. To facilitate change, it is crucial that you break through the stereotypes, and see that everyone deserves an education, and a good life.

The world you live in is only as great as you make it. If you are only bettering your own life, then you are not seeing the bigger picture. The more you share your knowledge, or help others to have the same resources and education as you do, then you are sharing the pot of wealth, and giving everyone on this beautiful earth the chance to be successful.

Breaking Through Humanity will change the way you see education, and provide you with ideas as to what you can do to make this world great again.

Raymond Aaron
New York Times Bestselling Author

Introduction

Breaking Through Humanity is a book for people of all walks of life, status, position, race, nationality, governments, corporations, and non-corporate organizations. Humans have been living on this planet for many millennia and have achieved a great deal of advancement. Nevertheless, humankind did not change much in its spiritual refinement of the heart to attest to the splendor of humanity.

Despite our good deeds, our nature of atrocities for economic advantage, superiority, domination, and conquest remain primitive and rather inhumane. We seem motivated by our pride, ego, selfishness, self-centeredness, extreme nationalism, blind patriotism, right, and supremacist ideologies that make us cruel, vicious, ruthless, and not human.

It is now the time for us to look at ourselves as humans living together as different races, colors, languages, religions, and beliefs. Instead of squabbling selfishly, competing, fighting, killing, protecting one's kind, we have to learn to be collaborating cohabiters of our one planet, Earth. We need to be protectors of each other for the good of all humans. The acceptance of all people as one humanity is fundamental to create a peaceful world. In turn, this will help us be better guardians of our planet Earth, because our earth, the solar system, and the universe support all lives on our planet. On the contrary of being the guardians, humans remain the primary cause of the extinctions and the destructions of our planet earth.

Nations must be founded on fairness, equity, justice, and equal rights to ensure social responsibility, accountability, integrity, responsiveness, stability, inclusiveness, empowerment, participation, and good life. On the contrary, greed, pride, racism, power, control, and corruption have become the norm for world and government leaders. Many countries conscientiously make discriminatory policies. Nobility, caringness, and honor don't seem to have the high values they once used to have.

If we look deep into ourselves and harness the integrity repressed in us, we can become understanding of each other, caring, cooperating, and collaborating. There will be a higher level of recognition for the dignity of humanity, and humans will not be humiliated by discrimination, wars, killings, hunger, hatred, and destructions we witness daily. Regardless of whether we are wealthy, advanced, or weak, what is society if integrity has failed?

It is time for us to reconsider human nobility and protect and advance our world through promoting people and countries. For a world of peace and prosperity, all nations must recognize each other as essential partners of the one planet we share. To make our world function justifiably, we must love one another as our good neighbors. The superiority of race, religion, or ideology is not a genuine authenticity. Supremacy has caused countless painful atrocities and has brought so much pain and shame to many people and generations. How can the oppressor expect the oppressed to love them? Domination creates hatred, so why dominate? There is only horridness in forcefully subjecting others and treating them as inferior. Actual superiority lies in integrity, kindness, sharing, equity, cooperating, collaborating, and developing each other for everyone's expected benefits.

Let us break through to positive humanity!

Chapter 1



Education and Humanity

1

Human Yearning for Prosperity

Human yearning for a good life is fundamental for advancement. Humans progress when they improve their knowledge, skillfulness, creativity, and innovation, and their productivity skills. Education and training have been the human platform to achieve these qualities. People have made tremendous progress around the globe; our purposes, progressions, and approaches to education have increasingly been advancing and accelerating improvements. However, it is sad to admit that humans are dreadful in countless other aspects that seem to have fallen into substantial blind spots or are ignored calculatedly.

Subsequently, the world made relentless developments and made more changes to adapt to those advancements' challenges. Individuals, communities, corporate companies, schools, colleges, universities, and governments have been promoting advances for a better quality of life. However, there remains a considerable need to review the role of education to honor human life.

Humans have strived for increased knowledge and understanding to create the best possible life for themselves from the earliest known history. They continually developed new skills and traveled far to learn from others. Philosophers led spirited discussions.

Adventurers uncovered new world regions, and innovators built new equipment. Builders found new ways to live, transporters created new ways to ship and travel, and business people designed new ways to exchange goods. Curious investigators developed theories and explained natural phenomena. Eventually, education became organized into courses, diplomas, and degrees, and became increasingly accessible to people. Humans have long prioritized acquiring acclaimed knowledge and skills.

However, human thinking and actions are missing significant components concerning treating fellow humans with equality and dignity. If education has made us more cultured and our nations more advanced, the world should not have poverty, and no country should be poor. Instead, there is global scale poverty, hunger, malnutrition, homelessness, underdevelopment, and exploitation of citizens by political parties.

The world today is preposterously promoting people to concentrate on becoming rich and famous. Humans have advanced in so many areas of science, technology, and space explorations; we can undoubtedly succeed in making humanity more honorable. But the problem is, those who are not privileged are marginalized, uncared for, and even mistreated. On the other hand, trying to keep up with advanced countries, many countries have given up on the poor people, which is sad and worrying. All nations must advance without the unhealthy competition to be powerful nations. There must be a way for all people and governments to be educated to progress all countries. National leaders must design strategies to train all their people with clear visions.

Although education is made available to all in some countries of the world, parents with meager financial circumstances cannot send their children to school; instead, they needed their children to work to sustain their families. Without educational aids, many children, teenagers, and young adults drop out of school, and there are very

few alternatives for them to succeed in life. These situations are antecedents for social problems. Governments and the UN must revisit "compulsory education" policies to include government schools, to provide free education to all those who do not have the means to complete college or learn a skill to be productive to earn their living.

Citizens' competence and output quality are the underpinning foundations for individual and national income, quality of life, and advancement. Therefore, productivity should be the focal point of all education and training. Every adult must become a productive person as the priority of governments. An underdeveloped country is the measure of the incompetency of its national leaders. The threshold exceptions to people who may not be productive are children, the disabled, and the aged. They too must be taken care of by trained working personnel.

National leaders today focus on becoming the richest and the most powerful, and are not dedicated to the welfare of their people. Governments, ministries, universities, colleges, and schools have become mere job centers.

Here is an excerpt on the "Right to Education" from UNESCO.

https://en.unesco.org/news/what-you-need-know-about-right-education#:~:text=The%20right%20to%20education%20is,a%20fully%2Drounded%20human%20being.&text=For%20this%20human%20right%20to,enforceable%20and%20monitored%20quality%20standards.

The Universal Declaration of Human Rights affirms that education is a fundamental human right for everyone, and this right was further detailed in the Convention against Discrimination in Education.

The right to education is a human right and is indispensable for the exercise of other human rights.

Quality education aims to ensure the development of a fully-rounded human being.

It is one of the most powerful tools in lifting socially excluded children and adults out of poverty and into society. UNESCO data shows that if all adults completed secondary education globally, the number of poor people could be reduced by more than half.

It narrows the gender gap for girls and women. A UN study showed that each year of schooling reduces the probability of infant mortality by 5 to 10 percent.

There must be equality of opportunity, universal access, and enforceable and monitored quality standards for this human right to work.

What does the right to education entail?

- *Primary education that is free, compulsory, and universal*
- *Secondary education, including technical and vocational, that is generally available, accessible to all, and progressively free*
- *Higher education, accessible to all, based on individual capacity and progressively free*
- *Fundamental education for individuals who have not completed education*
- *Professional training opportunities*
- *Equal quality of education through minimum standards*
- *Quality teaching and supplies for teachers*
- *Adequate fellowship system and material condition for teaching staff*
- *Freedom of choice*

What is the current situation?

About 258 million children and youth are out of school, according to UIS data for the school year ending in 2018. The total includes 59 million children of primary school age, 62 million lower secondary school age, and 138 million upper secondary age.

155 countries legally guarantee nine years or more of compulsory education.

Only 99 countries legally guarantee at least 12 years of free education. The youth literacy rate (15–24) is 91.73%, meaning 102 million youth lack basic literacy skills; 8.2% of primary-school-age children do not go to primary school. Only six in ten young people will be finishing secondary school in 2030.

How is the right to education ensured?

The right to education is established by two means: normative international instruments and political commitments by governments. A solid international framework of conventions and treaties exists to protect the right to education, and states that sign up to them agree to respect, protect, and fulfill this right.

This quote is from the Convention against Discrimination in Education (CADE):
https://en.unesco.org/themes/right-to-education/convention-against-discrimination

Article 5 (1) (a) of the CADE adds that "*education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms.*" *It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.*

Governments must pursue education and training for everyone at whatever cost. Completing secondary education from government schools should be free. Educational loans to post-secondary education should be free or interest-free. Adding charges for education will decrease the number of individuals who can receive education and become productive.

Our national leaders must be far-reaching to make sure that their primary duty is to ensure that every citizen in their country is educated and can fend for themselves. The sphere of influence of leadership is external to one's entitlement to prosperity, fame, and power. It should be about the development of their people and nation.

In many countries, governments, through national education policies and strategies, have made immense progress that has led to their citizens' improved well-being. We often look at advanced countries for their national development, economic strength, and military power. However, a great nation prioritizes the care of its citizens. Developed countries put their citizens' well-being and national development as the main priority: provide good education, jobs, housing, infrastructure, working conditions, fair policies, equal rights, equity, freedom, and justice. Examples of exemplary countries are Sweden, Singapore, and Norway.

https://www.usnews.com/news/best-countries/articles/the-10-countries-that-care-the-most-about-human-rights-according-to-perception

In emerging countries and those begrimed with political, social, religious, and economic unrests, ordinary citizens are used and left uncared and become social problems. In developing countries, it is commonplace for their politicians to become corrupt after their benefits. A government that has no integrity can break the backbone of the success of its people and their nations.

In this new millennium of the internet and information age, people worldwide are self-educating themselves and are envious and ambitious of the good life they see others are enjoying. Humans are intelligent, and those born in advanced countries receive better opportunities to become highly successful. They become valued employees, successfully self-employed, or become entrepreneurs and employers. But many who are born in less advanced countries do not have the same privileges.

The current formal education systems are vacuous and require fresher cutting-edge strategies to fulfill the aspirations of the X, Y (millennials), and Z generations. Our national programs must focus on national productivity and emphasize individual productivity. The nature of the internet exposed netizens yearning for prosperity is changing how work and governance aspects need adaptation. It is time for all nations to create new visions for the well-being of their people.

Vastness of Education

Education is an integral part of human survival and advancement. Without the accumulation of knowledge and experience, personal growth is not possible. Development, innovation, refinement, comfort, convenience, and prosperity become slow-paced. Human beings are programmed to advance and to live meaningful lives. From the beginning of civilization, the convention of humankind is continuous growth; humans will never cease to explore.

There is not a single individual, society, tribe, or nation searching for increased health, wealth, progress, and happiness. To be knowledge-able, skillful, and hope for life improvement is deeply rooted in humanity. Any attempts to disengage learning from the dream of advancement will be in vain. Yearning to learn new ways to do things has always been the backbone of discoveries.

Education is seamless within a person and immaculately intertwined among social humans. Around the world, humans have continually educated each other. Our everyday life stretches as far and wide as the "www." Humans are self-educating themselves, sharing knowledge, and finding collaborative solutions to improve their lives. The internet, artificial intelligence, and information sharing have become the norm for people's advancement. The internet has become the most crucial communication tool that makes effective changes, transforming how we do everything, and changing how everyone wants to live. Students use computers for dictionaries, thesauruses, encyclopedias, readers, and textbooks; and workers use them for accounting spreadsheets, human resource databases, daily banking, and to find any information. We can search for anything that comes to our minds on the internet. Our televisions have become "smart," and 3-D is increasing and will soon be widely used in education, medical sciences, and architectural designs.

However, human beings tend to naturally be evil and carry that behavior in using the internet, and constantly create dangers to the public. Many computer programs impact children, teenagers, young adults, and unassuming individuals negatively. Education must place high importance on positive character, values, ethics, and moral education. The human mind is a war zone of conflict between good and evil; when humans prioritize character education, it can increase positivity in human minds. Rationality can change people. Nonetheless, the benefits of technology outweigh the damages. Everyone must be encouraged and helped to modernity with integrity.

Throughout human history, education has always been a sacred element of our existence: Humans revere teachers, researchers, inventors, philosophers, gurus, coaches, and spiritual leaders. Education has been a seamless journey of growth through which all members of all societies have advanced their personal and communal security, abundance, and luxury.

The seamlessness and the vastness of knowledge render no individual, nation, or organization to accrue all the knowledge available in the world. We must depend on each other to complete. The nature of collective wisdom is as vast and diverse as the universe is, the reason why humans can only survive and progress communally. No man is an island, and no country is self-reliant. The more we know, the more we can understand, and the more we can understand, the more we will collaborate. If we remain self-centered, we will create more conflicts and problems for the world. As communal humans and collaborative nations, we can reap more benefits from our shared knowledge and skills.

The varied nuances of individual humans on our planet dictate that our need for information is not restricted to who we are as unique individuals and communities, but as humans of one world. People in the Arctic need to know how to cut through deep, wide, solid ice to make their homes, and to fish for their food in the icy oceans. They also need to know how to harness their animals, train them, and use them to help make their lives easier and better. Nevertheless, they benefit from the science, technology, and architecture discovered in other parts of the world through our interconnected world.

The Amazonian tribes must understand how to utilize softwoods to prepare their shelters, which is entirely different from the need for the Mongols to know how to use leather to make a yurt. Their friends in the tropics must know how to cut trees, make pillars, and mill planks to make their homes. Their friends in other parts of the world learn how to make bricks and use mud to build houses. The world has a vast source of knowledge. In the present world, knowledge is readily available to anyone in the world through the internet.

Humans need to harmoniously grow in their intellectual, social, physical, emotional, and spiritual faculties. Culturally, people from different parts of the world emphasize different values. If we embrace each other, we will discover various possibilities that

become the salute to the diverse, curious, progressive humans and the learning continuum for ceaseless expansion. The reverence for education is the human yearning for advancements.

Scarcity and Limitedness

Emerging countries believe in scarcity, and their leaders compete for resources against their people or other nations. The rationale for dearth is the illusion of depletion in due course of time, and that they need to grab as much as possible now, selfishly. Another reason for resource covetousness is self-centered greed. There are infinite possible ways for people to earn their living; there is something for everyone to do, and not all our resources are fully explored. Countries that attack other countries for economic reasons believe in scarcity. They are stuck on limited resources and forget the law of conservation of matter; we can find ways to transform matter from one form to another, regrow, or recycle.

The countries and clans that have conquered other countries and people, and have taken their possessions, believe in scarcity and the supremacy of power to dominate others. Suppose we can understand the cyclic nature of resources, conservation, population control, resources management, and community-mindedness; we will find ways to produce and trade with one another without competing with anyone. In fair trade, we promote integrity; in unfair trading, we take advantage. We have enough for everyone on earth; we need not explore other planets for our continued existence, but for curiosity and exploration.

Humans need to work together and find ways to advance and grow all communities of the world. If the advanced countries take advantage of the less developed countries, or economically weak countries endlessly ask for help without their effort, conflicts will be inevitable. No one can accept others taking advantage of them, or

help others endlessly. The less advanced countries cannot be dependent on other countries forever. We need to consider all resources as the world's commonwealth, and help each other for sustainability, not dependency. Every country needs to develop its resources and understand the earth's commonwealth, and trade responsibly with integrity. This simple ideology can pave the way for a better tomorrow, where every citizen of the world would matter meaningfully.

Abundant Resources

It is time for humans to accept abundant, unlimited, renewable, recyclable, purify-able, and growable resources that nature has already designed for us. Competition for resources, material, or intellect, should be replaced with strategies to develop and sustain what is already on the planet. The results of believing in scarcity, when coupled with supremacy of race, religion, language, intelligence, and power, can make us conquer, rob, steal, abuse, distrust, compete, kill, and destroy. Earth's resources are abundant, and we need to explore ways to replenish them.

The water on our planet will never be depleted. Water is abundant through the universe's natural law of the water cycle. We are not dumping our water from the Earth to other planets. The same is true for all our iron, oxygen, manganese, and copper, and our animals, birds, marine organisms, and all the vegetation, from algae to giant trees, that provide our grains, fruits, and vegetables. Everything can be raised, grown, or recycled.

Scarcity is all about how we use, overuse, conserve, save, and share—sustainability. We can ensure that there is no starvation. All religions point to humans to govern all things in the world. Sadly, we are the leading cause of all carnages against our environment and ecosystems.

All nations are interconnected; however, we superficially label countries for their advancement that stimulates severe and relentless competition. America, China, England, and Singapore have nothing to offer for the shame of humanity in Myanmar, Yemen, and many other countries where ordinary humans are starved, abused, and killed. Military dictatorships, racist violence, religious conflicts, and ethnic cleansing are acts of shame to humanity. Educating people about human integrity can change this pattern; we need to break through our weaknesses and become positive.

Governments and world organizations may have to refocus on their roles, to make their nations and the world progress without the predicaments of destruction. National leaders must care for their citizens with integrity for a better nation and world. The millions of people who struggle for freedom, equality, and self-rule die without ever being free, and die as victims, and those who control them to make their lives miserable, die as villains. Everyone dies, so what is the gain? The leaders die as oppressive villains, and the ordinary die as oppressed victims. Although nations are separated by land and water, we are citizens of one world. We can collaborate for the benefit of each other in good times and challenging times.

Chapter 2



Perils and Hopes

2

Issues in Education

In some countries, the opportunity to go to school is controlled, unavailable in remote areas, or isn't a worthwhile investment. When countries are at war, governments are flawed. There are too few teachers and schools, and children don't go to school—many are child laborers, married at a young age, not entitled as girls, don't have food, or are pregnant, or the school is too far. It is difficult to understand that there are so many nations that are so far behind. The UN, founded in 1945, is committed to maintaining international peace and security, developing friendly relations among nations, and promoting social progress, better living standards, and human rights. Although the efforts by the UN have brought much benefit and awareness, the stark situation of the right to education and its availability, remains a massive global problem. Nonetheless, it is embarrassingly inspiring to note that wherever education is available, humans, despite the difficulties, yearn for education and take advantage of whatever is available for them to go to school, hoping education will change their future.

In most male-and-religion-dominated countries, women and girls, and some ethnic groups belonging to certain cultural and religious communities, do not have the right to education. Many villagers and farmers in Myanmar, Laos, Cambodia, and Vietnam cannot afford

free education as they need their children to support their families. Many students drop out of college because they cannot afford it, or when they complete a degree, the wages are so low that it is not worth the pursuit.

Governance of Education

In many countries around the world, the governments have positively influenced their educational systems and improved their people's lives and the development of their countries. In other countries, the universities have helped the country improve people's lives through education and research.

What the world can do to help these countries depends on how interested anyone is in developing humanity. Can the UN reach out to global educators to establish feasible strategies to provide education in these countries? Better than free meals and donations would be supporting emerging countries with knowledge of farming, irrigation, job training, infrastructure development, population control, and social welfare systems. The UN needs to find out why these governments are so weak, and find ways to convince the leaders of developing nations on the importance and sacredness of governance, which should undeniably be the well-being of their people and the development of their nation. Emerging countries are testimonies of mismanagement, corruption, backward thinking, and governance incompetence.

Caring humans have long demanded solutions to cure the inhumane situations of the world. They have made many successful inroads in some countries. But the scale of indifference is alarming. More people should come out and speak for the rights of the under-privileged and the marginalized.

Political leaders must have the knowledge, capability, empathy, and integrity to be governors. If the people at the top are not capable, and are greedy and dishonest, the nation stands to lose because of its leaders' inadequacies. Incompetent political leaders are often the cause of their nation's backwardness or downfall. Citizens must be responsible for electing good national leaders. People must publicly recognize top leaders for their contributions and proven integrity to remain in power. Being rich, wealthy, or famous is not good enough. There is little semblance of this in most developing countries.

Today, our leaders run for elections because they are rich, would like to be rich, and have the right connections. Fortunately, many political leaders strive to develop their people and nations despite the difficulties of being in governments where many are murky politicians. The self-serving elected leaders are "successful" in elections but not in delivering their promises; they rob taxpayers.

Many governments are circuses without explicit purposes. It would be accurate to say that they are not for their citizens but for themselves. Many leaders believe that citizens must completely surrender to government laws, regulations, systems, and plans. If they don't, they are mistreated and intimidated. These draconian governments can arrest, at will, people who speak up against them. Many political contenders were tortured, and some disappeared. Regardless of the type of government—democracy, communism, socialism, or monarchy—national leadership must be for the welfare of people and the nation.

Government leaders must ensure their citizens can live with sufficiency, without fear of marginalization. They must create fair policies and laws, robust economic plans, convenient infrastructure, good education and training, jobs with adequate income, and the essentials to develop contented citizens.

The Problems in Human Values

The enemies of humanity are egocentrism, greed, self-praise, comparing with others, enviousness, and covetousness. These traits slow down individual, societal, and national advancements. Self-proclaimed superiority denies other humans one or more rights, not just equality.

A considerable number of people around the world have chosen to take on the illegal drug trade, scamming, human trafficking, fraud, and working for evil people just for survival, retaliation to being marginalized, or sheer greed. Laws criminalize them. But nothing can stop them from wanting to live a comfortable life. When deprived of good opportunities, humans feel pushed to the corner and decide on doing unlawful things to survive or retaliate. The law and society label them as dangerous. Like those who get accustomed to good lives with opportunities, the marginalized become accustomed to the bad they have chosen to do, and the good lives they can live from it. But one gets medals, and the other goes to jail. The real culprits are in the government; they rob the fair share of equity from ordinary people. Many organized crimes are the results of unfair policies and treatments—civil disobedience to vent. Free occupational training should take center stage for those not meant for formal education. With successful training awarded to everyone, people will not fall into poverty or become national liabilities.

Culture and Religion Supremacy

In some countries, the deprivation of education is used as a tool of suppression to control certain races and religious groups. Those who have access to education are part of a presumed better class, or people belonging to the majority population that the government protects. In the early days, education was limited to the elite or

controlling classes and men. If this were something of the past, it should not exist today. But poverty is commonplace among marginalized people, even in advanced countries where inclusion is the rule. In practice, bigotry rules. Countries that promote national religion or an advantaged race are bigots.

Religion should be a transformational tool for promoting honest living, spiritual quest, and godliness. Using religion for unequal rights and privileges is ungodliness. Religions have long been instrumental in education: formal, vocational, civic, and religious. However, religious supremacy has become a curse to those who belong to other religions. Religions have caused a lot of horrendous torture, wars, and killings. Tyrants mingle religion with politics, to stir conflicts to start wars for conquests. The religions themselves are not the problem. Most ordinary and educated people are religious tolerant. The ones that are not tolerant are narrow-minded, brainwashed, and have ulterior motives to divide and rule or gain a majority vote. Many think their religion is the only true one and promote it at any cost, including threat, torture, and killing. Teaching religious tolerance will be a benefit to all people of all religions.

A respected global community must respect its neighbors and their religions. If the Creator is the Father for all humans, He would not like His children to harm any other children. "Thou shall not kill" is a law of the Creator. Any religion that hurts another for their faith is not divine to represent the Creator of love and compassion. A belief that is good for humanity brings people together in love and respect despite differences. If we knew what we believe is completely wrong, would we practice it or promote it? How can any religion see that it is the only true religion? When it comes to religion, no one should assume absolute rightness. Religion has caused so many problems in the world. To preach and to convert others is not the problem, but forcing others by any means is.

The Role of Education

The role of the governments and education must be individual and national development for good living for all and their sustainability. When nations progress with integrity, the world will be an excellent place for all. Education is about equipping the citizens with skills they need to take on for their chosen productive skills, with preparedness, purpose, vision, and confidence, to become honorable citizens of the world. They need to be effectively skilled to care for themselves, their families, communities, nations, and the world.

Chapter 3



Education and Development

3

Is Education Helping the World?

Considering the world's progress from slates to books, computers, laptops, 3-D, and spacecraft, we have come a long way and owe our gratitude to education. Governments and the United Nations have done a lot for humanity through encouraging people and providing the infrastructure, resources, and systems. However, as we look at all the chaos in the world, where humans live under conditions and situations that are calamitous, governments can do a lot more to use education and training to improve the conditions for humanity. Many of our nations are in continuous disorder, turmoil, and extreme under-development. The sufferers are the ordinary people who become victims of poverty, violence, trafficking, malnourishment, corruption, and political war atrocities. The root cause of this neglect is selfishness, greed for wealth and power, control of the economy, unwholesome politics, and race and religious supremacy. Education has concentrated on the intellectual, physical, social, and emotional aspects of development, but did not sufficiently promote spiritual growth and integrity. Humans have become less civilized in being honorable. Education must extend beyond the regular curriculums of languages, sciences, social studies, I.T., arts, philosophy, and mathematics, to include integrity, graciousness, equality, tolerance, respect, gratitude, and care for one another and our environment.

Our social studies curriculums need to set loftier goals for respecting and helping each other and each other's nations as neighbors. Nations have rewritten history curriculums for the political advantage of dominating people. History is altered for propaganda and used as tools with vicious visions; those who mastermind them become privileged and enjoy the benefits selfishly, while those who are not fortunate unwillingly sacrifice their lives for the shrewd, and are often left powerless to fight for themselves. Millions of people have suffered slavery, racial profiling, unlawful imprisonment, torture, rape, killing, police brutality, and military abuse. Leaders must honor integrity, and rule with fairness, equality, freedom, and inclusiveness, and learn the adequacy to govern. If they do, the majority and the minorities will be satisfied. If the governments are predisposed to bigotry, there will be fights for equality, fairness, autonomy, or independence. The conflicts in Tibet, Kashmir, Hong Kong, Taiwan, Sabah, Sarawak, Myanmar, African countries, Russian territories, and South American countries have integrity, fairness, consensus building, freedom, and inclusiveness problems. Life is temporary for everyone. There is no sense for one to dominate and oppress another. The offenders and the sufferers all die within the 70 to 100-year period.

All countries in North, South, and Central America should find ways to upgrade the quality of life of Native Americans. They should have the privilege to become citizens of any country in the Americas, with equal rights. So do the natives and aboriginals of New Zealand and Australia.

Truth can set us free. If the history of wars, conquests, colonization, and slavery are truthfully written and taught as they occurred, the facts can pave the way for reconciliation. It is by being honest that we can make corrections for the failures and atrocities of our ancestors. We did not commit those crimes. But if one condones those atrocities, they are guilty of ancestral barbarism. If we transparently correct the wrongs, we can make peace and move on.

We should not let our past haunt us for generations in hatred, repulsion, and revenge. It is unthinkable that humans even continue the abuse unrepentantly. With integrity, we can say sorry and make peace for the wrong that happened and cannot be undone but can be consoled and made up.

Countries rewrite history to hide facts that may be uncomfortable, or to foster peace by blinding. All dirt under the carpets will be exposed in due course of time. Deceit can be hidden for a while but not forever. Modern researchers are revealing more and more true history. There is no wisdom in covering the truth. With integrity, nations can compensate for the damages done, make peace, and move forward with everyone.

Truth and honesty will heal wounds much more than any falsehood or justification. It may be brutal to circulate or receive, but it can undoubtedly rebuild trust between the oppressors and the battered. Amendments to the past failures should be the main goals of the current governments. The reality is false history and falsified knowledge that enhances the false rightness and heroism of the descendants of the oppressors. And some continue the carnages of their ancestors. Falsified history will not yield any progress in relationships of people within a country or between nations. It will never be the platform for reconciliation but for alienation, hatred, distrust, anger, and vengeance.

Democracy, as the framework of the governments, should include freedom, justice, liberty, individual rights and responsibilities, shared power, and a system of checks and balances. It is impossible to unite all citizens in many countries without them knowing true history. In Malaysia, the Malays, Chinese, Indians, and all Sarawakian and Sabahans must be equally esteemed and appreciated regardless of ethnicity, language, or religion. However, if the application of the law to the different ethnic groups is not the same, complete equality and appreciation will not exist. Many races and religious and ethnic

groups in democratic countries do not enjoy total freedom, because they fear xenophobia.

America is the melting pot of the world, a pride of the nation for global admiration. The American leaders had a lot of integrity at the height of the glory. The ideology can showcase to the world; no country can be equated to America for this. However, the very pride is blemished by state and county leadership's bigotry. America turned a blind eye to racial supremacy, dominance, inequality, and unequal opportunities of minorities. They have become the perfect canons of injustice, hatred, civil unrest, and a dysfunctional nation. America, advanced in science, technology, and infrastructure, can easily be the leader of human dignity but is ridiculed whenever it promotes human rights to other countries.

The primary purpose of social studies must be to help young people become good, culturally diverse, interdependent citizens of nations and the world. Strategically designed social studies education can change the way the different races and nations can respect each other and live peacefully. The principles necessary are:

1. Set all facts right in history, and educate every child, teenager, and adult of the truth.

2. Allow everyone to discuss the past freely, based on the truth, to culminate that the past cannot be undone.

3. No one must take sides but accept what happened, and settle the past injustices with present substitutions.

4. The past is a blessed and ill-fated evolution of humanity. We are not responsible for what our ancestors did unless we continue the same. The history around the world has a great deal of good, bad, and ugly, but that was the past. What we do about the past is what matters now. Humans were violent in those times, with

fierce survival instincts, fear of lack, military power, colonization, and discovery. But they have caused a great deal of sorrow to those who suffered and died. The world must find ways to heal them.

5. Genuine reparations and apologies will go far to ease the pain. The opposite of love is indifference; we cannot be apathetic but empathetic. We can compensate for their loss with provisions for education, special privileges, and economic development plans.

What is Integrity?

Webster's Dictionary defines integrity as the "firm adherence to a code of moral or artistic values (incorruptibility)." Other dictionary meanings are "uprightness of moral character, honesty, truthfulness, doing the right thing, or the quality of being honest, and having strong ethical principles or moral virtue." Another meaning is "soundness, the state of being whole and complete, built for workability, efficiency, performance, and productivity."

Let us look at integrity—the Landmark Forum way. A motor vehicle with complete integrity will have all its parts meticulously fitted to be functional for workability. Its cylinders, tires, doors, aerodynamic shape, suspensions, etc., must be of the best quality and fit. When the vehicle has decent workability, it will have outstanding performance for driving. When driven, the car will take the driver from point A to point B in the expected efficiency, speed, comfort, and time.

Suppose one of the pistons, a tire, or the suspension does not have total integrity; the whole vehicle will lack integrity, rendering the car reduced workability, efficiency, and performance. The consolidated version will not get the driver from point A to B in the same efficiency, comfort, and time.

The foundation of a capable person or an advanced nation is integrity. Train up the child when they are young, and they will not depart from it when they are grown up. If we want competent and honorable leaders, we must train them to absolute integrity from birth. An untruthful nation that hides parts of its history—a government with a devious purpose—or has incompetent and uncaring leaders, cannot deliver progress in broadmindedness, effectiveness, ease, and good speed. Most developed countries have a higher level of integrity, more significant development, and fewer problems.

Racism and bigotry are problems that are comparable to dysfunctional or corrupted pistons or brakes. How can nations progress without treating all peoples equally? If some people live in poverty, the government cannot be credited for high integrity.

Another way to look at integrity is to look at what is positive and what is negative. Love, understanding, helping, sharing, kindness, gentleness, resilience, caring, hard-working, reliability, honesty, responsibility, gratitude, patience, and thoughtfulness are positive human traits. Everything negative is opposite to positive. To be positive is to have integrity, while being negative is to lack integrity. Killing and abusing others is negative and lacks integrity.

When we stop judging people, we have decided to exercise spiritual integrity. Those who blame others are struggling with their integrity. A nation that practices prejudice is corrupt and lacks integrity. Governments that do not know how to use their resources to develop their country, lack aptitude for strategic development. Their knowledge of science, agriculture, economy, and skills in governance are lacking. They do not possess the command for the workability of a nation. Their situations are equivalent to a bicycle tire with a few spokes bent, broken, or missing. Every country in conflict and poverty has governments that humiliate intelligence, integrity, and humanity.

Passions of Want

Humans intrinsically have three types of wants: achievements for their livelihood, lifestyle, and pleasure of soul. The passion for a livelihood (food, shelter, clothes, education, career, wealth, and health) is a productivity skill for earning a living. The passion for a lifestyle (family, fancy cars, big home, servants, social titles) is for the way one chooses to live their life. The passion for the soul (music, art, travel, friends, God, community, peace) is finding fulfillment in life. To master life is to be happy, and everyone needs to be fulfilled in regard to these three passions, in order to be content.

Some passions of the livelihood, soul, and lifestyle can be interconnected. While all three passions are equally important, the ambition for livelihood pays for all three. That will be perfect, and you can get paid for your dream life.

Education must challenge students to explore their passions for their livelihood. Life is complex, and education cannot be simple. It is about taking the appropriate courses and training to thoroughly prepare for their future by simply exploring their career passions. The fourth dimension will happen when one is successful and happy. They will help their families, communities, neighbors, nations, the world, or humanity.

Successes in Education

Education has changed the world for the better in most aspects of human lives. The heart-breaking problems we face, with humans against humans, are what education does not touch on enough. If education is the human tool to civilize the human mind, it requires higher dimensions to make humans socially, morally, culturally, and spiritually civilized. A civilized person is humane, reasonable,

intellectual, cultured, polite, and courteous, and tries hard to be righteous, loving, caring, charitable, kind, peaceful, and collaborative. The irresponsible disposal of plastics and trash is a sign of not being educated to be civilized. Educating humans to be civilized is a vast job the world needs to put as its top plan, given the current situation. The fourth dimension of passion must be to be responsible members of society. Education stops at what we can earn, and neglects integrity, responsibility, and accountability.

Another area of education that needs emphasis is vocational education. Manual occupational training must be recognized as being equal to academic, technological, and professional qualifications. Schools must focus on producing workers that are ready with appropriate knowledge, skills, and most importantly, the attitude to support work. Students and corporations are desperately looking for governments and educational institutions to be more up to date and practical in designing academic and vocational programs to support them.

On "Educational success is about more than just a degree," posted on September 13, 2016, U.S. Rep. Virginia Foxx, who represents North Carolina's 5th District and is the chair of the House Education and the Workforce Subcommittee on "Higher Education and Workforce Training," has this to say:

https://thehill.com/blogs/congress-blog/education/295317-educational-success-is-about-more-than-just-a-degree

One of the reasons students pursue education is to develop the necessary skills to find a job, preferably a career, in a chosen field. It's the same objective whether the student is pursuing a medical degree at an Ivy League university or taking automotive performance courses at the local community college. This bipartisan bill goes a long way toward ensuring that individuals who pursue a technical education have the knowledge and skills they need to succeed.

Unfortunately, there is often an unnecessary prejudice attached to career and technical education. It's frequently referred to as the "other" track, with the incorrect implication that it's the path individuals take if they won't be able to handle the rigors of a four-year college. In reality, students who pursue CTE, complete a diverse curriculum where they learn important life skills such as problem-solving, research, time management, and critical thinking. They are more engaged, perform better, and graduate at higher rates than their university-bound counterparts. We should be celebrating those achievements and studying how we can translate them across the board.

We need to shift our perspective away from the idea that every student must attend a four-year program to succeed. Educational success is about more than just a degree. It's about preparing students for a satisfying life and teaching them the quantifiable skills that employers need in their employees. The Strengthening Career and Technical Education for the 21st Century Act will help students reach those goals.

The world we live in has something for everyone, and the governments must make them available for people to access. Education should not be limited to a college education but should include all sorts of vocational work training. Women and men going to school and becoming employable, and working to earn their living, is a massive education success.

Chapter 4



The Challenges in Education

4

Education and Culture

The glitches humans have regarding the culture of others is their disorientation about superiority and inferiority. Humans are born with the zest to enjoy, appreciate, conform, and emulate other people's ways and beliefs while treasuring their own. They learn the prejudices from their parents, teachers, religions, and governments. These prejudices are actual to the indoctrinated minds.

Education is continuing to transform the way humans live. However, not everything that follows seems optimistic. Humans have become highly educated and exceedingly materialistic. Humans are evolving. The social media culture of the millennials is global. Countries are multicultural. Our world is now getting increasingly integrated and becoming a global society. People are aware of how the world operates and are assuming a planetary worldview. People now can work in any country that needs their expertise or labor. The world is becoming a place for all people. Protectionist ideologies will fail; those who believe in the myth of the golden past will be left in their dungeons.

Despite human evolution, some people and nations prefer to live in the way they think is most suitable for them. They should be

accepted and helped for the sake of humanity and the sustainability of our world. Not everyone wants to follow what the national leaders think for them. Everyone is born free to live free. The advanced countries can help without using force. The periods of colonization, spreading communism, residential schools for the Native Americans, and empire-building have abused people from every corner of the world and people of all walks of life. Here is a quote about Native Americans.

https://www.nytimes.com/2019/06/19/us/reparations-slavery.html

"The results were disappointing for Native Americans. The commission paid out about $1.3 billion, the equivalent of less than $1,000 for each Native American in the United States at the time the commission dissolved in 1978."

In 1491, about 145 million Native Americans lived in the Americas. By 1691, the population of Indigenous Americans had declined by 90–95 percent, or by around 130 million people. The compensations are meager. To be advanced and to promote advancements is indeed noble. But when disillusionment of superiority gets in the way, abuse and dehumanization take over. Canada has more than 160 unmarked graves of Native Americans. This sort of insanity still goes on in many countries with other ethnicities. The atrocities of the minorities, Indigenous People, slaves, laborers, immigrants, women, children, and animals render human integrity trivial.

The trends in humanity are shifting toward globalization. That means nations and people must learn to be culturally adaptive to each other for a one-world future. Humans must correct the past and focus on the impending era of a global society. Humans must work together for the betterment of all nations and all people. Those who defiantly cite the past for advantage, retribution, and territorial claims will continue the global problems. Leave the past behind,

forgive, make peace, and move forward. Most importantly, do not make the same mistakes.

There is nothing right or wrong in cultures. Living a nomadic life in this millennium is not bad, low, or uncivilized; it is just a way that must be understood. Circumcision is a part of some cultures, but choosing not to be circumcised should not be wrong or unclean. But female genital mutilation, with no purpose other than subordination, is brutally inhumane and undermines women's equality by the self-proclaimed male chauvinists. The global community must stop such practices that torture and humiliate the biological nature of humans. Culture is not for interpretation but to be understood and appreciated. The world must outlaw cultural practices that dehumanize people. Defining the cultural practices that benefit society, as well as those that harm, should become a part of the consensus-building of the global community.

The people of the world have to assert themselves as a single, unified, global human community. It has to create globally accepted norms. Capital punishment, for example, must be abolished as a worldwide call. Life imprisonment should be the norm for serious crimes, and it will allow us to correct misjudgments when evidence becomes available. It is a shame to know that 1–4% of inmates, many on death row, are wrongfully convicted. Political prisoners are another set of victims. Where bigotry and scapegoating are commonplace, dereliction becomes the norm against the innocent. Humans should not have the right to take the life of another human.

Discrimination, prejudice, supremacy beliefs, and religious rightness have paved the way for genocide. Some communities judge their systems against others to claim superiority in education, intelligence, and genetics. If Lincoln, Gandhi, and King did not have a race, the East and the West would respect them as equal human heroes. There is a hidden treasure for humans to discover that humans are one people. Intelligence is a human resource, and it is highly diverse; it

is not for envy, brand marking, or competition. It is for sharing, for the well-being of humanity. However, we are overprotecting intelligence for profiteering.

A life of peace is superior to the whip-smart invention of swords, guns, missiles, and biological weapons. Only a breakthrough in intelligence can bring us to global peace. It is time to live meaningful lives. We live to bicker, compete, and threaten each other based on prejudice, race, religion, skin color, nationality, and economic status. We should concentrate on educating and training all humans to have integrity and social acceptance of each other.

Humans will always remain diverse and deserve equal rights for a comfortable life. The wealth of individuals and nations are of the world, a gift of the universe through our planet Earth. Whatever we own is "temporary," and we will return them to the planet in death. We don't have to wait till the end to know that. But we must understand that the planet's wealth is a commonwealth, and build our philosophies around that fact.

We are all members of a global society, with unique aspirations and contributions. Using education effectively can help us understand the importance of human unity and collective development, rather than the protective ideologies that make us hate, compete, and fight against one another senselessly. Our strategies in education must explore pathways for humans to respect each other and care for each other.

Humans and Diversity

We inhabit one Earth divided into different geographically isolated regions and climatic zones that have become countries with languages, races, skin colors, and differing cultures, clothing, and practices. Homogeneity is the result of isolation, climate, and mono-

race marriages. Even with race integration, diversity will remain. Diversity happens to be the norm and not the exception in all creation. Humans must learn to explore and understand diversity for its purpose. Diversity is the way it is and can provide a lot of understanding of who we are as humans, and of our animals and plants.

Scientifically, all humans are of one species. Humans have specific capacities, such as reason, morality, and consciousness, and are established in social responsiveness, such as family and community, ownership of property, and legal responsibility. However, what keeps us antagonistic is the brooding over physical and cultural differences of people, even though there is copious commonness in our social, emotional, physical, intellectual, and spiritual nature. When we kill someone of a different identity, we are focused on the fleshly nature. Whatever the reasons, we need to remember this: If we are stuck on appearance, language, and cultural differences, there will be endless problems of diverse identities.

If there is no superior race or religion, then there will be no inferior race or religion. The same applies to nations. As the interracial and mixed culture populations grow, there is an increased acceptance of diverse races and mono-races. Many scientific DNA studies show that homogeneous races do not exist.

If we claim that one race is "superior," how do we interpret those who are "inferior" to the "superior" of other races? The world had great empires, monarchies, and civilizations around the globe. They were all great at some point in time. Nothing is proprietary to one race, caste, or nationality; everything that exists is of this planet. Humans are not just physical bodies but also spiritual. Therefore, anyone who claims their race is superior or inferior needs to learn more about world cultures and achievements.

What is the result of one religion or race claiming to be correct and declaring the others wrong? - Supremacy intimidation tendencies, prejudice, hatred, subordination, and killing. Can all humans have a sense of belonging to the same thing? The only answer is humanity. Anything that builds respect for one another brings life, respect, love, sharing, and celebrations of the success of each other. Humans must learn of higher truth to continue to live in this world with integrity, peace, safety, and success. Then it is possible to experience the breakthrough to humanity.

Humans need to come to terms with the fact that all kinds of humans are already on the planet, and there is nothing anyone can do about it. Human monsters and tyrants have tried genocide to exterminate certain races from this planet. Wouldn't collaborative coexistence be much easier? We share our food and wines proudly with others and take a lot of pride in them; we delight in sharing and showcasing our heritage, art, and culture.

We have been competing and killing for far too long when it is not necessary. We could do better in cooperation and collaboration. We must first accept that everyone has equal rights to this planet. We are not animals that kill others for food. We are diverse, and that is a beautiful master design with no subspecies—just earthlings. However intelligent we are, we seem silly when we confront differences negatively. Every child that is born on this planet has the right to this planet. The Rohingyas of the Rakhine State in Myanmar have the right to this planet and citizenship to a nation. The UN must ensure they do. It is a shame that Myanmar, Bangladesh, ASEAN nations, and the UN cannot solve their plight.

Our world has millions of great people from all corners of the world. They lived their lives to help others regardless of differences. Mother Teresa lived her life to bring hope to the needy, and Abraham Lincoln abolished slavery in America and sent a global message against

slavery. In times of disaster, nations helped nations affected by famines, floods, epidemics, and droughts. Humans are endowed with social intelligence. It is somewhere in us as a noble trait: Love one another; not just your people but all. When you love your own, you are no hero; love the world and be immortal.

We are fearful of things that are different. We are cautious of each other because we don't trust, and we fear that others can be dangerous. Fear is an illusion at the core. It is an illusion that attracts what we fear.

Humans don't have to give up their identities to embrace other humans that are identifiably different in features, beliefs, culture, and language. We can live the way we want, and need only to respect others for how they want to live. It requires breaking through our perception of differences across the globe, and we are ready now, more than ever before, because of the influence the internet is making. Let us trust our social intelligence and grow it.

Advanced Countries

Integrity motivates advanced countries. They establish a high standard as the norm for their citizens to follow. "Advanced" does not involve competitions against others but cooperation and collaboration. The silent wars between China, the U.S., and Russia result from competition, supremacy, power play, economic control, monopoly, political power struggle propaganda, and contemplated ego. The idea of superiority and inferiority are both enemies of humanity.

All nations can rise to be advanced countries with leaderships of integrity. All countries that are not advanced have governments with many unfit leaders. They lack the aptitude, knowledge, creativity,

integrity, and honor to draw master plans to improve their nations for their people. There are emerging countries on all continents, and poor people in all countries, including advanced countries.

Governments and Segregational Policies

We have many governments around the world that cause harm to their citizens in the name of absolute power, nationalism, patriotism, politics, corruption, race and language prejudice, and religion. Many political parties are designed to segregationally divide the population. Competition to rule is the game; it is not about advancing the country and its people—they take backstage. To lure people's votes in highly competitive settings, leads politicians to segregate people who can vote for them because of commonality. A part of something is always smaller than the whole or the majority. A fifty percent plus one majority is no absolute majority, and there will be sizable discontent in the government and the population. A true majority would be the acceptance from at least two-thirds. However, the governments think that the disputes that can follow will be limited to the parliament. Democracy is the people's rule; in reality, it has become "choose your leaders and stay away." Educated governments and political parties will serve the nation and its people. Acceptance from all citizens can be easier with equal treatment of people. It is the only way to non-segregation and unity in the country.

Political parties must be whole-nation and all-citizens based. Political parties set to gain apartheid support from religious, racial, and socio-political memberships, divide the nation. In many countries, there are no alternatives to race or religion-based political parties. What is the benefit of India's Hindu Nationalist Party for India's multi-ethnic and multi-religious population? The Democrat and Republican parties in America have created a bitter enemy situation that has become venerated cults. Why must any person be

restricted to one ideology or the other? What use is the Labor Party for those who are not laborers? What are the United Malay National Organization, Malaysian Indian Congress, and Malaysian Chinese Association's benefit for all Malaysians? They are all segregational and divide the population for political gain through apartheid strategies. How can a divided nation realize national unity, nationalism, patriotism, and a sense of belonging? How can one divide and unite?

The goals of national governments must be to eradicate poverty and to create policies for economic growth, wealth distribution, education, and health services, and to treat all citizens with equality and equity. Some countries unite with ease because they do not have segregationally dividing parties or policies. For a country to be an advanced nation, governments must be for all citizens and the country's development for all. Citizens must choose the most intelligent, committed, and compassionate leaders. All nations that aspire to create a contented population must prioritize national development for the people they used to get into power; then democracy will be vindicated.

The Complexities and Challenges in Education

What is inspiring about education is how fundamental education is to advancing individuals and communities, and to building happy nations for a happy world. We have been stuck with bureaucratic governments, poorly managed universities, and politicking people for a long time. Many leaders in governance and education concentrate on their benefits and to hold on to power. Even accrediting agencies are mired in racisim, supremacy, and mono-cultural promotion although they claim to be international. How can an organization be international with one race or nationality domination?

Our international community must systematize ways to make every individual capable of caring for themselves and others close to them. Humans must have the responsibility and accountability to care for one another and our world cooperatively and collaboratively. Governments have a great deal of opportunity to make educational goals and policies to ensure that every man is trained to be productive to be successful. Poverty is a result of laziness, greed, the inadequacy of skills, and corruption. All countries that aspire to be successful cannot be sluggish or inadequate in the knowledge of national development.

Chapter 5



People and Education

5

Women and Education

The world has come a long way in respecting women. Many men may be pretty ashamed that the world has to deal with such issues. Men and women are different in their roles and specialized for natural functions; men can't breastfeed but can bottle feed, and women can fix tires and drive ten-wheel trucks. Both women and men can do most responsibilities of life and work. Men cannot nurture a fetus, and women cannot bear a child without male sperm cells. Cloning and other strategies may be possible in the future, but we need to live for now.

The world has made massive progress in access to women's education, but it is still in a state that is not laudable. Some countries and cultures prohibit women from receiving education. Male-dominated societies used religions and culture to place women lower in status. Educated women make considerable impacts on communities, become non-dependent on men, and help men support the family's finances. Many have proven to be successful national and international leaders.

Throughout history, women have contributed scientifically, culturally, and socially. These contributions could not have been possible if the educational opportunities were not available to them. The world will be squandered of many talents if women are not

educated, valued, and engaged in the development of society. Humanity prospers when all its members can contribute, and women are no exception to equal partnership. There needs to be a more significant shift in our global mindset regarding women's rights to access educational opportunities and contribute to their talents and abilities. The only caution I would draw is that women cannot ask for more than equal or reality-based rights, and neither can men.

Teachers and Education

One of the largest occupations in the world is teaching, even though not all children go to school, and many adults are illiterate.

Today, education remains an inaccessible right for millions of children around the world. More than 72 million children of primary education age are not in school, and 759 million adults are illiterate. They do not have the awareness necessary to improve both their living conditions and those of their children.

https://www.humanium.org/en/right-to-education/

There are close to 85 million teachers worldwide: 9.4 in pre-primary, 30.3 in the primary, 18.1 in lower secondary, 14.0 in upper secondary, and 12.5 in tertiary education.

By 2030, an additional 68.8 million teachers will need to be recruited just for primary and secondary. Twenty million are required to expand primary and secondary school access, and 49 million are needed to replace those who leave the workforce. In addition, the childcare workforce needs to grow by 32 million globally to address the childcare gap.

https://www.worldbank.org/en/topic/teachers

It is a difficult challenge for the UN, national governments, schools, colleges, and parents and guardians. Schools need to provide good education to uplift individuals and society, and teachers and school personnel need decent lives. Students and parents, governments, and school owners must fund education. The balance is complex but necessary. Without compensation, the world will increase the number of people who cannot have access to education.

The world's number one problem is unrestrained capitalism, leading to the educated people's aim for excessive luxury lives—the proverbial "American Dream" that is gone wrong. For everyone in the world, to have a good life is possible, but extreme luxury will be a high stake. Teachers are no exception to the desire of the money trail. If the advanced countries set the trend for teachers' salaries and benefits, a significant part of the world cannot fund teachers or education.

Teachers also change the world for the better or worse. School facilities and educational resources are second to the influence teachers have on students. All educated people have gone through teachers. It makes us wonder how we get into situations where our leaders of nations and the world become so conflicted, dishonest, corrupt, greedy, and selfish. Are we not educating them well enough? Have teachers and schools emphasized values of honor?

Some teachers chose their careers to make a difference in students' lives and educate them with knowledge, skills, values, and a positive attitude for personal and societal success. These teachers inspire intellect, perseverance, and integrity, and their students become great people and leaders. Some teachers do their job as hired professionals, in exchange for money and benefits, and develop professionals who focus on employment and wealth. The remaining teachers view teaching as labor for cash, holidays, and entitled benefits. Teaching should be a noble profession for human development for goodwill. Money and benefits are equally important

as goodwill, integrity, and empathy—teachers can make the difference.

In today's world, the teaching career has become very creative and highly purposeful. However, not all teachers, schools, ministries of education, and even accrediting agencies, view teaching as a development tool of humanity. Their focus is on job security, payment, and benefits. Teachers can help advance people and nations, and foster goodwill among people and nations, if they are trained with the true purpose of education. Teaching should always be a sacred profession; it is a call. The cost of living in advanced, developing, and emerging countries is not the same. There cannot be a global pay structure. However, national pay structures for teachers must support teachers' good life and retirement.

The universities and governments must train teachers to be noble professionals of human development. Teaching is a professional career, not labor. Unfortunately, many teachers and educational leaders have taken on the teaching profession for their sustenance and lifestyle. Good teachers are highly respected and have high esteem for themselves and the teaching profession. Teaching must be purpose-based for developing individuals and nations that will be productive and have an ethical mindset. Religious schools that create religious fanatics do not have the integrity for the development of humanity.

Teachers must understand that good salaries always come with adequacy for the job, experience, professional skills, responsibility, and accountability. If teachers are fixated on their vacations, weekends, and work hours, their priorities contributing to society's development will not take center stage. Teacher unions claim collective benefits for all teachers, but not all teachers perform similarly. Teachers also tend to compare against better-paid teachers elsewhere, whether they are equally good or not. Good teachers spend wise time, prepare better lessons, have strategic classroom

management skills, are more creative, and care a lot about their students' futures in the world, and the future of the world. These teachers deserve to be differentiated.

Teachers work approximately two to three months less than corporate professionals and executives, and get paid for twelve months. It will not be fair for high pay, big vacations, and a limited eight-hour workday. Teachers deserve holiday pays because they spend a lot more daily time besides teaching students in the classroom. Though they have long vacations, they are to compensate for the extra work they do daily, and for the stress involved in the teaching profession. Suppose teachers do not do the additional daily work the profession demands; the employers may not have the motivation for the vacation pay. The long vacation factor in the payment package is a complicated matter. Some teachers are under the illusion that they complete twelve months of work in nine months. Schools should demand high standards and pay competitive salaries and benefits based on the number of workdays, extra daily grind, stress factors, and vacations. Corporate workers also do additional work from home and on weekends. They are entitled to two to three weeks of leave. They get stressed too. Teachers are human, just as the corporate world is human.

Teacher unions have made many ordinary teachers and principals work with an entitlement-minded mentality. The role of the teacher unions is essential, but it cannot take it too far. Humans are of many shades; they are not all the same. Some are hardworking and passionate, and others are not. There must be equal protection for employers, administrators, school owners, and students and parents. There must be a way to build contentment, productivity, cooperation, collaboration, rationale, and value to humanity.

There is a considerable shortage of professional teachers that creates a huge vacuum for humanitarian education. The teaching profession must be guided by rationality, fairness, and purpose. The future of

our children and the leaders they become depends on the caliber, dedication, and hope teachers bring to develop humanity. Fortunately, the number of great teachers is significantly higher compared to mediocre and uncommitted teachers. If students are dissatisfied, disrespectful, and violent, it could be because teachers and school administrations did not earn their respect but rather the retaliation from students. Many teachers today are about holidays, vacations, and traveling. Student-centered teaching and learning become jargon when schools are constantly dealing with teachers' demands.

In the United States, Randall Eberts's synthesis of the empirical research concludes that union bargaining raises teachers' compensation, improves their working conditions, and enhances their employment security while increasing the cost of providing public education by upwards of 15 percent. The effect of unions on student performance is mixed.

https://files.eric.ed.gov/fulltext/EJ795878.pdf

Most labor unions in the world no longer exist. The heavy presence of the teacher unions in some countries verify that the underlying problems need total resolve and solution. Labor unions should consider the needs of students, their parents, teachers, administrations, and the nation, for fair benefits to all.

No one should earn meager pay and live a poor life. The world needs quality performing teachers, making teaching an attractive profession and requiring a high-performance standard. Teachers as professionals, and principals as executives, can make education better for all. One can either have money and benefits or vacations in an employment situation, but where is the balance for teachers?

Chapter 6



Hopes in Education

6

The Power of Education

Education is a powerful human force irrespective of where we live or under what cultural background. Humans have come a long way from "cavemanship" to the age of technology. Everyone is simultaneously associated with education, from birth to death. However, education remains underutilized. Humans must elevate the vision and mission of education to a loftier purpose, as it is the most potent human social tool for individual, national, and global development.

Education is nature's gift from the universe to all living things, not just humans; animals also educate their babies to adulthood. Education is similar to time; it does not take a break, has no weekends, and takes no sick leave, personal leave, business leave, or summer holidays. It is a platform for the expansion of human intelligence, creativity, and honorableness. It is a resource—just like soil, sunshine, water, and air —for human living. We can't live without it. It is time for us to use this powerful force to make our world a better place; everything we do depends on it. It is time to take education to reconstruct human intelligence with integrity, love, peace, cooperation, and collaboration.

The human claim to being the most intelligent beings on the planet cannot be validated when we see the disgrace of crime, cruelty, injustice, fraud, human trafficking, and many other examples of savagery that humans are involved in. We can be brilliant when we are collective, cooperative, and collaborative. We become incredibly insane when we envy others and detach ourselves from others. Envying leads to coveting and competing for resources, and it creates bitterness, killing, and wars. Our universe is a master of order, re-creation, recycling, and regeneration. If a person or a nation is not doing well, it is because of their erroneous perception of how the universe endlessly provides for every need.

The celebration of culture, discoveries, inventions, and modernization is all for good. But when this greatness of humans is used for self-praise and to mock others, it loses its luster and creates resentment. Cultures, genders, races, religions, and nations have been suppressed from time to time in different parts of the world. Humans can develop a concept of one world without eliminating countries, cultures, races, and religions. The unending disputes among nations and our global leaders prove that humans are not taught well in the right perspectives.

Humans are unstoppable. We are endowed with an additional section in our brains that animals do not have. Most science fiction becomes a reality. Mobile phones with visual images are already here, and flying cars are on trial! When I was in my early years of secondary school, I read about telephones that would enable us to see each other when we talk—mini television phones. What a creative imagination—fiction! But today, it is a commonplace reality, and came within the short span of 50 years.

Education is a gift, as much as the universe is from the Almighty to all humans and planetary beings. It is a source of intellectual energy, like sunshine, without which we all would perish. Most people tend to take education for granted as a simple platform for survival or to

find good fortune. Yes, while it is true, it is time for us to know that it is a tool for developing the integrity of humans, nations, and the world, and the potential benefits are inexhaustible.

Education is synonymous with human imagination and the lucidity of creativity, design, organization, innovation, and human dignity and honor. However, it is taught, delivered, or received that way. Our governments, schools, accreditation agencies, and the United Nations must emphasize human dignity in all curriculums. A breakthrough in humanity and world development, for all, will be in our near future if we can. We need to rethink and revive the purpose, vision, mission, and strategies of providing education.

The Complex Responsibility of Education

When we think of education, we think of universities, colleges, high schools, primary schools, kindergartens, and many alternative learning institutes. We need to look at it beyond institutions, and focus on it as a tool for the betterment of individuals, nations, humanity, and the world. Appropriate education will encourage continuous progress for humans, nature, and our world, without greed, selfishness, and competitiveness. Those who are seeking education for survival will find sustenance and well-being. Those who seek it for nobility will treasure integrity and respect. Those who seek happiness will find prosperity, peace, harmony, love, and fulfillment.

The most compelling objective of education is to improve the quality of life for every individual, community, and nation, and maintain our world in all its beauty and wholeness. We must concurrently improve people's quality of life, not just for the privileged but for all. It is humanity's sacred duty to protect and manage our Earth and everything on it. If humans are knowledgeable, our Earth will not be polluted and destroyed, the way it is in so many parts of the world.

Our climate will not change. Earth should be a paradise of glory and pride—a monument of human intelligence, resourcefulness, integrity, cleanliness, and honor.

Human knowledge, skills, and understandings have made us survive two major world wars in addition to all the droughts, famine, and diseases, as well as widespread ethnic, religious, and civil wars that humans brought upon themselves. The inherent nature of humans is to seek new knowledge to innovate and find solutions through compiling and systematizing knowledge. However, we have not up-gamed enough to continue the progress to include the sanctity of humanity and to avoid humanity failures of our past.

Although we have come a long way with sophisticated ways of living more conveniently, we have also created more continuing disasters. We could be on the brink of another major disaster. It may be a war or nature's retaliation for our lack of integrity in safeguarding our earthly home. Because of this, human education is an enormous responsibility for all humans. The leaders in the United Nations, national governments, educators, and businesses must come together to create a human-conscious peace vision first, and then fair and acceptable strategic plans to achieve them.

Can Everyone Have Work to Do?

Yes, indeed, and all national leaders must figure this out. Most countries have not exploited their strategies to ensure that every person learns something and has a job. Governments have all the resources to provide employment, housing, education, and health care for a modest life for all adults. One of the major problems in many countries is population explosion. The rate of increase in population races against the speed of development. These countries must prioritize population control through various methods of birth control and family quality education.

If we can train prisoners, we can enroll unemployed people, teach them productive skills, and give them jobs. Individuals and governments cause unemployment because of their weaknesses. Parents and individuals must take responsibility for their children and their skills for work. Governments must have plans to ensure that all their adult citizens have jobs, not just publish the nation's unemployment rates. Governments must establish Departments of Career Training and Job Placement, different from Departments of Labor. This department must draw from every physically capable person's skills development and assign them to paid jobs. Unlike communist ideologies, career specialization, supply and demand, and job difficulties should determine pay scales. Professional careers, farmers, fishermen, and factory workers can have different scales. Still, they must adequately meet the needs of quality living to afford housing, food, clothing, education, medical care, savings for old age, travel, and leisure.

All the people who have skills will find jobs for themselves. Many will become self-employed or employers, and they'll become the solution to provide employment. The governments need only to help those who don't have skills. That I believe will be a matter of strategic human resource development, an essential role of the governments. Governments must train intelligent and caring people to assess and train unskilled people. These specialists must have the quality, capability, and passion for coaching others. They can train forest guards to care for forests, animals, rivers, and mountains; elderly care people to care for senior citizens; and specialists to maintain clean water—rivers, lakes, oceans, and all life in them. Garbage management personnel will research trash management and turn rubbish into valuable, recycled, finished products. Farming Learning Centers can teach essential farming skills and ethics in farming: not using hazardous chemicals, protecting the environment, ethical treatment of animals, and maintaining good hygiene for the safety and well-being of animals and humans.

When the number of productive adults increases, the gross national products will increase, enlarging the government's earnings through taxes, to run more career training projects to ensure no unemployment and eventually no poor people. If there is something important that national and world leaders need to concentrate on, it is to have more vital empathy for the less fortunate.

Most countries have no laws to govern the payments and benefits of farmers. Without farmers, the comfort of getting food, without growing it ourselves, would become challenging or expensive. There is no justifiable reason for them to be paid low for their products. Profiteering go-betweens also abuse many farmers. Go-betweens must be registered and licensed and held to strict accountability for equity. The government must establish fair prices for farmers' produce, which will guarantee a comfortable life for them. If governments can set minimum wages, they can set minimum commodity prices. The governments can play a vital role in ensuring no one takes advantage of farmers and other types of occupations. The Ministry of Labor must enforce strict laws to punish greedy intermediaries and corrupt government officers who abuse baseline producers.

Law enforcement systems should detain the impossible criminals to work for life in highly protected but positive camps. Prisoners must also have meditation, mindfulness, sports, and career centers to keep their mental and physical health in a good state. If we give them proper treatment, they may be more willing to help the world around them in return, despite not having complete freedom. If prisons treat inmates with respect, they will get out of there quickly and become better people. Or they may become productive lifetime prison wardens who can educate new prisoners. If we can strategically create humane strategies to harness our prisoners, we can make them productive members of society. In our empathy and skills, we can transform anyone in the world to be skilled and employable. The question is, how can we strategically do that?

Our Earth Is Our Home

The United Nations has done a great deal of good for all nations and our world, but they do not have sufficient convincing influence to rally the world together for a sustainable world of peace and harmony. Governments are big on sustainability, but they cannot sustain when the earth gives up. Poverty, pollution, cruelty to humans and animals, and the destruction of our planet through testing fireworks should not be options. We must track all chemicals produced, to ensure that they are disposed of after treatment and not in rivers, lakes, and oceans. We are causing a lot of harm to our planet. Before it is too late, we must build a mindset for the care of our planet Earth, to sustain the beautiful world in which we are so blessed to enjoy life.

For those who have wealth and education, re-education should make them knowledgeable, skilled, and conscientious about protecting people, animals, and the environment as part of their contribution to humanity. As humans are at the top of the food chain, and claim dominion over everything else, change should begin with us. This learning should start in kindergarten and never end until we die.
All holy writings charge humans to be guardians of the earth. We are failing in this critical assignment. If one believes in evolution, we are still primitive in our development. Instead, we have scattered our world with bombs, missiles, and dead people, while their loved ones are weeping and wailing.

The paradigm of the human race is that we find ways to excel despite the obstacles. The Earth is our home, one that is far more important than anything that humans can build. Our world is a "one world for all." We can only honor our planet by improving all lives and maintaining the Earth's dependability. We need to review our ideologies and look for noble purposes in the education of humans for the world.

To break through humanity is a vision that may seem more significant than us. Our Earth, as part of the sun and solar system, is the mother of all life. Her selfless providence for everything we need requires our gratitude and our quality stewardship. Regardless of the width and breadth of our intelligence, innovations, and progress, we can only be proud if we maintain our Earth's safety, beauty, and continuity for all. Only a revolution in education can make this colossal change happen. Humans are brilliant when called to duty, and we all can if we want to.

Chapter 7



Human Needs, Wants, and Desires

7

The Ever-Advancing Human Dreams and Endeavors

Humans are unstoppable and constantly move forward in progress; that is a fact of human design. Therefore, we can expect interspace travel to be here sooner than we think—how crazy an idea that was, and now it's already on test runs. Although it is unnecessary to find other planets for our living, it shall be as we think of it. Human imagination creates the realities of inventions. So, how can we use our unstoppable ingenuity to master new ideologies and strategies to harness excellencies of character in humans and nations? The oneness of humanity to support each other is essential in creating a better sustainable planet for all. The United Nations must play the most crucial role in this endeavor.

Our application of education is shallow. When someone introduces specialization, we take that to the extremes. What about specialization within a broad knowledge? While we no longer need to do open cuts for an operation, doctors still need to know how to operate under traditionally restrictive circumstances. Specialization and general knowledge are both critical. Jack of all trades and master of none can also be Jack of all trades and master of a few. Multiple skills are within natural human ability, just as multiple intelligence is real. One visit to a hospital requires so many doctors and charges.

Teachers who say they can only teach one subject, such as mathematics, should be specialized to teach math to Einstein, not children. Humans' unrelenting curiosity to discover, improve, and innovate started from the very beginning. Human existence has been in a strong progression and is now on significant strides, something none of us can stop. Humans are uncompromisingly inventing new ways of moving forward. However, can we stop for a moment and ask ourselves if we have made similar progress on the quality of human lives and humanity as a whole. Suppose our focus on society and education is well-founded. In that case, we will not have so many people struggling with not achieving their life goals, even after having received a degree or multiple degrees. On the other side of the spectrum, many without a primary, secondary, or undergraduate education are better economically than academically educated people. Our governments, schools, colleges, accreditation agencies, and the UN must promote human development, character, and quality life education. We need to rethink and revise our delivery methods to support a better world development program for all humans.

What Do Individuals Want and Desire Today?

Understanding the needs of individuals, nations, and humanity, and how education can address their necessities, is crucial to the progress of everyone. In less developed countries, the needs and wants of people are simple: home, education, medical treatment, clothing, food, and adequate support for the family. This is in contrast to the developed country, where luxury homes, high-end education, and medical treatments may be the goal. It would not be wise to disrupt the needs and wants of either group, but no one should live a meager life, which should be the primary responsibility of national governments. When a part of the population's educational opportunities is of a lower quality, humanity is more inferior for losing their contribution.

Education means teaching any skill that a person can use to serve themselves, others, a factory, an organization, or the government to earn a decent livelihood. Any skill, such as learning to maintain roads, water treatment, forest conservation, maintaining and caring for marine life, carpentry, cooking, or raising poultry, goats, and cows, is valuable. We must have many specialized schools that teach these different career or service skills.

The dirtiest countries globally have one common factor: The municipal governments do not provide waste disposal means or facilities. Garbage piles up everywhere and clogs the drainage and canals by the roads, marketplaces, roadsides, riverbanks, empty lands, and ocean beaches. No country should have an excuse for its dirtiness. If it has, it will indicate corruption, the inadequacy of government leadership, and tolerance to dirty living standards.

At the start of the new millennium, many Cambodians, Laotians, Burmese, and Vietnamese have sought to come to Thailand to work, even though they have to learn a new language and a foreign way of living. They travel, considering all the odds to live better lives. They are hardworking and determined people, but their countries cannot provide them jobs and sizable incomes. No one should blame the people but the leadership for the poverty in a nation. Emerging countries have unceasing clashes in leadership. Understandably, leaders want to be wealthy. However, they must understand that their well-earned wealth results from their effort to make their citizens successful. Humans constantly want to better their lives, and governments must take up this challenge and find ways for their citizens and their countries to flourish, for them to benefit from it.

On the flip side, the people and countries that are already wealthy will not stop their progress. It is an inbuilt human nature to surpass. When humans reach a high level of success, they will help others as a human spiritual obligation. We start small, get bigger, and finally, help others.

Besides money or wealth, people want to expand themselves to living the most fruitful life possible. The best help governments and educational institutions can give their citizens is to acquire productive skills and to be able to make every individual stand on their own feet and move forward successfully.

What Are the Labor Needs of Corporations?

What corporations, organizations, and governments want in their employees is the responsibility of governments and educational institutions. This responsibility is enormous, multidimensional, challenging, and highly diverse. However difficult they may be, humans are capable of the challenge; it is a matter of decision, strategic planning, communal cooperation, and collaboration.

While our education passes on history, skills, knowledge, and experiences, they must expand drastically to prepare all individuals for the functionality of the nation. The corporations want creative, problem-solving, critical thinking, innovated, and professionally and technologically skilled people with a good sense of responsibility, accountability, purpose, contribution, a positive attitude, community-mindedness, cooperation, and collaboration.

Corporations and organizations need a workforce that is educated, not only with knowledge but abilities that allow them to think on their feet and make the company productive, marketable, and able to make money for everybody. To achieve this, corporations must have productive, growth-minded, skilled workers with a positive attitude regarding their employment. An organization is a cooperation between the employer and the employees for shared benefits. A corporation cannot have bad employers or workers with a bad attitude toward employers, employment policies, or fellow workers.

Unfortunately, the current trends in labor laws in many countries over-protect the workforce, which has created a labor-chauvinist-minded attitude. The pay scales in the private and public sectors are not the same. The governments that pay lower in many parts of the world cannot make labor laws for the corporate industries that hire workers at higher wages. Governments must have fair policies for employers to create equity sharing, possible for the employees as corporate community stakeholders. When labor laws are lobsided, employers are driven to create protective processes.

Education and training should be a national dispensation for all citizens. Instead, education has become a cookie-cutter system, one where people fit into a mold. Then the employers retrain them at workplaces. The solution should be purpose-based education and training from colleges and universities with apprenticeships, before full-time employment, and gradually promoted through a leveled employment status. Salary and benefits must meet the minimum quality of living above poverty lines.

Policies to Make Every Human a Success

Humanitarian organizations help without discrimination regarding nationality, race, religious beliefs, class, or political opinions. Their guide is humanity, neutrality, impartiality, independence, and interdependence. All governments must be humanitarian organizations and adopt the same principles for their governance. However, many have become anti-humanity organizations because of their bigoted ideologies of majority, minority, immigrants, supremacy, religious affiliation, skin color, language, race, culture, greed, power control, corruption, and self-focus. Good governments ensure that every citizen in the country is a success. Politicians do not know the people on the streets or on the farms, or in the factories, schools, industries, and hospitals where citizens do their work. They work with other affluent government leaders and

wealthy corporate leaders who support their causes. How can they know what policies will suit the ordinary people for their modest lives?

Countries with a high level of integrity have more successful people than those with lesser integrity. Integrity determines purpose, fairness, equality, knowledge, intellect, capability, responsibility, vision, mission, and honor. If global leaders are noble, they will become advocates for every citizen's success, and will be ground-breakers of policies that will change the lives of all citizens. No one will be living below the poverty line. The poverty line in many countries has to be set high enough to meet the basic needs of food, housing, education, medication, savings, leisure, and retirement. In other countries, they are negligible.

Wages are a necessary factor in the quality of living. Although all countries publish a minimum wage, in some countries it is insensibly low, which makes it difficult to make ends meet, to have provisions for emergencies and old age, or to provide for their children's education and medical care. Many children and youth turn to crime or high-risk jobs. In many countries, parents force their children to take up high-risk jobs. Child prostitution, drug pushing, abduction, and human trafficking are all related to the poor governance of the countries. Government leadership looks pretty superficial.

Our vision of education is limited, and the model has not changed for a very long time. Education and national governance should understand the reality of the needs of people, which should be the foundation of all national policies. Anyone who completes high school should be going directly to a school for professional mechanics, professional farming, or whatever field they desire. Doing this will ensure they receive the best possible education and training to live the best version of themselves with dignity. They should not be going through some form of generic education. No one is

supposed to drop out of school or remain poor throughout their lives. The world must professionalize the labor force in every aspect.

Can the United Nations Make Every Nation a Success?

The first and most important function of the United Nations is to make sure every nation is a success. The second is to make sure our planet Earth is safely cared for concerning its dependability and continuity, and that all countries contribute to the sustainability of our planet. In other words, they must ensure that the people of every nation are well educated to care for their nations and the world. Unfortunately, we have too much poverty and degradation of our environment. The amount of collective wealth and resources we have in the world is enough not to have poor people or a damaged Earth.

The United Nations needs to be in the frontline for this. Putting out fires of religious conflicts, racial conflicts, and conquests is essential, but educating leaders to proactively cooperate and collaborate within their nations and with other countries in the world is more important. The United Nations must start looking at the possibilities of making every human a success, to make every nation a success. Then the policies they will make will become game-changers to make the world successful.

Can All Humans Be Educated?

No human being should live without learning to be productive in one way or another. Regardless of what we do, whether working in a car wash, planting rice, planting wheat, manufacturing cars, being a nurse, or doing brain surgery, we all need to be educated. There

should be no such thing as unemployment, because everyone can be employed. Self-employment must also be encouraged. Farming, road-making, and construction work must be licensed and recognized through certificates, diplomas, and degrees at the same level as accountants, engineers, medical doctors, and shipbuilders, because they are valuable human vocations.

Education should close the gaps with the reality of what needs to be for people and the nation. Beautiful countries and a celebrated world are a possibility, but not without dreams. People and nations need to work as collective communities to build families, nations, and the world. Governments must control the population through birth control education, and control overpopulation to successfully care for all citizens.

Can All Individuals Be Successful?

With the proper training, policies, differentiated programs, and facilities, it is possible for every person to work and live a good life in collaboration with schools, colleges, universities, factories, governments, and ministries of education. The universe has provision for every person to be successful. Leadership to achieve this, however, is what is lacking. If we are afraid of taking on this enormous challenge, we will never find ways. One is not a leader because the people voted them in. But they are capable in governance to be responsible for their citizens' welfare and to lead the nation to prosperity. When they can, all citizens will be living above the poverty line with the essential comfort.

Government leaders need to learn governance before becoming leaders, just like the farmer must learn how to use pesticides considering safety. Government leaders need to have integrity as an essential trait in making policies for their people to succeed. In many

emerging and developing countries, politics is about "who knows who" to get in positions. Most of these countries struggle with a minority of people circling the top leadership of the governments. Leaders must understand that they are not successful if their people are not.

Chapter 8



National, Racial, and Religious Conflicts

8

National Identity in Today's World

A national identity associated with a particular race or religion in today's world is becoming senseless. Many people tell a long story of multiple ancestries regarding race, religion, and nationalities when asked about roots. They are proud of their numerous identities in the world. Whatever is naturally moving forward is going to set the new trend. Therefore, the old idea of national identity by race, language, and religion will eventually become blurred or die and be a thing of the past, similar to old typewriters and Morse code. We may not remember what it used to be. Some humans will still try to keep the horse carts, an intrinsic human trait rooted in the myth of the golden past, biased or brainwashed.

Many nations are attracting retirees to take up residences in their countries, for economic justification for using available resources and creating jobs and income for their citizens. Governments develop products and services to sell globally to anyone in any country. Many change residencies to seek a better future because whatever they cannot do in their country is sought after in another country. Permanent residences and change of nationality are commonplace these days. Nationality is vital to tracking individuals' whereabouts and movements, and critical for the human migration

system. Human migration is another natural behavior of human beings. Human mobility should be a right of human beings and must be made easier and more accessible worldwide. A balance of race distribution and equal opportunity laws and practices will be better for a unified world than the majority and minority populations that post significant prejudice and economic disparity problems. Equality will be the norm when all nations are diverse; there will be fewer boastful races and better treatment of all citizens. People have been changing nationality for a long time. We, the "Earthlings" of our planet, should become the slogan of the future. A few countries in the world make it very difficult for international immigrations, but they allow their citizens to take citizenships in other countries. That is a narrow and selfish mindset, unfit for global peace and harmony. Nationality cannot be obsessed with protectionist ideologies. What are they protecting? All the unhappy Taiwanese, Hong Kongese, and Tibetans die miserably, and the ruling Chinese leaders die too as heroes. The oppressors die as villains, and the oppressed die as victims. In the end, everybody dies. The people of these countries have no choice but to deal with the oppression, live unhappily, and die cursing the oppressors. There is no dignity in suppressing humanity in any form. National leaders must promote and guard people's rights, or their leadership is tyranny. Government servants must serve human needs through consensus, not total control.

No one can own any wealth for good, material, or intellectual. Everything comes from the Earth or the universe and will return to the source or remain on Earth. Will there be global citizenship identity cards? What about free migration passports that allow people to travel, work, and live anywhere? The options for our future are endless. Humans are just transient players in the game of life and the universe. So, make it easy for yourself and others, and find ways for everyone to happily live the short lives they are endowed with.

Race and Religion in Today's World

Humans are brilliant, resourceful, innovative, kind, and caring. However, when we ponder the problems humans have created against each other in the name of race and religion, humans remain limited, outdated, cynical, cruel, ignorant, shortsighted, and needing intelligence. Humans are intimidated by the differences of other races, religions, and ideologies. The one leading cause of the fear is how our ancestors have protected their ethnicity and religion through war and bloodshed. We can turn off this mindset because it is founded on illusion. Our minds work like a miracle, and we can switch off the negative button and start loving, caring, and positively accepting others. It is a human gift; we all can. In our modern time, with so much global knowledge at our doorsteps, we should be able to see the big picture of humanity and become respectful of each other.

Race and religions are factual only in our minds, but humanity is above religions whether we believe in a Creator or evolution. We need to understand that our minds can be programmed any way we want. The authenticity of a person is what they independently become—not by the brainwashing of religion, culture, or any other factors. Religion and race cannot define nationality. Anyone can join any religion, and people of different ethnicities can combine and create a new mixed race. Only babies are authentically human without a race, culture, language, or religion. Then they are programmed to identify with the parents' faith, language, and culture, and assume that affiliation. We grow up learning biased opinions and discrimination that lures us to compete, dominate, and play supremacy against others. There is not a single superior race in the world. Everyone thinks they are great, and others are not good for whatever reason. We learn that not everyone is for us, and some are against us. This fear or defensiveness causes racism and bigotry. Culture defines people sharing the same religion, language, food, traditions, art, and music. These characteristics enable the group to

survive. But humans tend to take cultural identities too personally, and consequently, isolation, supremacy, dominance, competition, and antagonism set in. If we could reach out to strangers from far away places during the spice trade and silk roads, and trade with them peacefully, we should improve our social skills now.

I was born in Malaysia, and educated in Malaysia, Singapore, the Philippines, and Thailand. Through these travels, I learned that people have different ways, and it works for them, and it worked for me. Adaptation and cultural respect are a matter of mindset. Humans—from the East, West, North, and South—mingle, trade, marry, and migrate. People who practice multiple religions, or respect the neighbor's religion, are familiar in the east. In Singapore, one can spot Chinese in Indian temples, and Indians in Chinese temples, worshiping each other's deities. Christianity and Islam have members from all over the world. If we educate our children to respect diversity, they will respect others, and others will respect them in return.

As a Catholic, I worked for Hindu, Muslim, and Chinese business owners. In my adult life, my supervisors were from the East and West. Fundamentally, they are all similar—so human—but solid and delicate in different aspects. As long as people are not narrow-minded, they can respect others' ways and beliefs, and find the commonness as humans. However, if people are intolerant, they will be disillusioned to make race, culture, and religion for hate, prejudice, segregation, domination, and conflict. Education that concentrates on virtuousness can direct people to respect diversity in humanity. In countries where all shades of races and religions intermingle, the people are more accepting of one another.

In schools, racial and religious acceptance should be the norm to teach. Schools play a significant role in making humans more understanding of each other. Cultural belief systems are difficult to be changed, but tolerance and acceptance are universal virtues.

Compassion, tolerance, and respect will pave the way to make dramatic, positive changes for human socio-cultural integration.

The right thing to do is accept diversity and outlaw any form of bigotry and abuse associated with race, religion, nationality, gender, and sexuality. All leaders, teachers, schools, and families must educate our children and adults to accept and respect diversity. If some do and others don't, the problems will linger. People have crossed borders and connected with people from different races, religions, and cultures. Religion seems to pose a more profound challenge than race, as all races accept other faiths. However, humans have crossed all borders concerning race and religion. There seems to be no fundamental right or wrong with race, except that one is born into it.

Religion connects people to beliefs, rights, and wrongs; it cannot dogmatize any individual or race. National religions and religion-based races make no sense at all. Saying that Pakistanis are Muslims, and whites are Christians, makes no sense and cannot be realities. Religious freedom should be an absolute right for all citizens of the world. The United Nations should find a way to enact religious freedom as law, and racism as outlawed.

Conflict in Human Identities

The world had many grim leaders who caused immense harm to their people in the name of nationalism, patriotism, national unity, national heritage, race, language, and religion. Mao Ze Dong's grail was to defend communism as the way forward for China, and he deposed capitalists and orthodox beliefs from the face of China. Although he made good for China's unification, is it right to be so exclusive of one's ideas to call for war and destroy those who don't believe the same?

Leopold II of Belgium's reign subjected the Congo Free State to notorious atrocities, including torture, murder, and systematic brutality. "Crimes against humanity" was coined to describe his brutal practices against the locals. He amputated the hands of men, women, and children when they did not meet the rubber quota, and millions of Congolese people died. Józef Stalin, to eradicate "enemies of the working class," instituted the Great Purge, in which he imprisoned over a million and executed at least 700,000 between 1934 and 1939.

Historian Ian Kershaw described Adolf Hitler as "the embodiment of modern political evil." Under Hitler's racially motivated ideology, the Nazi regime was responsible for the genocide of about 6 million Jews, and millions of other national victims, whom he and his followers deemed *Untermenschen* (subhumans) or socially undesirable. Hitler and the Nazi regime were also responsible for killing an estimated 19.3 million civilians and prisoners of war. In addition, 28.7 million soldiers and civilians died due to military action in the European conflict. The number of civilians killed during World War II was unprecedented, and the casualties constituted the deadliest conflict in history. Hitler was the leading cause of the second world war.
Source: Wikipedia.

These are a fraction of the atrocities carried out in the world by powerful dictators. Ismail Enver, Pol Pot, Kim Il-Sung, Michel Micombero, Yakubu Gowon, Leonid Brezhnev, Saddam Hussein, Josip Broz Tito, Haji Muhammad Suharto, Tōjō Hideki, Mullah Omar, Idi Amin, Yahya Khan, Benito Mussolini, Ho Chi Minh, Foday Sankoh, and many more can go on this list. We have dictatorship problems in many countries around the world. Currently, in Asia, the unending military abuse of elected governments in Myanmar, Cambodia, and North Korea, and aggressions of China against Tibet, Hong Kong, and Taiwan, are realities of today. Africa remains the poorest and least developed continent in the world. Hunger, poverty, terrorism, ethnic

and religious conflicts, corruption and bribery, disease outbreaks—this was Africa's story until the early 2000s.
Source: Wikipedia, Feb 13, 2020.

Social and political problems such as discrimination, violence, inequality, conflict, marginalization, poverty, and environmental damage are just some challenges creating a human rights crisis across South America. In a survey conducted in June and July of 2019, nearly one-third of the leaders and prominent journalists surveyed in Latin America said corruption was the most crucial problem their countries faced. The second main issue, according to these experts, is unemployment and the lack of economic growth. Wikipedia, Sep 8, 2020.

Certain types of political parties can also be a problem. When they are all divisive, what is the purpose of the Hindu Nationalist Party, United Malay National Organization, Malaysian Indian Congress, Malaysian Chinese Association, Democrats and Republicans, and the Labor Party? Despite their ideologies, all political parties must be open to all diversity of people to join. No segregational or divisive political parties, based on race, religion, or bigot ideology, should be allowed to register.

There is no advantage to anyone in a country with multi-partisan political systems that divide rather than unite, and create distrust, hatred, and unending conflict. The world, especially leaders, needs to learn and lead people, nations, and the world to unite, cooperate, and collaborate, not divide and compete. With integrity, we all can love our neighbors.

Any effort to accept and integrate people of different identities and beliefs will be complex but rewarding for increased cooperation and collaboration, a principal solution to global problems. Cooperation and collaboration must be promoted, taught, and regulated as the foundational rule for national and international peace efforts.

Schools, colleges and universities, ministries of education, religion, and culture must proactively promote and establish strong departments to explore ways to create societies and communities that will learn to live peacefully with each other, however different they may be.

As fellow humans, we must learn to celebrate the achievements of each other and each other's nation's achievements. We avoid this because we are envious; we compete, and we let our pride and ego get in the way. We operate from human classification and status, country classifications and status, religious rightness, cultural and language superiority, nation's development status and ranking, and endless more.

We have yet to fully realize that we are together in one world, although diverse in many ways. We are all humans, with uncountable differences and yet so similar. We are guardians of ourselves and our Earth, and we need to start being responsible and accountable for that.

One People of the Earth

If humans wear their spiritual thinking hats, they will deny the commonness and learn from any human being on the planet if they make sense to them, with or without a religion. Humans fixated on race or culture are behind in evolution and civilization. All ethnic leaders who control others regarding their choice of faith and who they marry, harm individuality and God's fundamental right of freedom of choice. Everyone must have the right to decide on who they are and who they want to be. Or they cannot be authentic. The race is skin and language deep; that is as far as it goes. Anyone can be whoever they want to be, and connect with whoever they want. Let love, respect, freedom, and integrity call the shots.

Humans and Our Selfish Self

Humans seem to be naturally selfish, even as children. When governments use bias against race and religions, they are inadequate as exemplary humans of high intellect and do not have the integrity, honesty, and soundness to be national leaders.

As humans, we are what we believe. We believe from what we experienced in various settings from our homes, schools, religious institutions, governments, and the environment. Our experiences make us who we are, organize our thinking, and make us what we are. Instead of being selfish, we can create a positive world and find ways for peace and harmony. Selfishness and greed seem to be the leading cause of most human problems, including overpopulation.

Biases on Races and Religions

Humans are diverse Earthlings that inhabit one Earth divided into geographically isolated regions, climatic zones, languages, cultures, clothing, and food, which we call countries. The differences are a result of geographical isolation, climate differences, and one-race marriages. Humans from any part of the world can naturally intermarry and produce children without biological problems.

What is the result of one religion or race being correct? Killings, prejudice, hatred, competition, robbing, stealing, distrust, conquests, wars, death, and destruction. What was the result of the Jews being the chosen people, and the Germans believing they were the best race globally? The result was the second world war, which shames humanity to this day. All kinds of people are already on this planet, and no one can do anything to change that fact. We must teach each other and share our knowledge to survive, and support each other

as we share our food and wines proudly with others. We must keep that going.

Humans naturally delight in differences such as Russian Vodka, Thai tom yum, Italian pasta, American sandwiches, Indian curry, Japanese raw fish, Vietnamese pho noodles, English fish and chips, and Indonesian satay. We also appreciate champion footballers, Tibetan Dalai Lama, the Mayan calendar and numbers, Arabic numerals, Western science, Eastern meditation, and Australian kangaroo steak. We enjoy diversity; it makes the world colorful. Diversity problems arise when we become narrow-minded, identifying ourselves with similar racial and cultural groups, and competing with others. We are different; isn't that a beautiful thing for mixing and mingling? ONE genetic makeup with various features, but one human species with no subspecies—we are intelligent Earthlings and can get silly against each other senselessly. We need to try and focus on being bright only.

In collaboration, nations could stop the second world war and help other countries during famines, floods, and droughts. Human social intelligence is indeed a noble trait we all have within us. We can bring it forward, sharpen it, culture it, grow it, use it, expand it, nationalize it, and globalize it. Let us not be limited; let us be borderless—love one another. If we can love cats, dogs, parrots, and monkeys, we can love Caucasians, Africans, Jews, Arabs, Muslims, Christians, Buddhists, and Hindus, and the old, young, and disabled, and the rich and the poor.

The world needs re-education to love one another. We can benefit more from celebrating diversity as part and parcel of one humanity. A British person can still be uniquely different and love the Americans, Indians, Africans, and Mongolians. Humans fear things that are different concerning other people's identities. However, the differences make us intrigued and enjoy traveling the world and taking pride in visiting and enjoying the world's cultures. Japanese

sumo, Thai boxing, Western wrestling, and Chinese kung fu intrigue us, and we join them, train, and compete.

Despite the good we see in having those differences, we are still cautious because we are disillusioned to fear each other. It is still happening, highlighted by racists. Fear is an illusion at its core. It is an illusion that attracts what we fear, and more fear. All racism fears result from lack of knowledge, fear of the unknown, prejudice, and formation of stereotypes. Embracing others who are identifiably different in features or beliefs neutralizes the fear and creates bonding. We can live the way we want and respect others for how they want to live their lives. It requires a breakthrough mindset across the globe.

There were civil wars fought in Thailand because of racial, cultural, and economic differences. In today's Thailand, all groups of people, from the North, East, West, Central, and South, as well as people from other countries of various religious and cultural differences, live accepting each other as different but Thai or residents of Thailand, because of relatively equal treatment. Any individualized unfair treatment is not the call of the leadership.

The Burmese, Cambodian, and Vietnamese atrocities have only one underlying reason: The different ethnic groups do not have the wisdom to respect, cooperate, and collaborate. They consider each other inferior enemies and compound the problem with the idea of limited resources. Greed for wealth has been the reason for all the global wars.

Countries with a national religion or a primary race can cause conflicts when disrespecting people of different identities and beliefs. The solution to a happy world is mutual respect, cooperation, and collaboration. People can transform if there will be a mutual benefit for themselves, their children, or their country. We can re-

educate people for one world where everyone is equal rather than superior or inferior.

The global world is happening, human thinking is changing, and the internet and social media are speeding it up. Today, people may have one nationality, more than one, or live all over the world. Some countries now attract foreign retirees to take up residences and own properties to keep the economy floating or growing. This approved migration is naturally happening and shows how nationality is not definitive. Among the many tendencies, human migration is a natural phenomenon.

The genuinely advanced countries are those where all people live a good life, make contributions, and are happy. America is considered progressive, but Americans are depressed, live with fear and hatred, own guns, and shoot and kill. Ironically, they think they are superior and want to teach the world their ways, when many run away to take residences in other countries. That can't be advanced or superior. The racial, political, and greedy corporate capitalistic culture only shows that something is seriously wrong. The leader in so many advancement fronts can undoubtedly figure out how to care for all its citizens. Equity for all citizens is a requirement for the country's functionality. Unfortunately, equity is a significant problem in many countries worldwide. Although we are intelligent as humans, we have much to improve on equity.

Nationality is a label that is becoming less important, and the faster this trend progresses, the better. Everything we have comes from the Earth and returns to the world, so let us make it easy. Let race not be an issue at all in human or national development. Religion, unlike race, is not biological. The protectionist ideology forces people to remain in one faith or marry within one ethnic group. I have personally tried to practice many religions and have learned that people sincerely believe in what they have learned. The purpose of religions is for us to live as good people. Ostracizing others is not

living a good life. The bigger goal of religions is to make people think and reconnect spiritually with the universe, and love and respect each other. To be spiritual is more advanced than being religious.

In being spiritual, we connect with all people and their identities regarding race, nationality, and religion. In spirituality, one is concerned about humanity and everything that is of the universe. Concentration on race, nation, and faith makes us become subsets of society and divides us to look at each other in dismay.

Chapter 9



Governments and Education

9

Government Leaders

Governments have become gladiators where greedy politicians fight for money, power, control, and rare noble leadership. Dishonorable governments take advantage of large-scale public sector businesses and control the private sector for their benefit. Many national leaders do not have governance expertise in the areas they are assigned to lead. Without the capabilities, their advantage over their citizens is minimal. If governments have been adequate, there will be no poverty, racism, political conflicts, pollution, human trafficking, money laundering, and environmental degradation on the scale we observe globally. Government servants of all emerging nations turn to corruption and bullying because of the meager pay they receive.

Governments have become mega-scale, poorly managed industries. The governments that perform badly, create underprivileged nations and debts. We often hear that a country can only be as bad as the corruption and greed of its government leaders. The standard for all good governments must be one hundred percent citizens' well-being. That would require one hundred percent dedication to citizens and national development. "No citizen is left behind," and "all citizens matter."

This education to transform our leaders must start from kindergarten and must be continuous throughout their adult lives. If successfully educated, government leaders will have an increased level of integrity to care for all citizens and provide conveniences of systems, housings, medical care, education, and all forms of infrastructure to sustain the country's economy for the people.

The police and military brutality in so many countries has become exceedingly barbaric and uneducated. So many of our government officers are vacuous, corrupt, abusive, and self-centered, and have become notorious thugs. The world needs noble statesmen and stateswomen. It is time for leaders to learn to govern their nations with noble values.

Noble leadership must make everyone's lives valuable to a point where there are no poor people, homeless, beggars, marginalized citizens, discriminated people, uneducated or untrained people, and unemployed people. The country's infrastructure must be well developed for economic progress, and support citizens' convenience before riches and wealth.

Academic, vocational, professional, technical, and technological education must be available to all citizens, from three to retirement age. There should also be specialized education centers that educate and prepare a workforce that will take care of scholastically challenged citizens who may be talented to be productive in other ways.

Equal Rights and Liberal Access to Education

Rights to education must extend to consider individual talents, levels of capability, and individual preferences to match human resource development. Besides the regular professional and vocational training, governments must train citizens to protect the nation's

waterways, land, seas, air, mountains, lakes, plants, and animals that share our ecosystem. Countries must find ways to utilize people in strategic ways that can counter unemployment.

Rights to education are much spoken of and constitutionalized, but not everyone can afford education. Others can't find selections in the mainstream education offerings. Governments must explore alternative education for people who are not academically inclined. The world has long classified white-collar and blue-collar jobs, and has associated people with different statuses. Therefore, different payouts and benefits to the point of marginalizing and exploiting people. The poverty level is a clear indication of neglect and inadequacy of government leaders to explore and design strategies to train everyone to do something useful for a living.

The status of a government cannot be higher than the level of poverty in the country. Emerging countries are looked down upon, but what is there for their credit? Strategic planning and liberal access to education should be the norm for everyone to have a profession. If equal access has successfully worked, there should be no deprived or marginalized people in the world today.

Prisons must train all criminals, use them to become productive through apprenticeship, and pay for their living costs in jail to do justice for the taxpayers. We must transform them to a point where they will no longer be a societal problem or a danger to society. Until they become productive to earn a good living or be reformed to be a better person, they must continue their training and reformation in confinement. Prison wardens must be strong and empathetic to match criminal behavior and change them positively. Prisons must pay wardens well for their challenging and dangerous work. The ultimate aim for the prisoners is correctional for behavior and to learn a trade.

All disabled and older people must be trained or utilized in a manner fitting for them. They must be engaged in what they can do to enjoy their last bit of life. They must feel useful, get paid, or think that they are contributing to society. Governments must have Orphaned Care, Disabled Care, and Elderly Care departments run by empathetic leaders and staff. Everyone deserves to have their rightful place in humanity.

Education must be comprehensive and diverse to meet the nation's needs with people's specialties and capabilities. Funding should not be considered a problem; the world has enough resources for all the world's countries. Any nation that cannot harness its wealth lacks governance abilities and knowledge of abundant resources, or is corrupt. The government will earn more from everyone involved in economic productivity to develop cities, farms, factories, parks, and nations. The more the people are productive, the more gross national income there will be. However, many inadequate politicians think there is a lot more money in power and corruption.

Government Resources

Governments that complain about having no money are not sharp-witted or painstaking, nor can they design strategies for national productivity that will be the foundation for national development. Governments must have collected more money than any industry in the nation. If they do not, there is something wrong with the leaders' abilities, or the national income is siphoned to personal needs. If corporations are doing better economically than government leaders, the nation has selected the wrong leaders. Our Earth is the mother of all resources and has everything for everyone. The governments collaborating with the private sector must find safe ways to tap into the abundant resources responsibly for sustain-ability. Any country not developed enough has two common problems: corruption and unsuitable leaders in the government.

Governments must have highly creative, intelligent, innovative, and caring statespersons. Without visionary leaders of integrity, the economy, infrastructure, quality of life, and nation's state will be appalling.

Issues with Governments

Many government leaders waste time strategizing to be rich. They scheme political rivalry and national identity, language, religion, the superior race, nationalism, and patriotism propaganda. None of these are economically advantageous for citizens. They should concentrate on cooperation and collaboration in developing everyone for the nation. Many countries waste time in destructive political competitions that create civil unrest, genocide, and fragmented governments. Nations that compete egocentrically have something in common, a lack of integrity, inadequacy, a narrow mindset, or wickedness. They don't trust each other and don't deal fairly and honestly.

The entertainment of supremacy of certain races, religions, languages, and cultures reduces the sense of belonging of those excluded. We should support each other's languages and cultures and celebrate them.

Chapter 10



Breaking Through Humanity

10

Education for Productivity

All leadership at government levels and the United Nations must be in the front line to promote all humans' professional and vocational education. Everyone can learn something for every available career. Education is not only for those capable of completing high school or college degrees, but for everyone who can work and earn for themselves. Education and training are multifaceted, and colleges and universities should concentrate on specific social and economic activity areas. The best form of education in colleges is 50% theory and 50% apprenticeship.

Intellect is a human resource that exists in a zillion forms in all shades. Humans are built for different specialties, to take on the combined contribution for humanity and the world. Competence evolves through necessity, tryouts, experience, problem-solving, coaching, teaching, and learning. Humans can perish for want of farmers and doctors, or they both do the farming and medicine.

The responsibility of governments and educational institutions must be to equip every adult to have a productive specialty—vocational, technical, professional, managerial, entrepreneurial, research, custodians, conservators, and service providers for the disabled, the

elderly, children, and animals. Every adult must be productive and not become dependent, jobless, homeless, or a societal problem.

The game should change the jobless and homeless people to become solutions instead of problems. Every nation can have something for everyone to do. The government's job is to research and train specialists to identify what people can do, and teach the unskilled and unemployed to be productive in the fields of their interests or to accomplish national plans. To break through humanity, we must first resolve to educate every individual on the planet to live a life that is definable as success.

Success is when a person can have a career to sustain themselves, afford a decent dwelling place, medical care, and education for their children, and have time and resources to enjoy their life to fulfill their soul's passion. Success is not becoming dependent or a social problem. Everyone must read, write, and speak for themselves, seek help from others, and not be ashamed of who they are, but instead be proud of themselves and make contributions to their communities through their learned skills.

Cooperation and Collaboration

The solution to most problems between people, communities, and nations is respecting each other and valuing unity, cooperation, and collaboration. Whether we are talking about an individual, a team, an organization, a country, or the world, there will be an enormous success when we learn how to cooperate and collaborate. Much of the failure in the world is because of competing, conquering, dominating, and attacking each other.

Education must teach cooperation and collaboration as the foundational rule of thumb for organizational, national, and international deliberations. All schools, colleges, universities,

ministries of education, and departments of religion must proactively promote the oneness of humanity, interdependence, and the right of everyone to live on the planet. Leaders who practice bias toward race and religion will not be able to bring any unity. The solution to a happy world is happy nations; a contented country is happy people.

In multi-racial and multi-religious countries, no single race or religious group can be happy without mutual respect. The governments must ensure equal rights, privileges, and equity for all. If any country desires 100% loyalty to the nation, they cannot have biased and protective policies of one race or religion that can marginalize the rights of others.

If a country is issuing immigrants citizenship, it should treat them equally. History is imperative, but the contemporary period is more critical. Everyone born in the country must have citizenship, all rights, and privileges. Nationality must be a solemn right and a true sense of belonging. In many countries, the sadness from the differentiated treatment steers people to psychological despair, and some become disoriented and violent.

One nation and many statuses should not exist; however, many people but one motherland will bring more peace, progress, and loyalty for the nation. Cooperation and collaboration are possible only when people feel a sense of belonging to a country because of the equity and equality they experience. The government will harness a greater gross national productivity, income, and genuine patriotism with solidarity and collaboration.

In Malaysia, Cambodia, Myanmar, and Vietnam, the different races or ethnicities have been living suspiciously for centuries. The root cause is the lack of a common platform for all races and ethnicities to have equal rights, opportunities, and privileges. One cannot divide and look for oneness—a simple error in intuition. Divide and rule is

an anti-integrity and anti-human strategy of tyrants to remain in power through unfair advantage. Divide and rule is a sign of fragility and insanity.

In the article "Psychopathy in the Workplace," Clive R. Boddy found that "divide and conquer" was a common strategy by corporate psychopaths, used as a smokescreen to help consolidate and advance their grip on power in the corporate hierarchy.
https://en.wikipedia.org/wiki/Divide_and_rule#

Although psychopaths typically represent a relatively small percentage of workplace staff, they can do enormous damage in senior management roles. Psychopaths are usually most common at higher levels of corporate organizations, and their actions often cause a ripple effect throughout an organization, setting the tone for an entire corporate culture.
https://en.wikipedia.org/wiki/Psychopathy_in_the_workplace#cite_note

Countries that have psychopathic leaders can create extreme damage. Singapore does not have the advantage of size compared to other Asian countries. If there is one good reason for Singapore's success and the respect it receives globally, it is the level of integrity this nation has. Although some discontent exists among a minority, most citizens of any race, born or immigrated, foster a strong sense of belonging. The government strives for equality as the norm.

Thailand has had a few civil wars for political and economic reasons. It is not a perfect country as there are some stateless people due to political problems from the neighboring countries. Nevertheless, regardless of their ethnicities from the North, East, West, Central, and South, the Indians, Chinese, and others from the East and West accept Thailand as their home. The country's policies build a strong sense of belonging. Any child born in Thailand can become a Thai

citizen at 18, even if they are foreign. So can a child born to at least one Thai parent, regardless of the place of birth.
https://www.google.com/search?q=can+children+born+in+thailand+become+thai+citizens&oq=can+children+born+in+thailand+become+thai+citizens&aqs=chrome.69i57.16577j0j15&sourceid=chrome&ie=UTF-8

If the leaders know how to bring about a strong sense of belonging, the nation can enjoy stronger cooperation and collaboration from its people for all its advancement efforts. The necessity to treat people undifferentiated, and provide equal opportunities for their successes, is fundamental to negate fear, prejudice, resentment, and a competitive mind.

Intelligence is a human resource. If we believe in it, we can achieve anything we want. We do not need to fight with each other as resources are abundant and can be replenished, farmed, harvested from nature's cycles, recycled, and reused. All atrocities against humans and animals declare that we have not explored the full potential of being noble humans; we have not understood our limitless intelligence. If we find ways to cooperate, collaborate, and build each other and our nations, we can maintain a world of peace and integrity.

The Burmese, Cambodian, and Vietnamese atrocities have only one underlying common logic: They considered the different ethnicities enemies; they became divided, learned to distrust each other, and mistreated each other. The idea that one ethnic group is superior, renders other ethnicities inferior. Then the domination of one group to monopolize the power and resources starts the war against others, and others against them. The cause of this antagonistic power struggle is the lack of human integrity to understand and respect one another as diverse human siblings, and share the abundant resources that our Mother Earth provides for everyone.

Today, thousands of Burmese, Laotians, Cambodians, and Vietnamese work and live in Thailand. On the flip side, Thais are all over the world. Neither Thailand nor the countries that accommodated Thais have become poorer. President Trump's idea of the Great Wall of America is a classic example of a lack of discernment on the origins of settlers and the right of the Native Americans who have lived and roamed the Americas and called it home. He forgets that the Native Americans of the Americas and Canada have more rights to the Americas than any other Americans. All settlers and Native Americans must have equal citizenship, privileges, fairness, and equity at this stage. There is nothing anyone can do about it. However, if America marginalizes the Native Americans, it would be equivalent to robbing, killing, and humiliating them without integrity and remorse. The same situation exists in Canada, all South American countries, Australia, New Zealand, Africa, and all colonies.

As we cannot undo the past, the fairest solution is equal rights, privileges, and equity to all who have made those countries home. Who came first is not the real question. It is always the argument of the unevolved. The natives or the pre-settlers must have all the rights to where it was home to them at all times. All nations occupying others' countries and continents can find ways to live happily together, with strategies that make peace with the natives and the past, to make the present not resent the past.

To educate a nation to develop all adults with skills requires a networking system lead by capable leaders. Countries are divided into provinces, cities, districts, and sub-districts. The government must coach all leaders from provincial to sub-district levels on implementing the program to educate every citizen. The sub-district leaders must ensure that every adult in their sub-district is trained and assigned to jobs. District leaders must support sub-district leaders to complete their tasks. When the sub-districts are transformed, the district would have completed the process. When all the districts complete their jobs, the cities, the provinces, and the

nation would be complete. Provincial governors must lead all leaders of the towns, districts, and sub-districts. The national government must train the provincial leaders. The task of developing a nation and taking responsibility for the people is not a small one; neither is it for weak or unscrupulous influential leaders. Transformed countries will change the world for the better. If we think this is too idealistic, our human capabilities can become questionable.

Values All Humans Must Be Taught

To make the world a better place for everyone, we must start with all human beings being equal in status. Humans, in the past, had no citizenship to any nation. If there were no nations now, the world would belong to everyone. We have countries now, and people from all the countries work, marry, migrate, and live in other countries. To go backward now would be futile. The solution then is civilized governments. To transform people, the governments must transform leaders to make and implement fair policies. If no race or religion is preferred, everyone will understand that and follow. Impartialities grow because of unfair laws and biased application of rules to protect the preferred.

The International Court of the UN must take strong stands against notorious leaders of the world. The ethnic minorities of Myanmar, the stateless Rohingyas, Syrians, and others worldwide are suffering from the atrocities of corrupt leaders who are inhumane, have no integrity, no education, or knowledge of governance and economic development. Nations struggle with the simple ideology of cooperation, collaboration, responsibility, accountability, and honor. Today's world works with a lack of integrity, care for one another, charity, kindness, sharing, empathy, and respect for humanity and diversity. The world's number one enemy of the people and environment are the malicious evil leaders. World leaders carry out the most significant and dangerous environmental destructions.

There will be little hope for the world if the greed of the wealthy and the powerful is unchecked.

Respect for diversity should include compassion for those who are less privileged. Humans are differentially intelligent, but poverty exists because of the deprivation of privileges made available to some. The value of understanding the plight of others is a form of higher intelligence that is lacking in selfish people and leaders.

Enemies of Humanity

Ego and supremacy make those who indulge it disrespect and mistreat others. Civil, religious, and racial conflicts; wars between nations; and world wars have their root causes in ego, supremacy, and revenge. No humans will accept **inferior** status from other humans. The world is marred with subtle and tenacious humiliations and retribution for those degradations. We can have more civil negotiations and agreements if we can respect each other without judgment and the vicious idea of taking advantage of others.

Human civilizations occurred gradually, with different people from different parts of the world at various times, and many simultaneously. There are grand monuments of human cultures around the world, and many more buried underground and underseas. The silly notion of taking prejudicial pride at the time of exceptional achievement has been the nature of humans, often at the cost of subjecting their neighbors to their control. The Roman Empire, the Japanese occupation, the British Empire, the Persian Empire, and the First and Second World Wars resulted from military or economic supremacy and conquest conflicts. When one country wishes to control another country's wealth, territory, religion, language, culture, and socio-political ideologies, civil dissatisfaction, abuse, disagreements, and defensive wars ensue. The flip side of the pride of the advanced nations who looted the wealth of unassuming

colonies is the shameful state of those colonized nations. It is understandable but unthinkable that the slave trade, the genocide of Native Americans, and robbing every form of valuable resource from the colonies were acceptable and not repaid but instead continued in other circumstances.

Truly superior nations do not conceit in superiority and subdue others as inferior. All colonial subjugations and conflicts were the results of egocentrism that treated others as inferior. Any form of egocentrism that can exist at any time will cause problems between individuals, communities, and nations. The American, Russian, and Chinese aggressions are nothing but irrational narcissisms.

Humans are **selfish, self-centered, and greedy.** Selfishness disregards the needs of others, can deprive others of their fair share, and makes it difficult to make contributions to other humans. Only a dynamic education strategy can bring this trait under control. On the contrary, they have also been unselfish, and some have been philanthropists. Regrettably, many help their race, religious groups, and nationalities, while true humanitarians contribute to anyone without boundaries.

Corruption is a self-centered, calloused cancer of society and nations, one of the devil's most powerful tools to destroy humanity and the environment. It twitches to corrode progress, eventually weakening the country with poverty. All poor countries are stricken with corruption for money, power, or control. It is not thinkable that there are so few competent and honorable leaders in many countries. Any leader who does not see corruption as an enemy of the nation is calloused to its indifference and not fit for leadership. Integrity builds outstanding nations, while corruption can destroy the best of countries. They are opposites.

Seeking fame and self-glory seems natural for many races, religions, and nations, leading to competitions that have no real

benefit to anyone. One seeks self-glory when associating themselves with the success of the group, claiming victory as their own. The individual does not need to be personally involved in the successful action. Humans tend to bask in the success of their idols, achievement of religious attacks, history of nations, famous persons who share the same identity, or sports winnings. Casual self-glory is often harmless; however, fanatic, obsessive, brotherhood, nationalistic, and patriotic affiliations lead to the abuse of others. This human behavior is rooted in the narcissism and psychopathic ideologies of the group. With technology rapidly growing, people can become obsessed with their fame or recognition based on the success of others.
https://en.wikipedia.org/wiki/Basking_in_reflected_glory

Vain patriotism and nationalism are forms of self-glory that create suspicion, distrust, supremacy, and competition when taken to the extreme. Many leaders use them for propaganda to gather patriotic support. Positive patriotism and nationalism bring citizens together for the common benefit without competing against other people or countries. Unfortunately, patriotism and nationalism have caused many wars. The cold wars of America, China, and Russia are examples of narrow-minded self-glory that does not recognize intelligence as a human resource but a pride source.

Racism, bigotry, and prejudice render humans not evolved adequately for social interactions and scientific intelligence to understand differences. Rational humans will seek to understand, accept, and support one another's existence, and learn from each other. Intelligent people will not forcefully subject others to their control, or destroy others for the sake of dominance and conversion. Most genocide activities have the root cause of racism. Racism, bigotry, and prejudice are the most shameful attributes of humans that undermine our God-given intelligence.

Humans who **believe in scarcity and limitedness** are, in fact, incapable of harnessing the nations' resources effectively. We cannot overlook the continuing supply of everything: food, water, energy, minerals, and air. Because of their ignorance, slothfulness, or the get-rich-quick schemes, they become lazy to find scientific, technological innovative solutions to harness the resources. If we clock the world right now, there is enough food, water, and shelter for every single person in the world. Take a trip to the supermarkets, wet markets, department stores, and restaurants, and you will find plenty of supplies, and what cannot be sold is disposed of as trash.

Governments must establish ways to educate those who do not have the skill set to be economically productive. Leaders should not leave them alone; it will only show how incapable the leaders are of caring and designing realistic and practical ways for them to live a good life. There is no land, water, or food deficit except that we have not harnessed them for our sustenance and advancement. If nations have problems with resources, their leaders are witless managers of their national resources.

The world has many people and leaders who are **closed-minded** and unreceptive to new ideas or different views. They are hard to argue with or convince otherwise. Closed-minded people believe their way is best, better than others, or others are wrong. My way or no way is the trademark of the people whose minds are limited to their extreme beliefs or power supremacy. They often do not listen to anyone because they are content with their views. They live in their box, never get out, and never see what's in other's boxes. The deep-seated hatred, wars of words between staunch believers of one faith against another's, among Muslims, Christians, Hindus, Jews, Buddhists, and other religious groups, are facts of closed-mindedness. They believe what they know is absolute truth, but no one can be sure of that. There must be some good in every religion because humans choose to follow them. Therefore, any religion being wrong cannot be the truth. The world has more killings and

atrocities in the name of religion than any other reason, due to extreme closed-mindedness.

The liberal mind is flexible and adaptable, draws consensus, emphasizes, sympathizes, cares for others, enjoys and takes pride in others' ways of life, consents, cooperates, collaborates, and celebrates others' beliefs. To live collectively, one cannot be closed-minded. I will choose a great democrat leader with the same vigor as a great republican leader; what matters would be who has a solution for the nation. We should form a political party that would embody the solidarity of all citizens. Political parties must be open to the belief of others to build consensus—not one race, religion, or belief system based.

Hatred, killing, looting, control, and tyranny are self-serving enemies of humanity. Hatred has a strong relationship with ourselves, our personality, feelings, ideas, beliefs, identity, and experience. Tyrants rely on secrecy and lies to pursue their selfish motives by powerfully creating fear. People who hate, kill, and control others are tyrants. They are brutal, mercenary, and manipulative. In contrast, leaders are benevolent, caring, and noble; they have great minds to harness cooperation, unity, and collaboration. They eliminate the opposers and confronters for their convenience and power by causing extreme fear without remorse.
Warmongers of conquests use power to legitimize land grabbing, robbing, and mass killings. Conquerors and colonizers presumed illegal power to sanction inhumane mistreatment of others, genocide, and enslaving.

Supremacy is the state or condition of being superior to all others in authority, power, importance, or status; it is chauvinism. Supremacy stems from the perception that others are inferior. Human supremacy against animals makes many humans treat and kill animals without the slightest regard for their emotions, pain, or life. Male chauvinism is the belief that **men** are **superior** to women,

therefore making females inferior. Patriarchy is a system of social organization characterized by **male dominance**, usually justified by religion, culture, or tradition. It is a global phenomenon.

Misogyny has its foundation in male supremacy; it is the contempt for women or girls to keep them lower in status, and enforces sexism. They punish women who reject subordination. Examples of punishment are sexual harassment, domestic violence, raping, acid throwing, and femicide. Misogyny operates through coercion, legally or socially excluding women from full citizenship, and psychological techniques to control women. In some cases, misogyny rewards women for accepting an inferior status.
https://en.wikipedia.org/wiki/Misogyny

White/Caste/Race/Religious supremacy are enemies of humanity.

Labor supremacy is the belief in the dominance of an employee's importance as a worker, above actual reality. It is not about labor disputes or equity that can be resolved through negotiations and revising policies. It is about one's perception of importance, superiority, and, therefore, the demands. It is an over-emphasis of self as indispensable and sometimes as protected by labor laws. Labor laws protect workers from employer abuse, and they should. However, employers must also be protected from labor abuse. Rules should make employees and employers positive, cooperative, collaborative, and appreciative of each other. In reality settings, employees and employers benefit from each other mutually. Neither should abuse the other. If employers are constantly worried about labor demands and laws, they will take actions that will protect them from excessive liabilities. Employment is a cooperation between the employee and the employer.

Employees cannot benefit from a financially unstable organization, and it should be the responsibility of the employers and the employees to make the organization a financial success. Employers

must be fair in their equity distribution for all their stakeholders—the customers, employees, and employers. Fair laws should protect employees and employers. When governments overprotect employees, organizations become powerless to provide quality goods and services. When employers play supremacy, labor is abused.

The labor laws, especially in less developed countries, where public servants are underpaid and put in charge of making laws, make legislations to protect themselves as members of the labor force. But the private sectors generally pay more, become victims of labor laws, and resort to survival strategies of overpricing their goods and services, which causes inflation that returns to consumers—employees, employers, and the public. Government leaders are employees of the state and employers of the government servants. All government leaders and public servants are employees of the people, the taxpayers.

In providing labor, commitment to do the best quality work or service is an obligation. In labor chauvinism, not everyone can guarantee that but demand equality with those who are competent workers. Conflicts with them are difficult to resolve. The inter-dependence amongst the employers, the employees, and the government must be based on fair laws. In some countries where employers are above the law, it paves the way for labor abuse. Where governments overprotect employees, labor chauvinism becomes prevalent. Many labor departments also apply one set of rules for all situations of employees and employers. Labor laws are essential, and they should balance the quality of performance and meet the adequate needs of employees.

Entitlement is neutral and has blurred areas where it can be abused. It is a right to benefits specified by law or contract and the belief that one is deserving of certain privileges. In organizational situations,

employers and employees must understand the interdependence of each other and the healthy functioning of the association.

Tobias Higbie, who writes about labor, migration, and social movement history, shares this in his book, *Labor's Mind: A History of Working-Class Intellectual Life.*

According to new research from the University of New Hampshire, employees who have a sense of unjustified entitlement are more likely to say that their bosses mistreat them than their less entitlement-minded co-workers.

The researchers found that employees who had higher levels of entitlement were more likely to claim that their managers were abusive.

The researchers also found that when they compared the responses of employees supervised by the same manager, entitled employees were more likely to report higher levels of abuse from their managers, even when their less-entitled co-workers did not.

People who exhibit "psychological entitlement" have unjustified positive self-perceptions and are reluctant to accept criticism that would undermine their rosy views of themselves, explains Paul Harvey, associate professor of organizational behavior at the University of New Hampshire, who led the research.

Entitlement-minded workers can be selfish, narcissistic, and believe that they deserve many more rewards and much more praise for their work than are warranted by their performance.

http://laborsmind.com/: A History of Working-Class Intellectual Life.

Entitlement according to agreed terms is fair, and committed workers usually are grateful, make positive contributions, naturally climb the ladder to higher and better-paid positions, and contribute more from a higher place in the organization. However, uncommitted workers continually are involved in mediocre work, complain a great deal, and are constantly looking over whoever is paid or benefitted better. Many foreign workers from higher-paying countries come to lesser economic countries and insist on the salary rates of their home countries, and make it a colossal entitlement debate. Why did they move in the first place? They must not be satisfied with something in their own country, and they never will be happy with anything anywhere ever.

Although professional qualifications and licensing tell some truth about the quality of preparations for work, they need to be tested and tried, not taken for granted. It is pretty standard for employers, supervisors, and employees to disagree on the quality performance against expectations. When self-centered, inadequate, lazy, entitlement-minded employees make demands, the conflict will bend to the employer's abuse and instability of the organization.

Abuse of labor refers to employers guilty of some labor abuse or violation, such as unsafe working conditions, employment of children, mandatory overtime, payment of less than the minimum wage, abusive discipline, sexual harassment, or violation of labor laws and regulations. These employers are money-oriented, have little appreciation for employees, manual labor, and the poor, and treat them contemptuously.

A simple definition of the abuse of power is the misuse of a position of power to take unfair advantage of individuals, organizations, or governments. Abuses of power have been variously described as white-collar crime, economic crime, organizational crime, occupational crime, public corruption,

organized crime, and governmental and corporate deviance. The common element of these crimes is deceit. Although such acts have been perpetrated since earliest history, recent technological and social changes have created a more conducive climate.

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