

# The Education of the FUTURE Now!



An invitation of Pedagogooogia 3000 to the world  
2018  
2<sup>nd</sup> Edition

Foreword by Don Federico Mayor Zaragoza

## Credits

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## **Acknowledgements**

I thank all the children in the world for their Light and Love, and especially my children Mateo, Tom, Dayme and Kanduash, as well as Anku and Anka.

I thank the young people and particularly those who inspired and pushed me to undertake Pedagoogia 3000.

I thank the babies that are born and those to come.

I thank my parents and grandparents, those who came before me to open the way for us, to all the teachers and parents of the world.

I thank all the people who made this book possible: Ana Ichaso, Natacha Henríquez and Daniela Martínez Peñaranda, for editing; Sergio Laura and Ariel Oscar Robles Aballay for the cover, Jaime Zapata Vega for the design and the wonderful illustrations by Luciane Lewis Xerxenevsky.

I thank Khalil Bascary for the foreword filled with the hope of youth and for motivating us to fulfil our purpose, each and every one of us.

I thank Roeland Peeters for the translation and patience.

I thank all the Pedagoogia 3000 teams around the world from the bottom of my heart.

## P3000

Let's co-create a new Education, together. It is time, it is now, it is in our hands. Education 3000 comes from Pedagogia 3000®, which was started in South America in 2001. In this book we will write it **P3000** for short.

We are co-creating a Comprehensive Multicultural Education that promotes **Culture of Peace and Solidarity**, transforming Education worldwide. We are an organic grassroots team of enthusiastic individuals and non-profit organizations, mainly formed by teachers, parents, youths, health and education professionals from more than 50 countries.

We invite everybody to be part of this extraordinary journey, generating inner and outer changes, elevating our consciousness and manifesting a deep educational Re-Evolution for all.

P3000 is an invitation to **co-create** together an Education which is:

- Culture of Peace oriented.
- Fun and friendly.
- Integral and multicultural.
- Ecological.
- Based on Emotional Intelligence.
- Humanitarian and caring.
- Based on the 7 Petal School proposal.



## Foreword by Don Federico Mayor Zaragoza

The education of the future, just like that of the present or the past, must not be confused with training. The educational process has to be able to shape “free and responsible” people, like the 1<sup>st</sup> article of the UNESCO constitution states.

“Free and responsible” for the full development of the faculties that set the human species apart from the rest: think, imagine, innovate, create! It is fundamental to know how to use technology so that excessive influence of methodologies on our thinking can be avoided.

Consequently, to be “educated” does not mean knowing many languages, mathematics or physics, but live without fanaticism, dogmatism, supremacism, with our wings free to soar in the infinite space of the spirit.

Neither must we confuse knowledge with information. And, above all, information with news. News is information about unusual things that happen, the extraordinary. And that is why it is fundamental to place news in its context, what it really means.

According to the Jacques Delors report on “Education in the 21st Century”, the educational process is characterised by four fundamental pillars:

- Learn to know
- Learn to do
- Learn to live together
- Learn to be

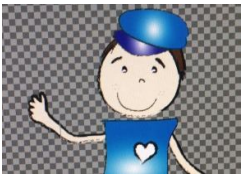
And I added “learn to undertake”.

“Education to lead your own life”, in the wonderful expression by D. Francisco Giner de los Rios for, how to establish the Map of the Earth, to be world citizens and

Share  
Empathise  
Commit  
Live together...  
“UnLive” for the others

Social commitment and solidarity to forge a culture of peace and not one of violence, in order to facilitate this historical transition from Force to Word.

“The Education of the FUTURE, now”, promotes, with an interdisciplinary focus bases on the equal dignity for all human beings and a harmonious development of the cognitive faculties which are an



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integral part, the education that is needed in order to, in the new era, live the essential mystery of the human species to the full.

Federico Mayor Zaragoza

13 de marzo de 2018.

Ex Director-General of UNESCO

Ex Minister of Education and Science of Spain

Member of the Honorary Board of the International Decade for the Promotion of a Culture of Peace and Non-Violence for the Children of the World

Chairman of the Foundation for a Culture of Peace

### Testimony from the youths

By Khalil Bascary

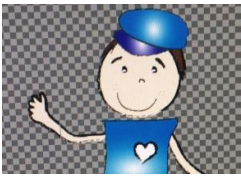
Yes, I know, something has led you here. I don't know your age, your name, your interests, but I do know something about human nature which makes me think you want to explore what follows. How many times in life have we questioned our ideas, our dreams, if we are doing the right thing with the decisions we make, if it is worthwhile risking ourselves for our ideals. Noemi Paymal talks to us about these searches, these questions and the multiple answers that rise up in exploring new realities.

Did you like going to school?

What use were the things you learnt there later on in life?

For the majority of people school years were traumatic. A school should be an environment where they help us to grow and expand, but what usually happens is that after the process we grew "down" instead of "up". It has been shown that after entering the school system children lose creativity, self-esteem, and enthusiasm as years go by. Instead of fuelling the fire of our spirit, we are forced to mould the brilliance of our spirit to what is declared from the teacher's desk of the classroom. We are told we have to go to school to become someone in life. If this were true, there wouldn't be so many adults (maybe even the majority of them) with identity crises and existential crises, who only get up in the morning out of inertia, without a purpose and a feeling for which to want to live.

We are born in a context where we repeat beliefs that nobody has proven, theories that are no use to anyone and information we never use. Nevertheless, every now and again some pioneers take the veils off our eyes in our heart. They motivate us to use their words, not to oppose that which they do not want, but to create that which they want. Some of these brave people use their hands, not to erase what was written, but to write new stories in the collective mind of humanity.



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I lived in a world where teachers teach you “A” and do “B”. Where classrooms are day care centres in which society keeps this mysterious stage called childhood. In school, or in spite of it I discovered how to solve mathematical problems, how to relate cellular growth with human relations and the dynamics of atoms to improve team work. All the situations for which, instead of being praised, I was punished and chastised by teachers, only because I stepped out of preordained procedures and I was thinking in a way they had never thought in, outside of the box.

I still remember my first physics class. I got to school – for the first time in a long time- with enthusiasm, because I was going to hear a teacher who supposedly knew a lot about how the universe worked. I hadn't even gotten halfway through the lesson and we were already arguing (the teacher and I) because he said “flying saucers” didn't exist, pure and simply because they violate the laws of physics. And I replied that Newton's Third Law was flawed and that one day someone would realize this. He took this as a heresy, as something impossible. After that I had many difficulties in this subject for the rest of my school years, even if, essentially, I loved physics.

In my ideal world a physics teacher would be someone who motivated their students to think about the mysteries of the Universe, not someone who just like a “Scientific Evangelist” should limit the thoughts of young people so that they adapt to semi-religious belief systems. And I couldn't wait for someone to create this ideal education, I had to do something and I started myself. I became a teacher on the mysteries of the Universe: a Physic-Metaphysic-Artist-Craftsman-Cosmologist.

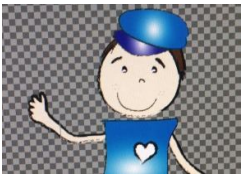
A whole new world opened up. It began with an idea, a purpose that was dedicated to the Universe, a purpose that was felt, sheltered and exalted in the gardens of the heart and, from there, pushed its dreamer on a voyage to mystery on which a new tomorrow would be moulded.

This book talks about this voyage, from the perspective and purity of Anku and Anka, two children who from the most heroic essence of their souls, are inspired to go beyond what is known, to open new roads in the minds and lives of human beings.

They, together with Noemi, will lead us on a trip with surprising situations in the world of ideas, emotions and Earth, telling us about a new educational proposal for all which is not only possible or applicable, but which already exists and is already working.

Just like Anku and Anka who go on a quest for answers, this book does not want to be a definitive system, but a true and sincere search for integration of the new socio-cultural paradigms, both philosophical and scientific, to be able to see the world in a more harmonic way in our relationships as human beings, adults, children and inhabitants of Planet Earth.

Our minds are connected to the great unified field of life. When you set your mind free of problems, you are opening your mind to the Universe. For this reason, this is a call to action for the dreamer children we once were, to the rebellious adolescents we once made flesh and to the



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responsible adults we can be. It is a call to the creative consciousness of each and every one, to take the skills you have acquired in your hands and forge a society where we are happy in school together.

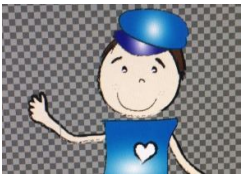
*You can only change what you see when who sees changes.*

These pages want to change the perspective of the observer of the world, so that their world can change.

If you are unable to adapt to this world, it is because this world and you have to reach the state of making love, adapting one to the other. Learning from each other, inspiring each other, and, together, create something different. This book is a flower along this road, a flower with seven petals.

This is one of those voyages that remind us we live in a creative universe and therefore we want a creative education, for creators of harmonious creations. As creator of universes I do not accept a universe where there are no "flying saucers"... I told my teacher there is more to life than what he or Newton could see... And you know what? Recently NASA invented an engine that breaks Newton's Third Law. Long live magic!

Khalil Bascary  
Cosmosociologist  
24 years



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### Introduction

Welcome to *The Education of the FUTURE, now!*

We welcome all children of the world and those who are about to arrive.

We invite the parents, grandparents, and the whole family to participate.

We welcome teachers, professors, all school teams, to the people in charge of making decisions, to the educational institutions and the media of the world.

We are all -in some way or another- part of and responsible for co-creating a new Education.

And we welcome you, dear readers, friends, colleagues, young people, agents of change, active dreamers, dreaming activists, co-creators (*if you believe it, you create it*) who hold this book in your hands, turning the pages of your own lives, your own history and society... honouring the pages of the past, the present and the future, activating the pages of the heart, transforming the pages of Life to their next stage, opening more space for goodness, comprehension, wisdom and love.

We are all part of this Humanity in constant evolution, going forward with more awareness, preparing for a quantum leap, preparing for more Love, preparing for the next *homo*.

We invite you to walk these pages together, to dream again, and to co-create solutions, to find ways to help and accompany the children, babies and young people harmoniously. It is our compromise and promise to them, for the world and for us. Welcome to your own heart!

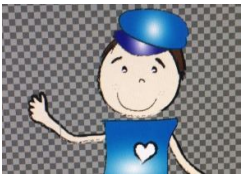
As we indicated, every chapter of this book *The Education of the FUTURE, now!* begins with a novel which tells us about the adventures of Anku and Anka, two children who changed their own Education.

Later we will, successively, cover the following topics:

Chapter 1 reflects on the Education we really want. Why? How? What kind of Education do we not want? What happens in school? What are our priorities as parents? And as teachers?

Chapter 2 presents the outstanding of children in the world in general, covering their physiological, psycho-emotional and neurological changes.

Chapter 3 highlights the importance of Emotional Intelligence in students, in the knowledge that the Emotional Coefficient is more important than the Intellectual Coefficient, in order to be successful on professional, family and personal level. And it also gives some practical recommendations.



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Chapter 4 outlines where the New Education goes. Which components are coming together in the Education of the Future. The 7 paths of the Education of the Future. What does Socio-Multi-Education consist of? How to co-create a durable Culture of Peace.?

Chapter 5 presents the practical educational scheme of the 7 Petal School. How to concretize and easily facilitate the Integral Education, with 7 clear pedagogical areas which strengthen the various levels of the human being, harmoniously and in balance?

Chapter 6 centres on how to change Education in general and how to reach our goals. What are its values and ethics? How does Education allow for the fullness of the students? How does it latch on to their purpose in life? How can they actively prepare for the future, enjoying the present (enjoying who they are, what they do and who and what they want to "be" and "do") and at the same time honouring the past? What are the steps to take?

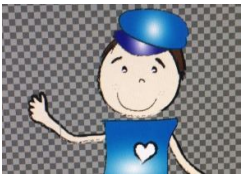
Chapter 7 invites everybody, all together, to co-create a beautiful Education for all the children of the world, for the Planet, for Peace. It is our commitment and responsibility to help the children, young people and babies...

And then we enjoy the epilogue.

At the end of the book you will find a "Q and A" session, as well as a number of international documents by Pedagoogia 3000, Worldwide Link for a New education, which propose practical changes in favour of a new Education:

- The Blue Declaration
- Letter to the Governments

Followed by: What is Pedagoogia 3000? And we finish the book with an extensive bibliography of references and contacts.



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### References

The medical references at the end of each Chapter are excerpts from the video: *Neuroscience – For another Education (Neurociencia - Para otra educación)*, quoting:

- Dr David Bueno, Researcher of Genetics and specialist in Neuroscience, Barcelona University, Spain.
- Dr Javier Blumenfeld, Paediatrician and Member of the Observatory for the Development of Innovations in the Field of Education, Universidad Rey Juan Carlos, Spain.
- And Dr Anna Forés, Doctor in Educational Sciences, expert in Neuro-pedagogy, Barcelona University, Spain.

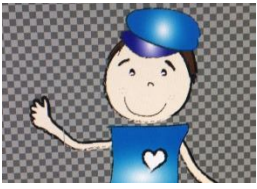
You can find more explanations in the books by Pedagoogia 3000, which you can download, free of charge, at [www.pedagoogia3000.info](http://www.pedagoogia3000.info), as well as much more educational material.

Let's co-create!

This book is a book for co-creation. This is not just a book to be read. We suggest you write your own notes and draw your own ideas in the blank pages we left for you to use at the end of each Chapter. This book invites each and every one of you to action and to enjoy the transformation of Education...

We also invite you to share, set up study meetings, organize groups in Social Media, practice, set up some kind of pilot project, first with small steps... and go forward little by little.

And finally we invite you to celebrate each step, celebrate this great turn for Humanity, celebrate the great change, celebrate Life and celebrate our own part in it.



## Chapter 1

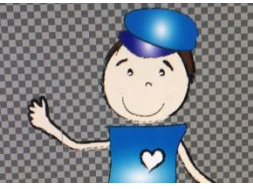
What kind of Education do we really want?

The Novel: Anku planned to escape



**It's the end of the day.** The gentle golden sunrays drown in the smog and horns of the cars. Anku and Anka are going home from school. Anku is a wonderful boy, straight black hair, lively eyes with sparks in them and tall for his age. He is very active! (Too active would his teachers say). Daring and fast... He likes to have fun! Anka, his sister, is brilliant, even if a bit timid. Her beautiful eyes, slightly slanted stand out. They shine, show intelligence and radiate tenderness at the same time. Both are very





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charismatic. Anku is ten and Anka eight years old. They both love animals, flowers, *i-Pads* and observing insects.

The school bus goes slow because of traffic.

- How was your day? -asked Anka to her brother.

- I had English and Math. Oh Anka, they were so boring! And I have a lot of homework for tomorrow. And you know what? I complained and just because I didn't agree with the teacher he gave me extra work, in Math! Terrible! It isn't fair!

- And the rest of your class didn't stand up for you?

- They did... but the teacher said that if we went on like that, the whole class would have more homework and there wouldn't be any break for anybody! Bad, very bad. He said there was going to be an inspection next week and he wants us to be up to date with the program.

- Anku, so the teacher was stressed.

- Yes, very much... And you? How did it go?

- You know; I saw a fight during break. Anku, it was so ugly, they hit each other very hard. And they were shouting to each other very bad words. I had to call my teacher to help break them up. Anku, why is there so much violence?

The bus was stuck in a traffic jam. Every day it was the same story. The bus driver started to honk and spat out some swear words.

- Anka, this is too much! I can't stand it anymore! –exclaimed Anku.

- What Anku?

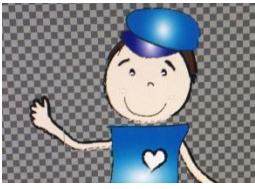
- Traffic, my math's teacher, really, I can't stand any of my teachers, actually I can't stand school!

- Hmm

- Do you know what? I am planning to escape...

- Anku!

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*What kind of Education do we really want? Why? How? What kind of Education do we not want? What happens in school? What are our priorities as parents? And as teachers?*

### What is happening?

We are living in times of accelerated change at all levels. And Education? It has been left behind, very much so in many cases. For example, let's compare the telephone our grandparents used to the multi-functional cell-phone of today. The first car and today's latest model. The first steam train and the High Velocity Trains of today. The first airplane and the Space Shuttle. They are completely different.

And the school from before with the schools today, they keep doing the same thing. Desks and blackboard mainly. The same happens at Universities. The children and young people of today are shouting out for Education to adapt to the speed of change of today and to their reality.

In effect, we are witness of a great breach between Education and the real needs, as well as human beings as well as society and the Planet itself. Here is the true triad of Education, a human being that wants profoundly wants to feel "whole". A society which reorders its values and priorities. A Planet which needs care and respect.

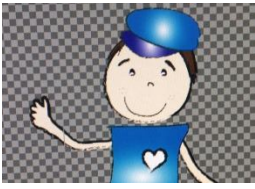
***Let's let them soar!***

*It is our wonderful lot to co-create the Education of the Third Millennium.*

*It's up to us!*

*What a wonderful adventure, an opportunity without precedent, unique, historical!*

*We are all going to learn and grow in this educational transformation, and, at last, we have a real chance to project with it the Society we really desire.*



## 1. A fulfilled human being

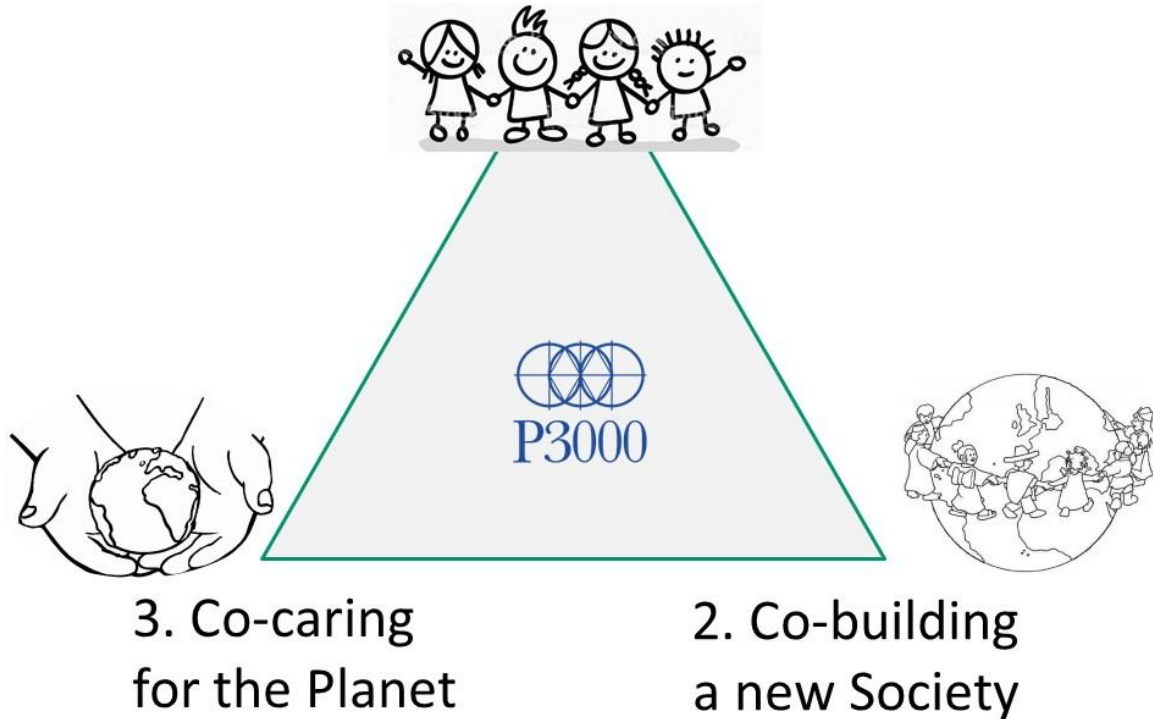
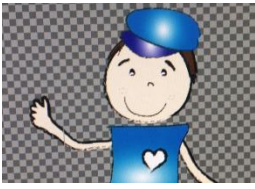


Illustration: The triad of the new Education

It just happened that the speed of change has taken us by surprise. In fact, we need to admire the teachers and parents who do their best to adapt to these tremendous changes: new values, other needs, high speed communication, social media, videogames, instant access to information...

Parents as well as teachers do what they can. They ask for more preparation and more tools at hand. Some let themselves be guided by common sense, others by intuition, looking for happiness and harmony. Furthermore they have to deal with children who are generally brilliant, intelligent, fast, active, kinaesthetic (they move all the time) who by the way manage technology better than adults and who, for the most part, are bored in school, have other interests, have mood swings, *and aren't afraid of anything!*



### Problem or opportunity

What a situation! Problematic? Yes and no. Actually we can see it this way: this is a unique opportunity from a social and anthropological point of view. I strongly believe that the issue is not about the “problem” of Education we see daily in every classroom, but instead about a beautiful opportunity of taking a quantum leap forward. As Albert Einstein used to say: “In the middle of difficulty, lies opportunity”.

It is a question of perspective. With stress involved this could turn out to be a disaster, clipping the wings of children and ruining their self-esteem and skills (and wearing out the nerves of the educators. But with calm, harmony and a lot of listening the new Education is... Fabulous!

Do we want to give them an Education laden with our own fears for the future? Give them an oppressive education? Give them pedagogical methods we like ourselves but which do not correspond to their reality? - It doesn't work that way.

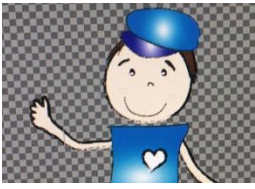
In This book I want to show that it is in our hands, that another Education is necessary and that it is possible to reach a practical new compromise in Education across the globe.

### What kind of Education do we really want?

Education of the Future now's proposes to narrow this gap in such a way that children, parents and teachers are comfortable, with less stress and that they enjoy the learning processes to the full. Our goal is for:

- Parents to enjoy their children, and they are at peace in their homes
- Teachers without stress
- and that the children flourish to their maximum potential.

Practically, what was proposed before can be achieved applying systematically an Integral Education which covers all levels of development of the human being. These are:



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- The physical level and good health. With lots of sports, dance, and all kinds of movements. (Includes a program called "I am responsible for my health").
- Cognitive level, contextualized and fun (knowing how to learn and make decisions)
- Emotional level (self-knowledge and knowing how to feel).
- Multicultural level, aimed at Culture of Peace (knowing how to live together.)
- Aesthetical level, includes all the Arts and self-expression multi-media (knowing how to express yourself).
- Ecological level (knowing how to care for our Planet).
- Productive level (know-how).
- Personal development. (knowing how to "be").

## Win-Win-Win-Win

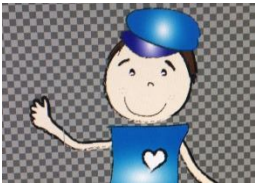
Implementing an Integral Education, we will have a "win-win-win-win" situation (that is to say a situation where everybody wins: the children, the teachers, the parents and society).

In effect, we will have happy, responsible, self-assured, self-learning, experimenting children and youths who are also pro-active and who know their purpose in life.

The teacher will be stress-free and be able to accompany the students with an inner balance, respecting the learning processes of each of the pupils. In other words, a teacher is a stimulating and incentivizing "presence" who does not need to know everything, but who is an expert in the art of "making their students flourish", with enthusiasm, faith, love and confidence.

Parents will be relaxed, enjoying their children, listening to them and teaching through examples more than just talking (or even worse shouting) and threatening.

And finally, society will have citizens, professionals and scientists who are responsible, pro-active, ethical and cultivators of the Culture of Peace.



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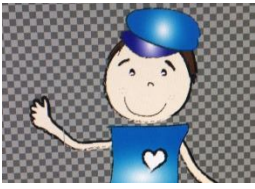
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### What do teachers need?

Thanks to a team of teachers of Pedagoogia 3000, in February and March of 2017, we asked teachers from Argentina, Canada, Chile, Ecuador, Spain, Italy and Uruguay about their needs. We received an enormous list, which we summarize here:

We, the teachers need to:

- Have a better knowledge of the characteristics of the children and adolescents of the Third Millennium.
- Know more about how the human brain works. Be more at the forefront of the advances in neuroscience.
- Know how to recognize our own emotions and those of others, and know how to handle these.
- Have techniques to hone Emotional Intelligence.
- Be listened to and taken into account.
- Know about other possible ways of educating which include the whole being in all its dimensions. Have examples of other types of schools and educational systems. Know about the new paradigms of Integral Education and Holistic development of the Human Being.
- “Un-learn and re-learn” in order to optimize our own practices and understand these processes in the new generations.
- Have tools to canalize the tremendous energy of the children.
- Get out of the isolation of our classrooms and make alliances with organizations and people in the community that know and can point out tools we are unaware of.
- Not have so much stress, not be so tired and have time to prepare our classes.
- Get to the class being fully aware, do some breathing exercises, and be present. Work in peace and happiness.
- Have audio-visual support material.
- Have less administrative duties.



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- Integrate alternative therapies.
- Know how to teach with a less verbal but more circular attitude, with more colors, geometrical shapes, mental maps, diagrams, music and movement. Be able to do more rounds, activities outside of the classroom, enjoy games, laughter, and creativity with the students and parents. Promote and incentivize learning with sounds, languages, dance, vegetable gardens, nature walks, integral camping trips, alternative activities such as yoga, bio-dance, meditation, arts and crafts workshops and trades.
- Have the “energy” (*sic*) and enthusiasm to create, dream, and believe in Education.
- Have space outside, use the elements of nature, including a farm and vegetable patch in the surrounding areas.

Claudia González, teacher from Santiago de Chile, relates:

“Generally speaking we teachers do not have good tools that aim to develop Emotional Intelligence. The programs in University always aim at developing mechanical cognitive skills. Nowadays in Chile we have teachers who are exhausted, badly paid, with too much work. We see a lot of violence in the schools and little time for the children to enjoy their childhood and family lives. That is why this new way towards an Integral Education which interlaces neurosciences, movement and knowledge of the children’s environments is so badly needed”.

Chile, March 2017.

### ***What do I need?***

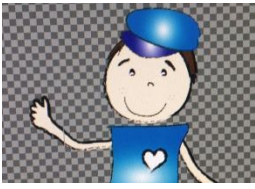
*As a teacher I have two more fundamental needs:*

- *knowing what I can do.*
- *healing myself before helping others to heal themselves.*

*LMF, Santa Fe, Argentina, 2017.*

From this list we take summarize urgent solutions to give to the teachers:

1. Integral educational tools and up-to-date information on the children of today.
2. Emotional support, of sharing, feeling part of a team, of a network.
3. Good physical and emotional health.
4. Personal development and sometimes personal healing.



## The Education of the FUTURE, Now!

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### What do the children need?

The petition of the children can be found in the annexes, in a document called [Blue Declaration, Declaration of the Children of the World](#). It begins as follows:

*We, the Boys and Girls of Today and Tomorrow*

*We, the Children of the World*

*Declare:*

*That we want a World in peace*

*That we want a World without hunger*

*That we want a World without wars*

*That we want a World that takes care of our Earth and the animals*

*That we want a World of LOVE*

And at end of the document the children ask the following:

*We ask that you take good care of us:*

*Allowing us to dream*

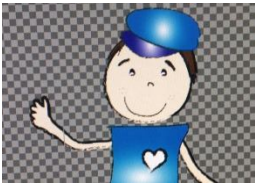
*Seeing that we are not put down*

*Seeing that we are not object of violence and abuse*

*Allowing us to fly, not clipping our wings*

*And finally, we request that you teach us:*





## The Education of the FUTURE, Now!

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*With Enthusiasm*

*And with the Truth*

As the saying goes, *the truth comes out of the mouth of babes*. By just listening to them, and youths as well, we already have a clear direction to where the new Education (and the Future) goes, and it is reasonably simple. Even if it may take some effort to implement it at times, just because it is so simple.

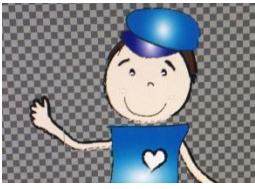
## Yes, it is possible

There are also –more and more this is happening, in many places at the same time– wonderful results from teachers and parents who are implementing something new. It is as if we have one foot in an old and obsolete reality and the other in a new one, sometimes at the same time. María Estela Dominguez, from Argentina, coordinator of the *Territorio Kai, Proyecto Tierra de Delfines, [Dolphin Space Project]* shares this with us:

“The new generational wave of children comes showing us new roads for Humanity, with one condition for its transit: a profound inner change in each and every one of us.

*Territorio Kai thus* opened its petals of love that perfume our activities and lives. We created a space of self-awareness, language and meta-language learning, gardens and dances, passing on of knowledge and know-how through the generations was created, on following the rhythm of the cetaceans and stellar teachings, as a nest which is being built for the birds yet to be hatch.

Volunteers and parents, we already know that only through inner effort, constant and rigorous, we will have the possibilities that this nest will fulfil its true function. You can only offer others what we have achieved in ourselves. PEACE, LOVE, HEALTH and TRANQUILITY was what the first children asked. And from there that is our only true North.” (MED, 2015).



## The Education of the FUTURE, Now!

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### P3000 and UNESCO

P3000 proposes the co-creation of an Integral Education that is a direct response of the guidelines of UNESCO, along with the instrumentalization of Peace Culture, multiculturalism, sustainable development and environmental awareness at all stages of the learning processes.



For instance, the design of the 7 Petals School (as we will see later in chapter 5) responds directly to the priorities of UNESCO and puts the four pillars of the *Delors Report* in practice on a daily basis (Delors J., "The four international pillars of education" in *the Education keeps a treasure*. Report to UNESCO by the International Commission on education for the XXI century, Madrid, Spain: Santillana/UNESCO. pp. 91-103). Said report states:

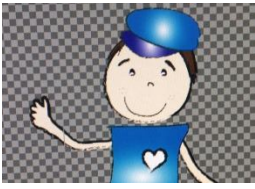
The four pillars of learning are fundamental principles for reshaping education:

***Learning to know:*** to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning (In the 7 Petal School, this corresponds to the yellow petal).

***Learning to do:*** to provide the skills that enable individuals to effectively participate in the global economy and society (In the 7 Petal School, this corresponds to the red petal).

***Learning to be:*** to provide self-analytical and social skills to enable individuals to develop to their fullest psycho-social, affective and physiological potential, for an all-round complete person (In the 7 Petal School, this corresponds to the blue, pink, white and purple petals).

***Learning to live together:*** to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony. (In the 7 Petal School, this corresponds to the pink petal, along with the green petal to learn how to live in peace with Nature)



## The Education of the FUTURE, Now!

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### **P3000 and Peace Culture**

To introduce Peace Culture at all levels of Education is a must; that is why P3000 combines Peace Culture, Non Violent Communication and Education in a practical way, following the "Seville Statement on Violence", 1992 (that states the human being is not violent by nature), the 10 years of Culture of Peace UNESCO Declaration (2000-2010), and the UNESCO Report 2015, "Resetting the Education Towards a Worldwide Common Welfare", that includes:

1. Sustainable development as an essential concern.
2. A humanistic vision in the education to transform the educational panorama.
3. Opening to public policies.
4. Education as a fundamental right for everybody: learning to Be as a fundamental axis for a more human, peaceful and sustainable world.

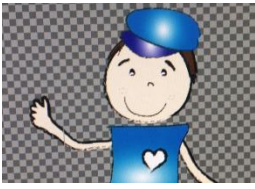
*Since wars begin in the minds of men,  
it is in the minds of men that the  
defences of peace must be  
constructed."*

*Preamble to the UNESCO's  
Constitution, 1945*

And finally, it is important to mention the priorities of the UN Secretary General's Global Initiatives on Education, 2012-2016, especially Priority 3 saying that Education plays a central role in the future society.

### **Priority 3: Foster Global Citizenship**

*[...] Technological solutions, political regulation or financial instruments alone cannot achieve sustainable development. It requires transforming the way people think and act. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st Century.*



## The Education of the FUTURE, Now!

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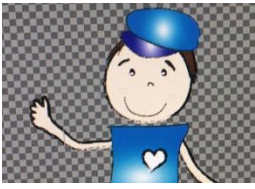


How does learning work?

We have some kind of bulimic education: I fill you up with content, you vomit it out on your exam, and then you forget. (Dr Javier Blumenfeld)

Learning is based on connecting the greatest number of areas in the brain. Learning that is able to mobilize emotions, rational thinking, decision making, and long term memory is a learning that will be much more consolidated and will be much easier to recuperate it. It will also be much easier to apply this to new situations. This is especially important both during childhood and adolescence, which is when new connections are formed in the brain. (Dr David Bueno)

Excerpt video Neuroscience – For Another Education / *Neurociencia, para otra educación*



## The Education of the FUTURE, Now!

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Personal notes

Education is a scam, it robs the young of life, it is a jail.

Education does not teach us how to be free. Nowadays it teaches us to be like computers, but without being at the level. It turns us into intellectual ghosts because it doesn't teach us what life is. That is why I start saying that Education is perverse. We are not who we could be, at one moment we declare ourselves *homo sapiens*, but we end up becoming *homo demens*"

Claudio Naranjo, during the *Congreso Futuro*, 2017

Claudio Naranjo is a Chilean psychiatrist and writer. It is one of the pioneers and maximum referrals of transpersonal psychology and a great promoter of the "other" Education, as his book *Cambiar la educación para cambiar el mundo*. (*Changing Education in order to change the World*) (2013) shows.

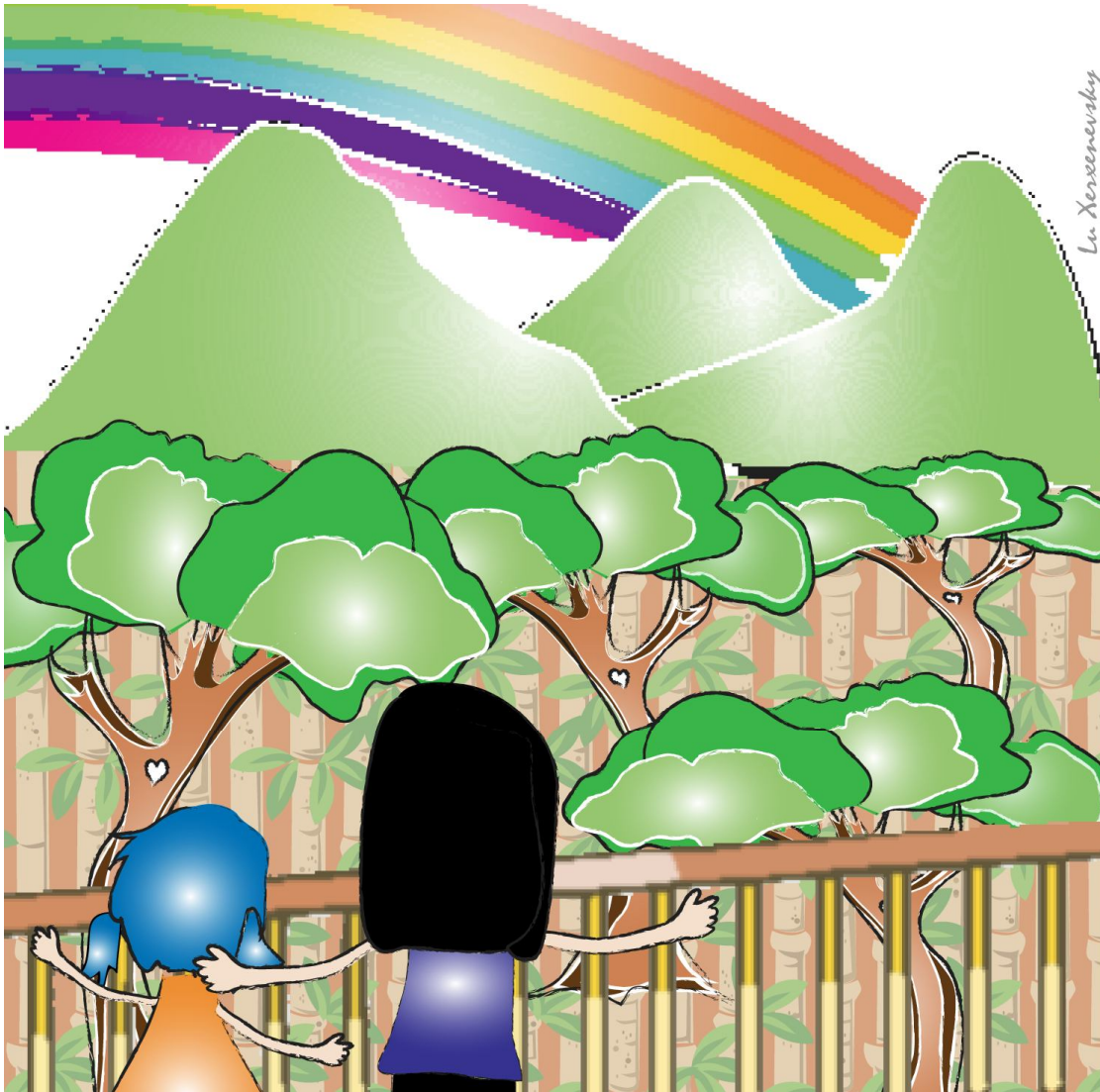
Excerpt video Neuroscience – For Another Education / *Neurosciencia, para otra educación*



## Chapter 2

### Our children are different

The novel: Perfecting the plan

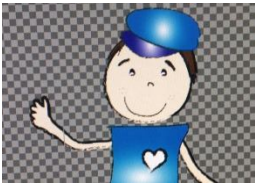


The bus driver honked his horn again. Anku and Anka lowered their voices. They didn't want anybody to hear what they were saying about the escape.

- Anka, let's ask Granma to help us -Anku told his sister.

- But Anku, she has an important appointment at the doctor's, she said she wasn't going to be home. She is not feeling well, you know that.





## The Education of the Future, Now!

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- Oh, right. That's true, I remember now, she looked quite worried.
- I know she would help us. But we mustn't worry her, neither our parents. I will just visit her tonight and I ask her for food and a blanket for you- said Anka.
- How are you going to do that? -Anku smiled, his sister was always very practical.
- I'll tell her... well, I don't know, but I'll find a way.
- What else?
- I will check Mommy's and Daddy's timetable, so that you can go when they are not at home. I will tell them you are staying over at some friend's house for a couple of days.
- And if they call?
- I will make sure they forget their beepers so they don't call.
- Funny, our parents still call them phones...

Anku laughed. He knew his sister Anka had developed psychic powers. She knew how to confuse the minds of adults at will. For example, when she wanted to go to bed late, Anka always managed to get her way with our parents -Anku thought to himself.

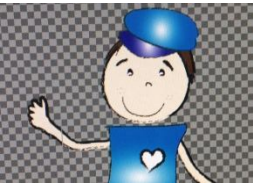
- Daddy is travelling next week... And what if you plan your escape next Wednesday? There's going to be a full moon. Mommy has class. Look Anku, I will help you because I feel this is important... but promise me you will be back soon.
- Thanks Anka. I need to find a solution to all this, I need to know.

Anku was looking out the window of the bus. The last sunrays of the day were playing in his hair. Anku threw his beautiful hair back with a swift and gracious gesture. Anku was very handsome and charming indeed. He looked into his sister's eyes.

- Anka, when we get home, let's go to the patio on the last floor, I want to show you something.

When they arrived, to their joy, they found their Granma home because both their parents were working late that day.

- Granma, you look tired.
- Yes love, I've had a long day with the doctor's appointment and all.
- Everything OK, Granma?
- I don't know.
- Granma, can we go to the patio to watch the sunset?
- Yes, of course. Meanwhile, I will stay here and rest a while. You go honey, and I will make some hot cocoa for when you come back.



## The Education of the Future, Now!

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They ran up the stairs. They had a very nice view of the city from up there, well, at least when there was no *smog*. Anku looked to the north of the city, deep in thought.

- Anka, can you see the hills behind the city?
- Yes Anku, more or less. Why?
- I feel I need to go there, like a premonition, an intuition...
- Why?
- Dunno, I only feel that what I am looking for is "there".
- What? Who?
- My solution, our solution Anka, the solution for all the boys and girls...
- All right Anku, I will help you. I suggest you escape for these hills, but only for one night and you have to come back the day after. Then you decide how to go on, one step at a time.

Anku smiled. It was such a vibrant smile that his whole face, his whole being lit up.

- Anka, you are so smart
- I saw a video on *YouTube*, about a brother and a sister who said "We are great and we will change the world"... One was a singer... They were from the Middle East. I believe it too.
- There are many children like us Anka! We all have the same dream.
- Obviously, the video is rather old, but it was the same story. The brother's name was *Assaf* if I remember well.

Suddenly it started raining on the North side of the city and at the same time the sun was setting. The result was a beautiful rainbow.

- Confirmation! -They both exclaimed at the same time.

They gazed at the rainbow for a while. When it disappeared the sun was going down, and it was getting chilly and rainy, so they decided to go back to Granma.

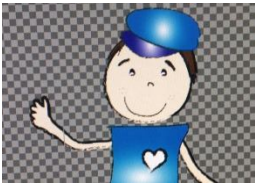
- Granma, we are here! We are hungry and cold.
- Come children, I made you some nice hot chocolate.

Granma loved her grandchildren very much.

At night they kept refining their strategies, whispering...

- Anku, you will need some money and your ID. OK, we will make sure you escape on Wednesday. We already checked that Daddy is away that day and Mommy has class. I will tell them that you are at your friend Brian's house. His parents are cool and they won't





## The Education of the Future, Now!

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call our parents. At the last moment I will tell Brian that you are going to sleep at Granma's house because you have a lot of work and you prefer to go next week when your exams are finished. I will give him some sweets as well that way he won't be sad. He likes you a lot, you know. But you have to promise that you will come back the following day. You will take the school bus, then bus number 31 and then you will change for the 99. When you come back the city bus will drop you off two blocks from school. What else?

- How do you know these things?
- Internet, Anku, Internet.

Anku looked at his sister. She never ceased to amaze him.

-She is so intelligent -he thought to himself-. She knows how to plan things... and she is very friendly to people, ah, and she also loves her cat *Andromeda* very much. She always keeps her cat under her sheets. The cat sleeps by her side, even if Mommy doesn't like it because she says it's not hygienic. My sister already knows 3 languages and she says she wants to learn a new one every two years.... When she's twenty she will have learnt seven or eight different languages! She is so good at organizing stuff. She has so many friends, they always ask her for help and advice... also, she is sensitive and everyone likes her. I, in contrast, am so impulsive and I tend to lose my patience. She never loses her patience... Whooa... She could end up being a diplomat or even... the President! -Anku imagined in silence.

- Anku! Hello! Are you listening to me? Where are you? -Anka intervened, giving him one of her famous "charming" smiles while throwing a pillow to his head.

- Oh... nothing Anka. Thanks sis´ -Anku replied, even if he knew that she had probably already read his thoughts anyway. He gave her a warm hug and tried to play box with her... she wiggled away by tickling him.

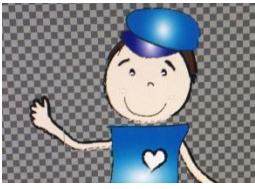
- Shhhh! Anku, our parents are sleeping... -Anka threw his pillow back.

- Anku, tomorrow we will sit in the back of the bus and talk some more...

- OK, good night *Ank'*.

- Good night brother. Come *Andromeda*, sweetie...

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## The Education of the Future, Now!

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*What are the outstanding characteristics of the children in the world in general, at physiological, psycho-emotional and neurological level?*

Nowadays there is a broad spectrum of personalities in children, from extremely extrovert to extremely introvert.

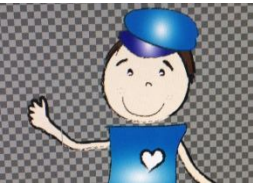
Now follows a summary of the last polls undertaken by Pedagoogia 3000 done in 2017 in Spain, Italy, Colombia, Uruguay, Argentina, Chile, China, Puerto Rico and the USA and we see very similar characteristics in the children, no matter where in the world or in which socio-cultural environment they are born.

That is to say we are facing accelerated changes which happen at a global level, and that, for sure; they are more massive than when we started our research in 2001. In 2001 we talked about isolated cases which surprised us: a child here, a youth there. Now (2017), after research by Pedagoogia 3000 in 53 countries we have corroborated that the majority of children are changing. That is why inevitable and urgent to change Education on an equally massive scale.

## Tremendous, geniuses, challengers and loving

Generally, the children of today catch our attention because of the following characteristics:

- They are very sensible, with a variety of skills, they can multi-task and “be in everything”.
- Geniuses in ITC (there are many cases of 3-year-old children or even younger who “beat” their parents in computer skills).
- Dependent on the mood of the adults who accompany them.
- Cooperative in the collective learning process. Older children enjoy helping their younger peers. In their turn the youngest children are enriched by this process of constant feedback.



## The Education of the Future, Now!

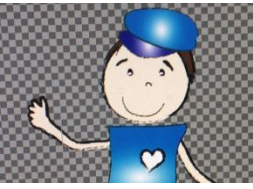
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- Noisy and restless, even if they are able to keep still if they like an activity.
- Sometimes they can be stubborn. When they have an idea they don't let go of it. When they are interested in something they keep trying until they reach their goal.
- If they are spoken to with respect, in a tranquil voice, they usually understand what is being asked from them and usually obey, albeit in their own way.
- They like dancing, singing, running, jumping, in general they are very cheerful. They love to play and feel free.
- They can't stand "the system" nor authority.
- They love nature. They take care of the environment, water plants.
- Invent games adapted to the times they live in, with cardboard boxes they build video consoles and with bits of wood they build cell phones.
- They have a lot of empathy for their peers.
- They are generally very affectionate.
- Creative and cooperative when the teacher allows them to express themselves.
- They can be desperate and disillusioned when the results aren't what they expect.
- They are very perceptive, creative and artistic.
- Their learning is mostly visual and kinaesthetic; they are very curious and investigate.

Obviously we do not claim that all children are like this -there is a plethora of profiles nowadays- but we summarized the most common tendencies as related to us by parents and teachers in 2017.

Lorena, from Santa Fe, Argentina notes three kinds of children (2017):

- Children who refuse to be tied down in a system in school which doesn't offer them anything to discover. Rebels, defying authority. Self-taught. With severe behavioural problems. Bored, apathy to the already established (generally from the age of 10 or even sooner).
- Small children eager to learn about the world (cases of babies of 3, 5, 7 and 9 months old).



## The Education of the Future, Now!

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- And small children who do not talk... but are very able to handle technology: cell phones, *tablets*, computers...They don't connect with their parents, adults or other children, they have no boundaries (children of the age of 2).

### My grandchild is like that...

Here we will see some testimonials that show what we regularly see.

Ixtchel Galván Guerreo, 4 years old, Mexico

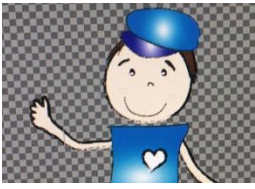
She has always shown sensitivity; she easily perceives the moods of people. She also has a very elaborate vocabulary for her age, and from the age of three she has been able to argue points of view. She is very observing, she notices details that others might miss, and she has an ability to reflect on things which is sometimes surprising. She is very, very creative; she likes learning about arts such as painting and music. She has an excellent ear for music, finding rhythm in everything she hears, and she likes crafts such as knitting and weaving. She has a strong spiritual tendency, she loves having dialogues with God, which is the way she puts it. She can also see people who have passed away (Lety García, 2017).

Yan, 2 years old, Spain

Barely 2 years old. He is charismatic, very loving; he surprises us for his accelerated autonomy. He has wanted to do things by himself from a very young age; he is agile and has an incredible sense of balance. He is not afraid, but is stubborn and constantly challenges our limits. He is easily frustrated, sometimes out of control. We are afraid he might hurt himself without wanting to, bumping into things. He is in everything, his senses are very well developed and he is unstoppable. He is very energetic and very curious. His capacity to see and recognize things at a distance is enormous. When you see Yan you see an independent child who explores everything wherever he goes. People are surprised by his ease of movement. His concentration is surprising to us, considering his young age (An Nur Matsuky, 2017).

Mateo, 3 years old, Colombia

Mateo is hypersensitive to loud noises. He is also sensitive to the feelings of others. When he sees someone who is sad or in a bad mood, he starts crying because he wants that person to feel happy. He is very receptive to smells. We need to be very careful with which kind of perfumes or creams we use in order not to alter his



## The Education of the Future, Now!

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energy and mood. He is very good with numbers and letters, being only 3 years old (Juliet Sánchez, 2017).

Steven, 5 years old, Puerto Rico/USA

Steven is extremely intelligent in mathematics, and *spacial* and abstract matters (he explains concepts such as gravity, friction, etc.). He gives advice to his friends and his parents (“Remember to raise your hand when the teacher asks you something”).

He is a vegetarian and very aware of what he eats, he checks his food to make sure there is no meat in what he eats. When he is guided in a positive way, he is a great leader and teaches his friends various types of cognitive, social and even emotional abilities (Juliet Sánchez, 2017).

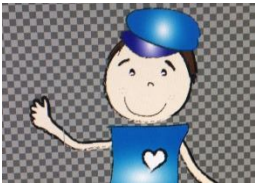
Qi, 4 years old, China

Qi speaks 4 languages (Mandarin, Spanish, English and sign language), two of them 100%. She has a high level of empathy with other children; she is very patient and understanding. When they are having a difficult moment she always wants to help to feel them feel better (taking them by the hand, hugging, help them finish what they need to do). She is very independent (she changes her own diaper after her nap, she only uses diapers at nap time). Qi presents a high capacity for verbal learning, linguistics, mathematics and logic (she associates knowledge in any of the languages she speaks to extrapolate knowledge in those that she doesn't know fully yet and does this spontaneously). She also has honed fine motor skills. She abstracts and goes into a kind of meditation when she does artistic and manual tasks. She chooses what she wants to wear, when she wants to sleep, eat, etc. (Juliet Sánchez, 2017).

Nina, 4 years old, Argentina

Nina is a child with a high emotional sensitivity who verbally expresses her emotions and catches the emotions of others around her. She is firm in what she wants, she doesn't let anyone change her mind. Nina loves nature and animals to the point where she picks up toads to caresses them. She comforts her one year old sister when she cries. She is self-taught and handles *tablets* and cell phones with ease. She can't stand loud noises. She is very loving, both physically as verbally (Patricia Tigero, 2017).

Ana, 1 year old, Argentina



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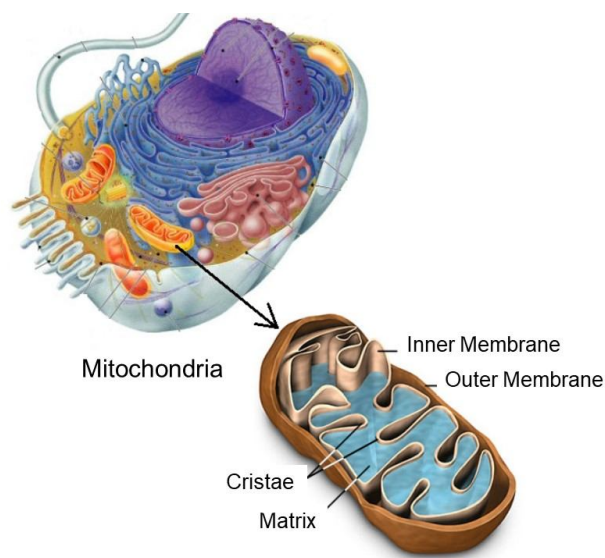
Ana is a special child, with a fixed and profound gaze, with an incredible inner peace, she hardly cries. She follows with her eyes and watches and learns, up to the point when she saw a 12 year old girl taking some *selfies*; she took the cell phone and did the same. She is very loving. At such a young age (1 year old!), she already knows how to say what she wants and what not. She is frightened by noises, a barking dog, a motorbike in the street, her whole body shakes and she shivers (Patricia Tigero, 2017).

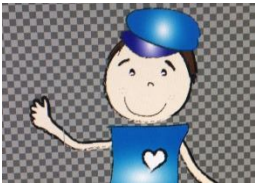
## Scientific proof: why so many changes?

The children of today, why are they so different? We definitely need to prepare ourselves to be able to understand and attend to their new characteristics and needs, which we will describe here.

### A more accelerated metabolism

The metabolism of the children of today has changed. Paediatricians see that they generally have higher levels of energy, are faster and more precocious in all the areas of human development. It is possible, they say, that their mitochondria produce more ATP, this translates into more energy available for the processes of daily metabolism in the children of today (not to be confused with hyperactivity as is usually diagnosed).





## The Education of the Future, Now!

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Illustration: ATP or *Adenosine Tri-phosphate* is a fundamental nucleotide for obtaining energy within the mitochondria. It is produced during photo respiration and cellular respiration. It seems that the children of today produce more cellular energy and have a higher level of energy than adults.

### Hyperesthesia

Paediatricians see a higher level of perception when looking at sensorial stimuli. This phenomenon is known as hyperesthesia, which is to say that their five senses are sharper: eyesight, hearing, touch, taste and smell. For this reason, some children can become annoyed with: noisy environments, playgrounds, noisy machines and apparatuses and shouting and itchy clothing. It is possible that their non-physical senses are also more developed, as there is a correlation between physical and non-physical perception.

### Supra Attention

In many cases the children of today do not have Attention Deficit Disorder as such, but Supra Attention i.e. have a higher level of perception. Also they can do various tasks at a time due to the broader use of their right brain hemisphere) and/or present Selective Attention (that is to say that when they are not interested in something they simply do not do it).

### More active glandular activity and higher developed Emotional Intelligence

Some paediatricians note that not only the physical and psycho-motor development is faster, but also that the hormonal and glandular development is more precocious. Generally, it is also seen that children and youths of today tend to have a raised Emotional Coefficient.

### Synaesthesia



From the Greek συν- [*syn-*], 'together', and αἴσθησις [*aisthesía*], 'sensation'. A synaesthetic brain can connect various parts of the brain at the same time and perceives in colours, sounds and other sensations.

Illustration: A synaesthetic brain sees e.g. numbers in the shape of landscapes, colours and volumes. It can also perform the operations instantaneously and has a huge memory.





## The Education of the Future, Now!

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This is an exceptional brain that processes information extremely fast. It also can do operations instantly and has a huge memoristic capacity. See the videos of Daniel Tammet on the subject, a young man from England who has a synaesthetic brain (when he was a child he was autistic). The present hypothesis is that children and youths have synaesthetic characteristics, which would partly explain their peculiar behaviour and ways of learning.

### Neurology

The present day changes on children are also noticeable in the area of neurology, especially in their innate facility to:

- Present good cerebral laterality, using their right brain hemisphere very easily. Many kindergarten teachers notice a propensity for ambidextrous ability. The synchronization of the two brain halves- called Hemi-Sync© by Dr. Monroe- allows them to be naturally in alpha waves, according to the same researcher.
- Use various (up to 13) Multiple Intelligences.
- Activate and use their fourth brain (frontal and pre-frontal area of the brain) with a possible consequent activation of the mirror cells (see research by Dr Castañón, Bolivia; Michèle Fourtune, France; Dr Nicolás Luján, Argentina).
- Develop their lateral thinking. An amplified faculty in lateral thinking is commonly seen in many children of today. As explained by Edward De Bono (Malta, 1933), lateral thinking has the following characteristics:
  - Easily sees the various facets of a problem.
  - Looks for alternative solutions (sees solution a, b, c, d, f, ... n).
  - Knows how to set up strategies.

Additionally, some paediatricians report the possibility of a more plastic thalamus, hypothalamus and callous body, as well as in the brain as a whole. (Reported by Dr. Greisy Rodríguez, Venezuela, among other doctors).



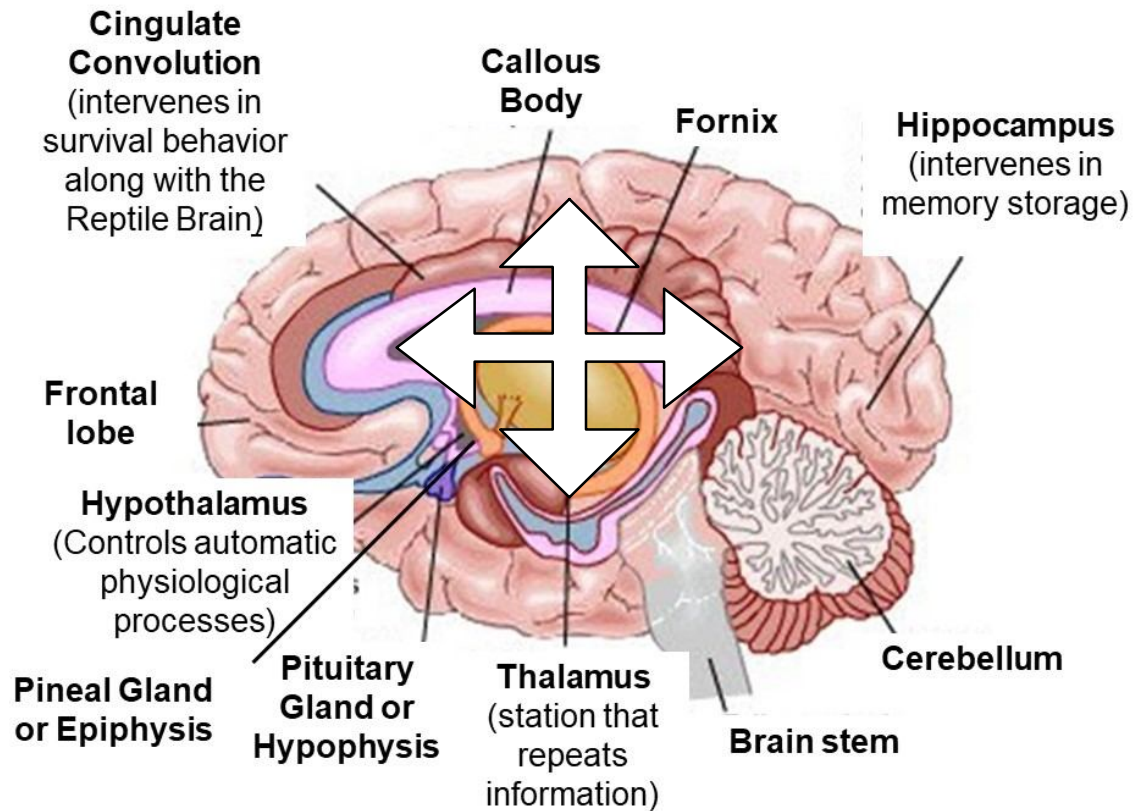
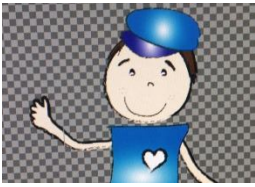
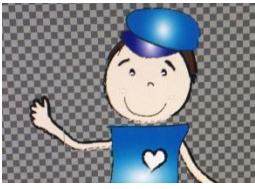


Illustration: The Integrated Brain

These characteristics are profusely described in the book by Pedagogoogia 3000: *The children of today and tomorrow, scientific physiologic, psycho-emotional and neurological proof in the children of today and the education they need*, published by Editorial Kier, Argentina and available for free on our website.

## How do they learn?

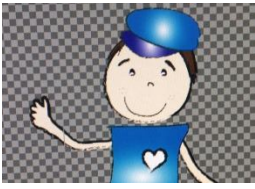
The ways of learning observed these days in children, according to a survey done with 250 children between the ages of 6 and 8, in 2006, in Bolivia, and corroborated in 2013 on a larger scale by the *Universidad Autónoma de Baja California*, México, thanks to the French researcher Nicole Diesbach, are the following:



## The Education of the Future, Now!

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1. Their way of learning is mostly through self-teaching and auto-development. That is to say that they generally have a leading profile which is self-taught and self-developed, with a high psycho-emotional development. This profile was presented by Dr Abraham Maslow – transpersonal humanist psychologist- and corresponds to the majority of the children of today (at least before they enter school; after that some children lose this ability). For this reason, the new Education must promote the auto didactical processes and self-discovery (Statistics by Pedagoogia 3000 in 2006: 83%).
2. Generally speaking, their learning is associated with a high level of sensitivity on physical and emotional, social, ethical and spiritual level. They need to move and have an Education based on actions and projects, and they also need to be loved and listened to (Statistics by Pedagoogia3000: 77%).
3. Their way of learning is linked to a supra-developed Emotional Intelligence, just as described by Dr Daniel Goleman. This gives them: speed of understanding, ease to act immediately, feeling of assuredness and holistic assimilation of knowledge. For this reason, the classes need to be active, repetition and boredom needs to be avoided and tools for fine tuning Emotional Intelligence and Non Violent Communication need to be provided (Statistics by Pedagoogia 3000: 80%).
4. The extensive use of their right brain hemisphere allows them to develop the following faculties with ease:
  - Visual learning
  - Creativity
  - Taste for Arts and Music
  - Imagination
  - Feelings, affection, intuition, sixth sense
  - Non-verbal expression
  - Multi-tasking
  - Independence
  - Persistence
  - Among others.



## The Education of the Future, Now!

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The right brain hemisphere provides intuition and creativity, the left brain hemisphere clarity and structure to finish the job. The synchronization of both brain halves accompanied with high stress-free motivation provides a natural state of alpha wave activity, according to the *Flow* theory of the psychologist Mihaly Csikszentmihalyi. For this reason, the new Education has to be stress free and constantly provide high motivation, creativity and protagonist (Statistics by Pedagoogia 3000: 82%).

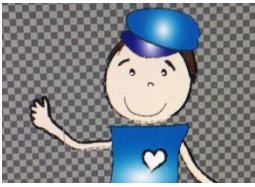
5. Sometimes related to psychic talents, also called para-psychic or intuitive skills, presenting innate capacities for clairvoyance, telepathy, precognition and other extra-sensorial faculties (Statistics by Pedagoogia 3000: 44% in small children).
6. Their learning criteria are diversified, including the use of new Multiple Intelligences described by the doctors Gardner and Armstrong. They also use Energetic or Intuitive Intelligence, Practical Intelligence and Co-Creative Intelligence naturally, among others. This is why they develop better with a diversified and practical Education which is “multi-level” and multi-faceted (Statistics by Pedagoogia 3000: 76%).

All this shows the imperative need to implement a new Education according to the development and evolution of the children of today on a global scale.

## Additional recommendations

It is recommended that the present Education:

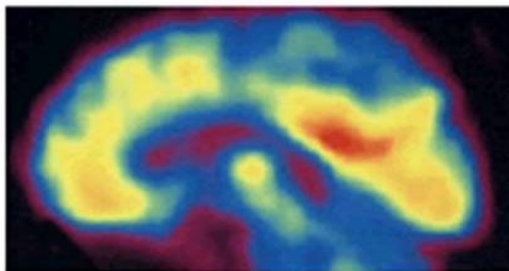
- Introduces exercises which systematically use the right brain hemisphere from an early age. (above all between the ages of 0 and 3, as explained by Dr Shichida and Dr Glenn Doman), as well as exercises which develop Emotional Intelligence.
- Constantly uses exercises which reinforce the use of all this Multiple Intelligence, both for the gathering of information as for their processing and devolution.
- Changes exams for projects, expositions and activities using various Multiple Intelligences.
- Favours the activation of the frontal and pre-frontal areas. The frontal lobe (also called the “fourth brain”) is responsible for complex cognitive processes, called



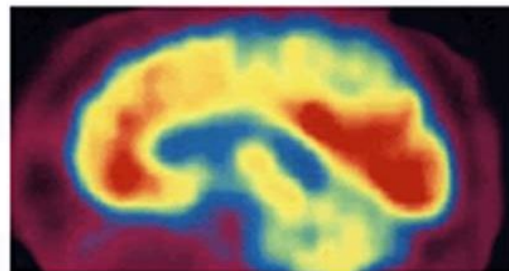
## The Education of the Future, Now!

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executive functions. The working memory, language, movement and self-knowledge depend on the frontal lobe, as well as originality and creativity. This fourth brain integrates both from rationality as from emotions, allowing the emergence of idealist and altruist activities. It can efficiently prepare a future holistic action, adapts easily and doesn't become "blocked" at the moment of action. It is altruist and in synchrony with the other High Values of the human being. It accepts difference, want to help and share. It is linked to the limbic brain (empathy). It is activated by motivating tasks (as can be seen in the illustration below), laughter and selfless activities.



(a) Discrete activation of the brain in a task with little motivation



(b) Activation source of the brain with the same task and high motivation

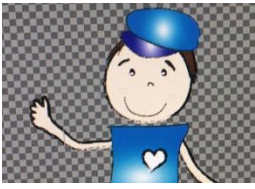
Illustration: Importance of motivation in frontal lobe / pre frontal area brain activity.  
<http://drCarlosverges.com>

## Are our children mutating?

To close this chapter, we share with you an extract from the article written by Rejane Ereau, published by the Institute INREES in France and published by *Eduquer à la joie* in March 2017.

Precocious children, autism, hyperactivity, extra-sensorial skills... It seems that the new generations have more atypical personalities every time. Is it really like that? What are the symptoms?

Wanting harmony and being faced with a violent, intolerant and individualist social reality they can be aggressive, become depressed or close up. Surprisingly mature they also show a great insecurity. Their cognitive skills amaze us, just like their



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sense of truth, justice and coherence. Intuitive and sensitive, they respond to tactical questions and solve problems with ease, without being able to explain their reasoning. With their heads in the clouds, but bulimic when faced with new learning, they are often bored in school and challenge their teachers and parents.

Who are these children? How do we explain that they are more and more visible? For the psychologist Jeanne Siaud-Facchin, specialized in super gifted children all this comes from an emergence, over the last fifteen years, of an unusual intelligence, more centred on the skills of the “right brain hemisphere” than on those of the “left brain hemisphere”.

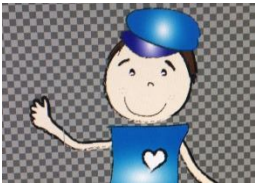
“The contributions in neuroscience show that the structure and functioning of their brains are different. The density of their neuron connections is more important both in the pre-frontal cortex – the most advanced area of intelligence- than in the parietal lobes – the platform for distribution of information in the brain. For this reason, intellectually speaking, they have a greater speed in analysis, understanding, processing and storage” says the psychologist.

Another essential characteristic: the hyper-connectivity of their brain hemisphere, related to a particular structure of the callous body which connects both. The activity in the right brain hemisphere is also noticeable, even when they do task which normally are done by the left. This gives them a more complete approach, more coloured, more emotional and more analogical, absorbing information through impression and processing this information in a bright, intuitive and fractal manner.” says Jeanne Siaud-Facchin. “This gives them senses which are more finely tuned than most people, so that they see everything, they hear everything and feel everything.” explains the psychologist. “They perceive signals the others don’t, which gives them visionary skills and also a subtle understanding which is hidden from the world and people.”

A high capacity for feeling the emotions of others.

The disadvantage?

A great emotional permeability. “It has been shown that they have a particular sensitivity in the amygdale, the area located in the archaic brain whose function it is to decode emotions.” says Jeanne Siaud-Facchin. Result: what is not important for one person might provoke an emotional cataclysm for them.



## The Education of the Future, Now!

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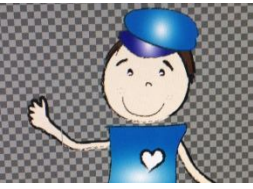
"They also have a great number of mirror-neurons, notes the psychologist. "That is why this translates into a higher capacity for feeling the emotions of others."

The dawn of a new Humanity?

Empathic, hyper-connected to their environment, these children can feel oppressed all the time... And they challenge our linear, conceptual and analytic -based society. What to do with them? They "know" without being able to explain how and combine an immense sensitivity with a sharp clear-mindedness, deploying a disorganized energy which can be perceived as arrogance, unconsciously collecting information the others don't receive, and which makes it look as if they have access to hidden information.

For the psychologist Marie-Françoise Neveu, who has worked on what she calls "children of the present" for the last thirty years, the first recommendation is to welcome them as they are. "Research has revealed a neural network around the heart." she says. "These young people are a symptom of the apparition of Emotional Intelligence, which is emancipating them from the duality of good and evil, the left and right brain halves, to reach a state of unity." From her point of view they are also a sign of the Human evolution towards a more global awareness, more open to the sacred, with more need for respect, justice and purpose. "We need to change our outlook on these children", she said. "They are not dysfunctional, they only have special skills. We mustn't put them on a pedestal either nor believe they have *special powers*, simply because they show an exceptional creativity and unusual intuition".

Source: [www.inrees.com/articles/enfants-mutation-extrasensorialite/](http://www.inrees.com/articles/enfants-mutation-extrasensorialite/)



## The Education of the Future, Now!

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Which forms of teaching favour the ephemeral learning and which the permanent learning?

Learning which includes aspects of motivation, emotion and above all enjoyment will be a learning which will remain firmly planted in the brain because it will become part of our most basic essence (Dr David Bueno).

Permanent learning is learning which move us, which we like and have meaning in our lives (Dr Javier Blumenfeld).

We are invited to create a new learning context, where classrooms as square spaces with children sitting on their chairs are going to disappear, that is why we still have a lot to do. (Dr Anna Forés).

Excerpt video Neuroscience – For Another Education / *Neurociencia, para otra educación*





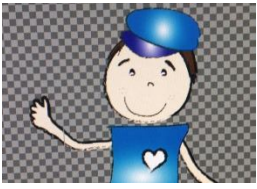
## The Education of the Future, Now!

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Personal notes



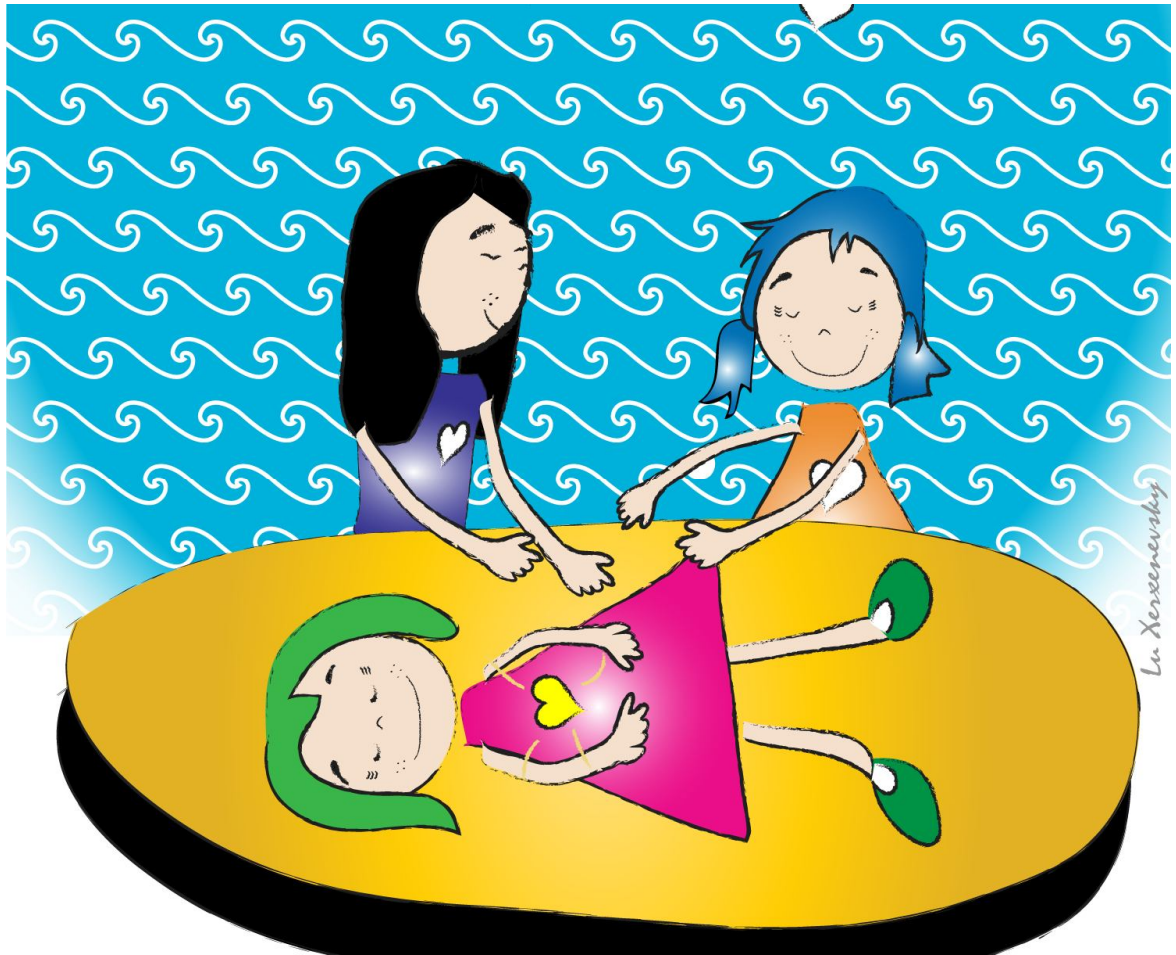


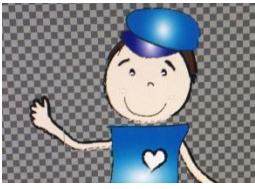


### Chapter 3

## The Emotional Coefficient is more important than the Intellectual Coefficient

The novel: Aline slashed her veins





## The Education of the FUTURE, Now!

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The following morning Anku and Anka talked some more on the bus. They sat at the back so that nobody could hear them. Their biggest worry was to make sure their parents didn't hear about the "escape" and that they wouldn't worry. Nor Granma for that matter.

- Anku, I checked the Internet again and there is a bus that goes directly to the north of the city, number 144. That way you don't have to change buses. You get out at the very last stop and that will leave you just next to your hill. How do you call it?
- Let's call it my "Rainbow Mountain".
- Did you understand what I said about the bus, Anku?
- Anka, the driver will see that I am alone and he'll ask why I am not in school...
- Yes, I've been thinking about that as well. I think the best thing to do is to sit next to an adult, an elderly lady for instance, so that the driver thinks you are her son or her grandson... Wrap yourself in a purple light in your mind and you will feel that everything will be ok.

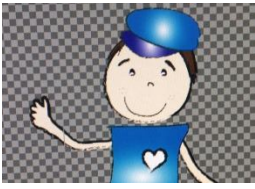
Again Anku smiled... How does Anka know these things?

The bus was nearly at the school. Their secret conversation ended. When they entered the playground there was a lot of hubbub in the school. An ambulance was parked on the main playground.

- What's happening? -Anka cried out while she ran to the vehicle.
- They say Aline cut her veins, another boy close to her said.
- Aline? Of the sixth grade?
- Yes, your friend, Tim's sister.
- Let's go Anku.
- But you have to go to your classes -the boy said.
- ... Aline is more important -Anku and Anka answered while running to the ambulance. They entered the vehicle.

The doctor has already left. A nurse was taking care of Aline. But at that point, she has left to get a IV and charge her phone. Aline was very pale. Both of wrists were covered by bandages.

- Ohhh Anka and Anku, thank you. I couldn't take it anymore. I am OK now. They gave me some pills and injections. Now they are going to give me an IV -Aline greeted them in a weak voice.
- Aline... What happened?



## The Education of the FUTURE, Now!

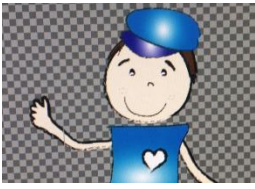
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- I was having serious problems in school and at home. I was worried about the concert as well -Aline was still whispering but as she felt some relief talking, she kept on going. Anku and Anka listened attentively, feeling every word she said.
  - I came very early to school, thinking no-one would see me, through the back door. I took some pills and started to cut my veins. It didn't even hurt. The cleaning lady found me in the bathrooms and called the ambulance. It was like a dream. As if a dark force told me to do it, to end it all. I have had this horrible feeling for several months now. I can't explain it. I was desperate.
  - Aline, everything will be OK. Now you need to rest. We are here with you -Anku told her softly.
  - I know you have a beautiful voice and were about to give a concert -Anka continued.
  - It didn't work out and I won't have another chance. My voice needs more work, I feel so bad, so bad. And I am ugly... and I have too many emotional problems... I am a piece of crap. The world is too cruel... my life isn't worth anything.
  - Ehhhhh... Stop it... Aline, breathe deeply and rest please.
  - We are here with you. Can't you smile? A bit?
- Aline stopped complaining, took a deep breath and gave them a weak smile.
- Ahhh much better... -said Anku.
  - Can we stay with you some more? -asked Anka. Aline nodded yes.

Aline started to feel better in the company of Anku y Anka. The nurse brought more medicine, a bandage and a bottle of water.

- Good morning madam.
- Children, you have to go, you can't stay here. She needs to rest and take her pills.
- Yes, you are right. But, can't we stay just a little bit longer? To keep her company so that she doesn't feel lonely.
- Children, you have to go to your classes -the nurse insisted, annoyed.
- Just a bit longer? Please? She is our best friend.
- Please? -Anka looked deep into the nurse's eyes.
- Please? -Anku begged again.
- OK -the nurse finally relented- but only a moment longer. I am going to have a cup of coffee and I will be back, I have been working all night.
- Thank you, Madam.

As soon as the nurse had left, Anku and Anka got next to Aline. Very gently they placed their hands three centimetres above her wrists. Aline could feel how a subtle golden ray fell softly on her wounds. She felt good. She noticed a wonderful wellbeing in her body.



## The Education of the FUTURE, Now!

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Anku and Anka smiled at the same time. They know that they had to hide their gifts and make sure that people didn't say they did weird things.

- Chin up -whispered Anku.

- Feel how the breath of life comes to you dear Aline. That means that everything will be OK -said Anka.

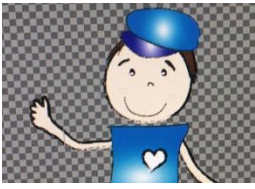
- You know you have a purpose in life, right? You know you can't go back, only forwards. People who take their lives are stuck between two worlds and it is very hard to get out of there, did you know that? I know they don't teach that in school, true? They don't even teach you about life and death, body and soul.

- You know you have to believe in yourself -Anka continued in her sweet voice-. You can't betray your friends, your heart, your purpose... You have a beautiful voice. And then? For what? To give hope to people, to give love and raise the vibration of everywhere you sing... because sound is powerful.

Aline nodded slowly. She began to understand. She realized she was just boycotting herself, but didn't want to admit it.

- Aline, we are great and we are going to change the world. You know it. We need you...

.....



## The Education of the FUTURE, Now!

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*Why is the Emotional Coefficient more important than the Intellectual Coefficient? How does the electro-magnetic field of the heart work? What activities can we do to strengthen the Emotional Intelligence in class?*

### EC > IC

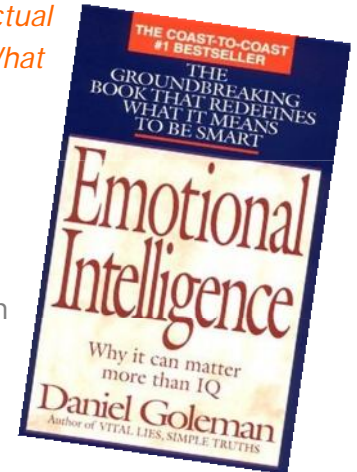
Emotional Intelligence (EC: Emotional Coefficient) is more important than the Intellectual Coefficient (IC: Intellectual Coefficient); this has been extensively shown by the author

Daniel Goleman. In effect, said author did extensive long term research on two kinds of students:

- Students who had a **High Intellectual Coefficient** but a low Emotional Coefficient, did not have the expected results in their professional lives. They could not communicate adequately with co-workers and their personal family lives were unstable and chaotic.
- Students who had a **High Emotional Coefficient** with an average Intellectual Coefficient, later in life were very successful. They work in team, get along with everybody, had good results in their jobs and their life in couple and family were harmonious.

So, if the Emotional Coefficient is so important in the life of an individual – and society as a whole – it is logical that it should be a priority in Education. That is why we dedicate an entire chapter on this in this book. And in the system of the 7 Petal School (which we will see in detail in chapter 5), the third petal, the pink petal, is entirely dedicated to Emotional Intelligence, together with Social Sciences, Culture of Peace, multiculturalism, self-esteem and Non-Violent Communication.

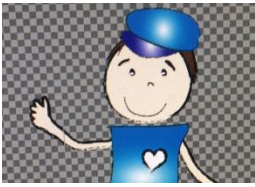
The emotional part turns out to be so important on Education



### **Youths share**

*These days the emotional part is very strong... We feel a lot of things at once. It is important we do not get carried away by our emotions. If we suppress them, if we do not know how to process them they come out too strong and then we get depressed, suicidal and very sick.*

*It is important to learn how to balance our emotional body at school, as a life-habit, learning about emotional maturity and interior peace. If not our lives can easily become chaotic. It is like living in a sea of emotions without having any sort of control over them. (Daniel Pacheco, 22 years old, La Paz, Bolivia. 2009).*



## The Education of the FUTURE, Now!

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that when a child has unresolved emotional problems they can hardly retain ... 20% of a lesson according to

Gaia Medina, therapist and researcher from Spain (2003).

The extreme empathy we see in many young people and children of today can be explained by the elevated Emotional Intelligence coupled with the activation of:

- The right brain hemisphere, which also is empathic
- The frontal lobe which perceives the needs of others easier
- Mirror neurons, neurons of empathy *par excellence*
- The Heart-Thymus complex, which is like a second brain, as we will see later

## Emotional Intelligence or limbic brain

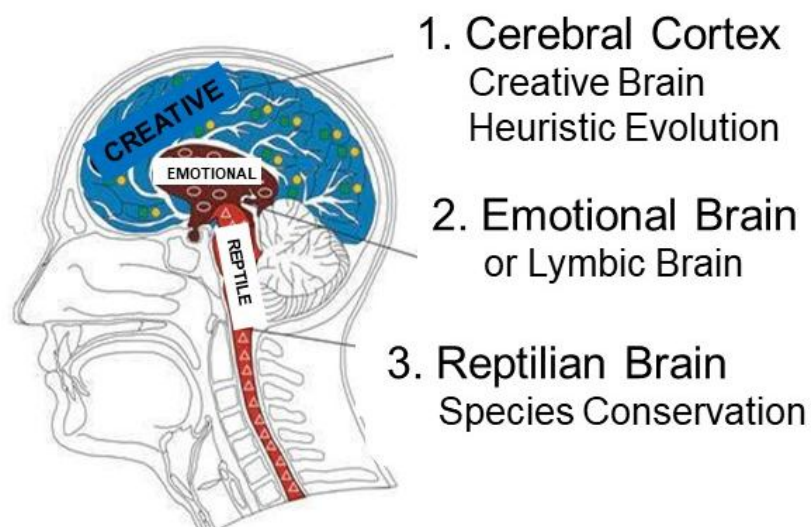
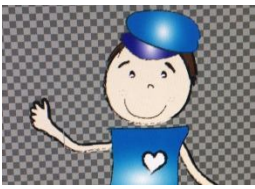


Illustration: The Emotional Brain or Limbic Brain corresponds to the second brain, located between the Reptilian Brain and the Cerebral Cortex





## The Education of the FUTURE, Now!

The emotional brain is found in the central part of the human brain; it is made up of neuronal tissue of limbic structure, different from the brain cortex which is made up of a neuronal system. That is why there are two different ways of functioning.

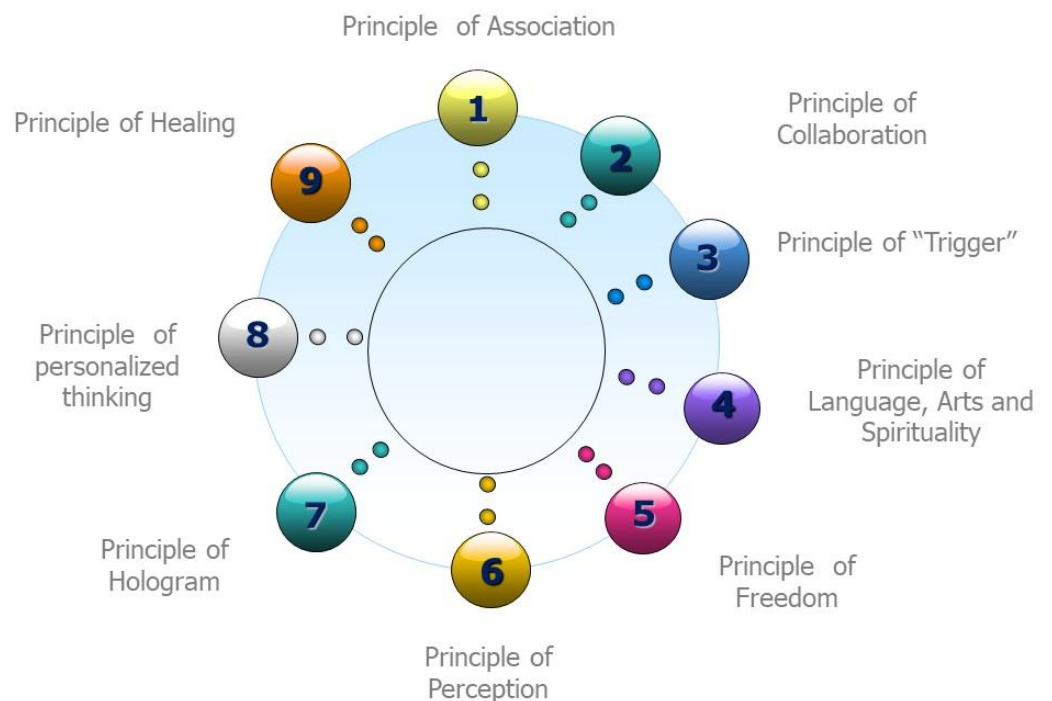
### How does the emotional or limbic brain learn?

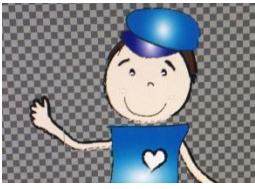
Children and youths of the Third Millennium generally present a supra-developed Emotional Intelligence. This partly explains their sometimes extreme behaviour and their high levels of empathy. It also helps explain their particular ways of learning and their ability to "catch" things at an emotional and energetic level.

According to Goleman (See appendix B of his book *Emotional Intelligence*), the limbic brain provides mechanisms for specific learning, which are often found in the children of today. According to Goleman the new important principles to understand and incorporate in the Education in order to be able to better help our students are:

1. The principle of Association
2. The principle of Collaboration
3. The principle of "Trigger"
4. The principle of Language of Arts and Spirituality
5. The principle of Freedom
6. The principle of Perception
7. The principle of the Hologram
8. The principle of personalized thinking
9. The principle of Healing.

At the end of this chapter you can find some concrete





## The Education of the FUTURE, Now!

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exercises and activities.

Illustration: the 9 principles of learning of the Emotional Intelligence according to Goleman

## The multi-centred brain and the IAAG brain

A multi-centred brain includes four pillars of studies to do with:

- The Brain/Heart complex.
- The IAAG brain and the electro-magnetic field of the human being.
- The holographic brain of Karl Pribram.
- And the theories of hyper-communication and hyper-conducting DNA.

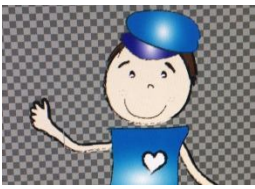
For the time being we will look at what the Brain-Heart complex, the IAAG brain and the electro-magnetic field of the human being are made up of. We will also take a look at their implication in the educational process. (these topics are explained more in depth in the book by Pedagooogia 3000 *The children of today and tomorrow: Scientific physiological, psycho-emotional and neurological proof in the children of today and the education they need*).

### ***The Multi-Centred brain***

*The multi-centred brain and what it implies opens unexpected possibilities for science, anthropology and educational sciences.*

*It explores the possibility of a fantastic leap for the development of human awareness. This will involve ourselves, our children and our Planet in a multi-level auto-re-knowledge of high awareness and altruism.*





## The Education of the FUTURE, Now!

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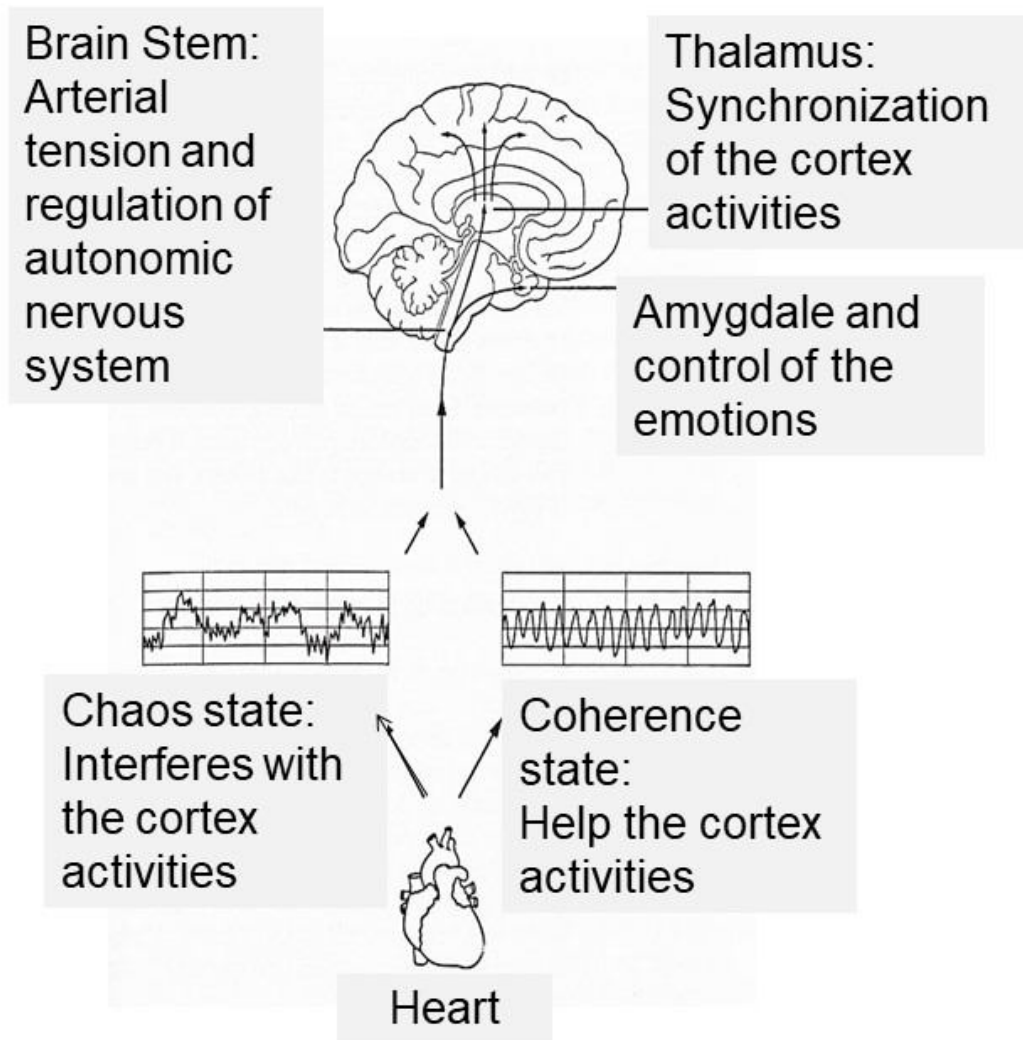
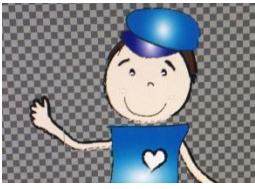


Illustration: The Brain/Heart complex  
Courtesy of the French psychiatrist David Servan-Shreiber

HeartMath Institute and other researchers such as Dr Servan-Shreiber demonstrated there is a close relation between the brain and the heart, which translates into states of *coherence* and *chaos*, depending whether they are in harmony or not.

Here the researcher Rollin McCraty of the HeartMath Institute, California, U.S.A explains:  
[The brain of the Heart](#)



## The Education of the FUTURE, Now!

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Many people believe that awareness only comes from the brain. Recent scientific studies suggest that conscience emerges from the brain and the body acting together. It is clear that the heart plays a very important role in this. It is much more than a simple pump, as was once believed, the heart is nowadays recognized by scientists as a highly complex system, with its own “brain” (...).

The electro-magnetic field of the heart:

The heart generates the most powerful and extensive electro-magnetic field of the heart. Compared to the electric field produced by the brain it is about 60 times bigger in amplitude and penetrates every cell of the body. Its magnetic component is about 5000 times stronger than the magnetic field of the brain and can be detected several feet away from the body by sensitive magnetometers. The heart generates a series of continuous electromagnetic pulses in which the time intervals between each beat varies in a dynamic and complex fashion (...).

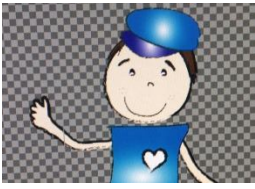
We think that the magnetic field of the heart acts as a wave of information which provides a global synchronized signal for the body as a whole. Research done by the HeartMath Institute shows that the information pertaining to the emotional state of a person is also communicated through the electromagnetic field of the heart. The rhythm patterns of the heartbeats change significantly while we experience a variety of emotions (...).

The interactions between individuals by means of heart field:

(...) Experiments done at the HeartMath Institute found remarkable evidence that the electromagnetic field of the heart can transmit information between people, even at a distance of one metre. We also found that brain waves of a person can in fact synchronize with the heart of another person. What is more, when an individual generates a coherent cardiac rhythm, it is more probable that synchronization between the brain waves of one person and the heartbeats of another occurs. These discoveries have intriguing implications, suggesting that those individuals who are in a coherent psycho-physiological state are become more aware of the codified information of their surroundings.

The Heart field and intuition:

There is also new data which suggests that the heart field is directly related to the intuitive perception, though a coupling of an energetic field of information that transcends the limits of space and time. Using a rigorous experimental design, we



## The Education of the FUTURE, Now!

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found strong evidence that both the heart and the brain receive and respond to information about a future event before it happens.

Even more surprising was our finding that the heart seems to receive this “intuitive” information before the brain does. This seems to suggest that the heart field can associate with a more subtle energy field which contains information about remote objects and events in space or time. Called “spectral dominoes” by Karl Pribram and others, this would be a fundamental arrangement of potential energy which unites time and space. It is thought that this is the base for our conscience as a whole.

By Rollin McCraty

For optimal scholastic results, teachers as well as students must be in a state of Mind-Heart *coherence* all the time. This proves that Education needs to evolve without stress, without shouting, without anxiety for exams, without humiliations etc.. and a truly Integral Education must be promoted.

## The IAAG brain

IAAG brain means Integrated, Amplified, Activated Grounded brain. This terminology, coined by Pedagoogia 3000 from 2012, represents the ideal situation for the integral development of the human being and a fluid and optimal learning. What does it consist of?

- The Integrated Brain is achieved when:
  - the left brain hemisphere connects to the right
  - the right brain hemisphere is more activated and creative
  - and that is accompanied by a superior activity of the thalamus, hypothalamus, pineal gland, pituitary gland, frontal lobe and emotional limbic brain.
  
- The amplified brain means that the Integrated brain described in the previous paragraph is connected to the Heart-Thymus complex in a state of *coherence*. This augments the Interpersonal, Intrapersonal and Emotional Intelligence and furthermore provides a sensation of permanent wellbeing.



## The Education of the FUTURE, Now!

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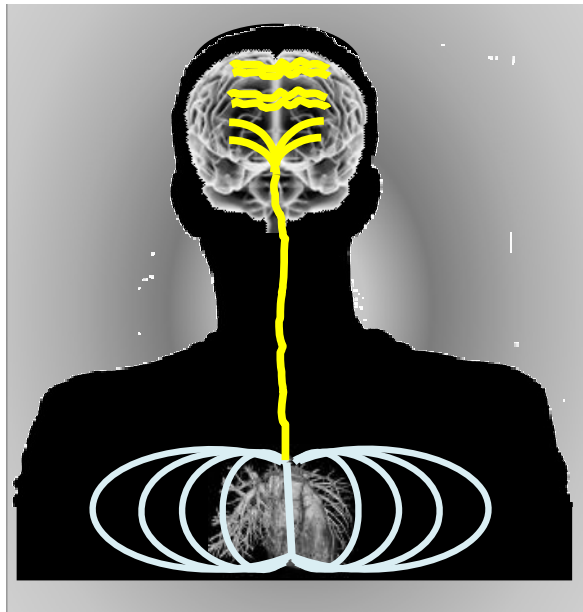
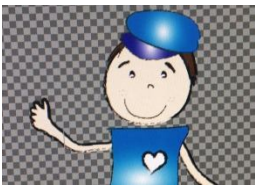


Illustration: Amplified mind/heart connection or amplified brain;  
Courtesy of Dr. Greisy Rodríguez, Venezuela

- The Activated Brain corresponds to the activation of the electro-magnetic field of the Human Being via the heart. It implies that Education is a state of loving, being loved and appreciating what surrounds us and what happens to us. See and feel in a positive manner. Empathy with the Planet, with others, with the animal, plant and mineral world and other levels of conscience. Furthermore, it facilitates the function of execution. (See more on this in the last chapter).
- The Grounded Brain refers to a *grounded* human being, that is to say a being which is stable physically, emotionally and culturally. For this reason, it is important that Education incorporates grounding exercises, such as rhythmic dance, drums, working with clay, taking care of a garden, taking care of pets, exercises in nature, abundant physical activities accompanied by “ancestral grounding” (that is to say knowing local culture and its forebears). If this is not done, the children tend to “fly” to much, they become scattered and lack maturity. When a student is faced with much technology and video games they need to balance and “ground” on a daily basis.

Dr. Greisy Rodríguez, paediatrician from Venezuela, explains: “The epiphysis (pineal gland), the hypophysis (pituitary gland), the thyroids and the thymus (in children) are the glands with the highest electro-magnetic receptiveness. They act like *wave receivers*, they



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receive measurable frequencies and transmit them as information to the brain. This then transforms it in electrical pulses which unleashes a specific bio-chemical reaction with the consequent release of neurotransmitters and hormones. This release depends on the state of mind, the emotional state and to certain extent, on alimentation." (GR, 2012).

## The electro-magnetic brain of the human being

As we have seen the integrated amplified activated brain allows the creation of a larger electro-magnetic brain for the human being, thanks to the activation of the Heart/Thymus complex. This is extremely important because, according to the HeartMath Institute:

- The electrical component of the heart field is 60 times larger in amplitude than the electrical component of the brain and penetrates every cell of the body.
- The magnetic component of the heart field is about 5000 times stronger than the magnetic field of the brain and can be detected at several feet away from the body using sensitive magnetometers.

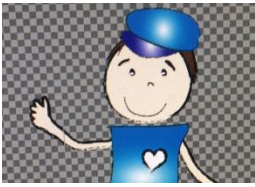
Ratio Brain/Heart	Brain	Heart
Electrical component	1	60 to 100 times more
Magnetic component	1	5000 times more

Gregg Braden and Rollin McCraty, HeartMath Institute

This means that the true "power" of the human being resides in the heart. We will see in Chapter 7 how this electro-magnetic field can change the life of a human being. A true Education (and this is the way the Education of the Future will be) will have special care for the solidity and stability of said electro-magnetic field and for the IAAG brain.

Dr Rodríguez: "If we relate the function of the mirror neurons (neurons of empathy described by the Italian researcher G. Rizzalotti and his team) to a higher activity of the right brain hemisphere and the emotional brain of these children and youths, we can fundamentally explain their greater empathy as well as social and ecological awareness. This integration would explain, among other factors:

- The simultaneous Multiple Intelligences of the children and youths



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- Their higher perception at sensorial level
- Their artistic abilities
- Their imagination and creativity
- Their ease in learning foreign languages
- Their flexibility and amplitude in bodily movement
- Their high levels of empathy." (GR, 2012)

The electromagnetic field of the human being is toroid shaped, that can interact with other person´ toroid and Planet Earth´ toroid, as shown in the following drawings.

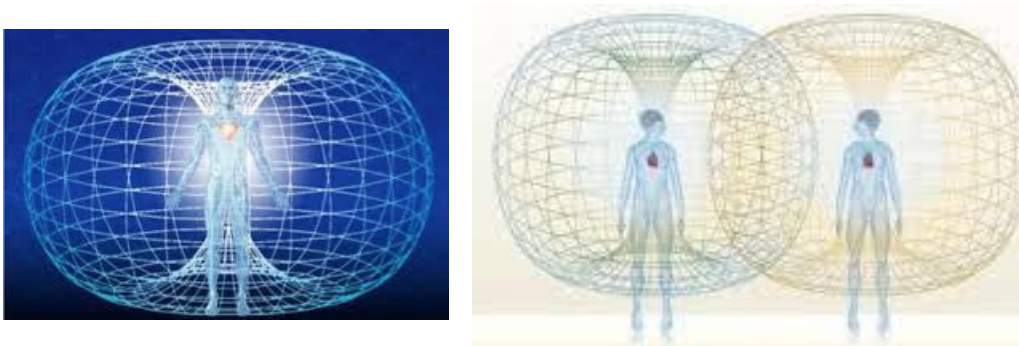


Illustration 1: The electromagnetic field of the human being is Toroid shaped and is activated from the HeartMath Institute.

Illustration 2: drawing, two people in resonance  
<https://orekansenti.com/2014/11/27/kinesiologia-y-energia/>

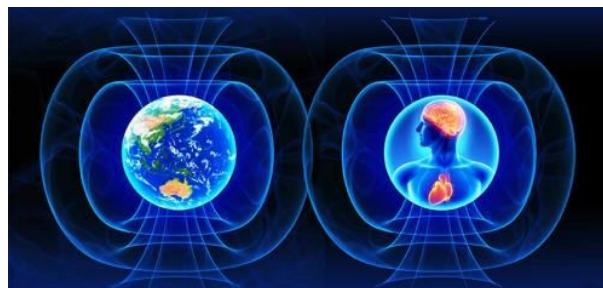
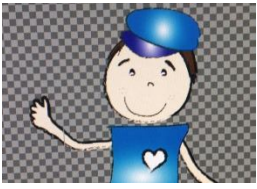


Illustration 3: Toroid of the Planet  
<http://conocer-es-saber.blogspot.com/2016/06/los-campos-electromagneticos-de-la.html>



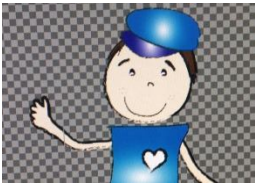
# Recommendations and exercises for Emotional Intelligence

There are several kinds of activities: Those that help recognize and process our own emotions, those that favour interpersonal relationships, the NVC (Non Violent Communication) and Culture of Peace, those linked to the specific learning path of Emotional Intelligence which we saw previously with the new principles of Daniel Goleman, along with physical exercises of balance and purpose in life.

### 1. Ideas for activities to recognize and process our own emotions

- Writing about our own emotions, drawing them or talk about them. We can locate our emotions in our bodies.
- Writing our biography.
- Doing the exercise "how do I feel" and finishing with an exercise in harmonization.
- Biodance (Rolando Toro, Chile).
- *Katsugen*, the liberating and regenerating movement.
- Martial Arts, yoga.
- Energetic alignment, in the form of games or other.
- Theatre.
- Stories where the hero can manage their emotions and ideals. For youths, novels and films with the same topic.
- Constant exercises of self-esteem, positive words and thoughts, positive affirmations.
- Exercises to liberate the voice, shouting, singing.
- Valorising our own name: repeating it, drawing it, decorate it, sing it, etc...
- Exercises of conscious breathing.
- Eye movement and juggling.
- Contact with nature.
- Massages.
- Laughter therapy.





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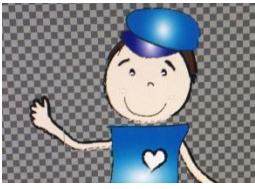
- Bringing the children to bodies of water, river, waterfalls, sea, lake and recommend bathing in tubs at home.
- Making sure that teachers and parents have solved their own emotional problems. They have to be emotionally stable, because if they are not, they will contribute even more to the de-stabilization of children and youths.

It is important to understand that the present and past emotions are managed through different dynamics.

- Present emotions. When they are perceived as being extreme (extreme joy or extreme rage) they need to be balanced by letting them flow, walking, jogging and breathing. Forgiveness is asked in case we hurt someone else. This we need to teach in the school and in the house.
- Past emotions and traumas which haven't been healed. Here multi-disciplinary post trauma therapies can be used. (See for example the program Post Trauma Tools by Pedagoogia 3000, which combines physical exercises of de-programming and re-programming, eye movements, chromo-therapy, sound therapy, tapping, bio-consolidation and self-esteem).

### 2. Ideas for activities to strengthen interpersonal relations

- Organizing *circles of emotions*, where children and youths can express themselves freely (See how to at the end of this chapter).
- Making sure that the children and youths have regular team activities.
- Always ensure that we have a warm welcome at the beginning of a class and a loving goodbye at the end (individual and collective).
- Hugging therapy.
- Teaching diplomacy, courtesy and optimism.
- Knowing how to recognize the emotions of others and how to deal with them.



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### 3. Ideas for activities to strengthen Non Violent Communication and Culture of Peace

This is about fomenting Non Violent Communication (NVC) and reinforcing Culture of Peace in general, in all the school establishments (from kindergartens to universities).

Please see

- The book *Non Violent Communication – A language for Life* by Marshall Rosenberg
- The pocket book *Peace 3000* by Nelly Chavarría Licón and Noemi Paymal

It is advisable to systematically do activities of self-knowledge and self-esteem. For example, knowing oneself with the Mayan calendar; children and youths like this a lot.

Learning languages and their corresponding culture accompanied by classes in applied Social Sciences and of multiculturalism, this opens our minds and develops tolerance.

It is also advisable to teach parents that they have to reiterate as much as possible that their children are loved: by words, hugs, looks, caresses, tone of voice, a call, a note and that we speak in a positive manner at home.

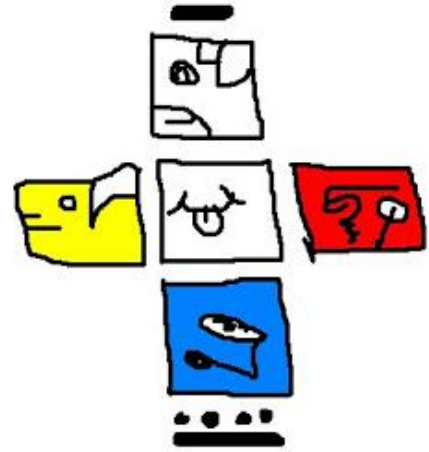
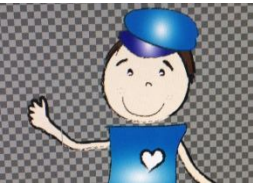


Illustration: Mayan stamps, an excellent activity of multiculturalism and self-knowledge

### 4. The new ways of learning linked to Emotional Intelligence

These consist of proposing exercises to favour the development of:

- Meta-physical language.
- Interpretation of Symbols.
- Metalanguages. These are packages of codified knowledge transmitted via non-verbal, non-written communication, for example. Mayan seals, universal geometry, symbols, numerology, etc...
- Teachings which lead to instant action, whatever the age. Emotional Intelligence needs instant solutions.



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- Incorporating exercises which involve: association (for example, studying history and asking what relation there is with what is happening now), Arts, personal development, projects, exercises with the 5 senses (such as perfect hearing e.g.), teaching using the holographic brain (with meta-language for example), let the student be the actor and builder of their Education.
- Collaboration, Emotional Intelligence is solidary and cooperative.
- The detonating effect. Example, doing the exercise *What makes me remember?* Using smells and other. Or watching a movie and analyse what it sets off in our lives.
- Creativity. Looking for activities where the student is actor and co-creator.
- Self-help, such as the program "Manito" by *Sinergética* for small children, notion of energetic anatomy and the program "I am responsible for my physical and emotional health" of the ASIRI method.

In general:

- Avoiding linear, frontal, repetitive, boring and passive methods.
- Always add exercises which emphasize cooperation and listening.
- Doing many physical exercises. The emotional body is linked to the physical body. It is known that emotions somatise in a specific part of the body according to trauma or emotion, therefore it is advisable to do many exercises in order to stabilize emotions.
- Using motivation, self-discovery, freedom of action and thought, colours, harmonious sounds, spatial organization in circles and corners of interest, etc.
- Freedom of action is fundamental. And this is obviously linked to respect, order, responsibility and conscience. Freedom does not mean licentiousness and "I do whatever I want", quite the opposite, it reflects in conscience, friendship, cooperation, creativity, spaces of expression, joy, happiness and enthusiasm. It is about promoting an Education in a *superior octave of conscience*, where wings are allowed to grow in a space which is harmonious, nutritious, synergetic and with implied approval (and sometimes explicit approval) and care.

### 5. Exercises of physical balance



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Having a good physical balance helps having a good emotional balance (and vice versa), because it forces us to work with a blank mind, that is to say, it helps us with mental control (in order not to fall!). It is recommended to do exercises of balance (at all ages) through dance, yoga, martial arts, as well as having beams and trunks in the playground for children to walk on as a bridge, on ropes *slackline*, etc... Set challenges where balance is in play (you can let them walk with a glass of water without spilling a drop, it is fun...) among many other ideas.

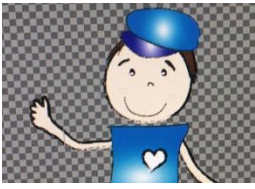
### 6. Purpose in Life

Faced with an increase in cases of depression and suicide in youths (and today even in children) at a worldwide level, it is absolutely necessary that Education offers clear guidelines to students to: find their talents, their purpose, notions of service to Humanity, self-worth, clear information on change of conscience, how to deal with mood swings, metaphysics, solidarity, as well as any kind of information and activities of personal development and internal growth. In the 7 Petal School approach this corresponds to the seventh petal.

This way we balance what is called "Inner Education" -which allows for a true inner growth- with External Education -which allows us to behave assertively in the world-, making sure of the emotional and spiritual balance of the students and preparing them to be full, happy and responsible, as we will present in the next chapter.

See more in the pocket book *Kiero Kambiar... y ahora sé cómo [I want to change... and now I know how]* by Pedagoogia 3000 and in chapter 6 of this book.

How to make a *circle of emotions* in the classroom?



## The Education of the FUTURE, Now!

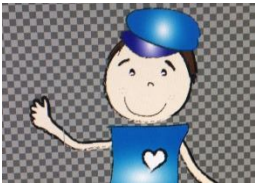
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Illustration: Listening Circle in pre-kinder and kinder in a school in Coronel, Chile

Initially this exercise comes from the Montessori system. They call it the “line”, because they physically draw a circle or an ellipse on the floor and the children sit around it.

- First the time and place of the circle is agreed upon. Better if this is regular and at the same time.
- All the children sit in a circle, including the teacher and the assistant or some parent who wished to help. The circle is as perfect as possible, nobody is on the second row.
- Golden rule: the adult avoids speaking.
- The children themselves are expected to direct the circle. They are free to speak about any topic, and also about personal things if they wish to do so. Everybody listens with respect. The rule of no interrupting is established beforehand. In the beginning it is a good idea to have a baton –or another object such as a ball- and who has this, has the floor.
- The adult makes sure everybody speaks. They can delegate this function to a child or a volunteer. However, if a child does not want to speak (especially at the beginning) they should not be forced to speak.



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- At the end you can ask each child to give a positive word to the group (peace, harmony, love, etc...).
- A final applause can indicate the end of the circle.

See more practical exercises in:

- The book *Pedagoogía 3000*, Volume II
- The pedagogical notebook by P3000 #9, *Emotional Development*
- The pedagogical notebook by P3000 # 21, *Forms and movements*

## An experience in France, “connected” children

We close this chapter with an experience in France, by the teacher Céline Alvarez.

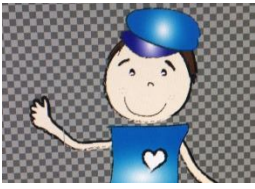
### The social link

We mainly concentrated on the development of directive skills, which are very strong at this age (we also included parents in this work). And we worked the activities of language adapting them to the peculiarities of the French language.

And above all, we eliminated a series of activities to re-focus our attention on the social links: on activities. There are lively and silent moments instead of rigid and didactical presentations. We did everything possible for the children to be really connected, that they can laugh, share, express themselves, help others, work and live together.

This social interdependence was a true catalyst in their development and learning. We are not going to stop there. Over the following years we will continue with this educational scientific research in order to allow that human beings can truly develop their full potential.

Celine Alvarez (France, 2012)



## The Education of the FUTURE, Now!

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We must always trust the ability of the teacher to make their educational space, i.e. the classroom, their own. And it is with the complicity of them that we can reach our goal (Dr. Anna Fores).

I have seen teachers who are changing entire schools, because they believe... Believe strongly in Education! And want to generate this transformation. We are going to give them scientific support and tell them what they are doing has a lot to do with neuroscience. What was before are failed and absurd methods. We show from science that another kind of learning is possible (Dr. David Bueno).

Excerpt video Neuroscience – For Another Education / Neurociencia, para otra educación





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Personal Notes

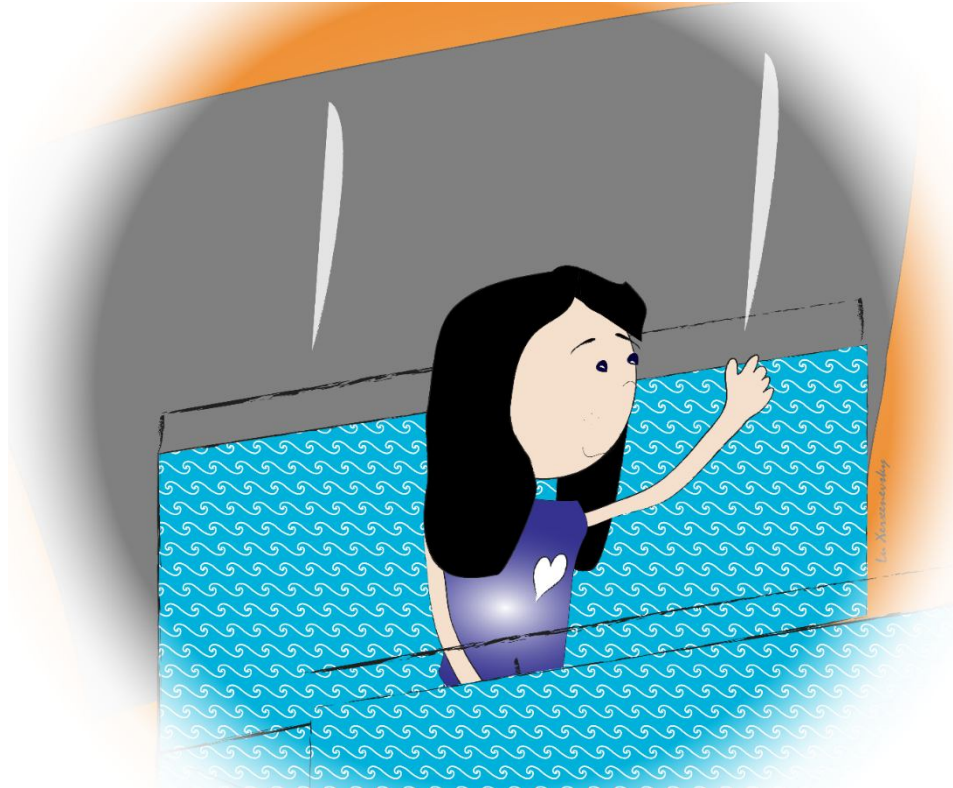




## Chapter 4

### The Education of the Future

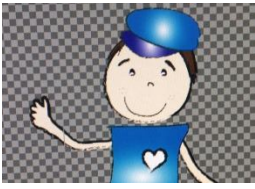
The novel: Anku escaped...



Anku and Anka tried to spend as much time as they could with Aline. She was recovering quite well. In fact, her wrists healed very fast. Aline composed a song and it was the first time she composed and performed one all by herself. It was about life and love. It was so beautiful! Anku even recorded it and was very enthusiastic about it.

Anku decided to delay his escape to the following week, in light of what had happened to Aline. This was a good thing because his father's trip had been postponed to the following week as well. Anku and Anka had more time to arrange the last details.

Finally, Wednesday, the day of the escape, came. Exactly as planned Anku got some provisions, sandwiches and biscuits, and had enough money for the bus, a small blanket, and chocolate milk that his parents had given him as a snack for during school break. Anku also had his ID on him, just in case. His father was out for work for two days and his



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mother had a class on Emotional Intelligence until late that evening. It was perfect! Anku was supposed to go to his friend Brian's house just as had been agreed. The plan was that, at the last moment, Anka would tell Brian that her brother couldn't go because he had too much homework.

As soon as the bus arrived at the school in the morning, Anku jumped out while Anka distracted the driver by asking him a carsickness bag to vomit. Then she went to see Anku's teacher telling him Anku was sick and that their mother would send him a note the following day.

-Don't worry Anka, if it's only for one day we don't need a doctor's cert -the teacher told her-. Now, hurry to your class.

Anka quickly went to her class, happy that everything had gone so smoothly. On the way she ran into Brian and explained the situation quickly to him.

- Oooo...That's too bad! -said Brian-. We had the house to ourselves! My mother is coming home late and my brother was going to look after us.

- Is next week OK?

- Sure, that's OK.

- Anku really wanted to be with you. He sends you these sweets.

- Thank you Anka.

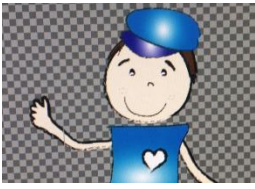
- Thank you Brian, I am sorry about this. Anku couldn't find you to tell you himself. And he couldn't call you because, you know, phones are not allowed in school.

Anka got to her class just in time. She was the last one in, but still on time.

- Wow, that was easy -she thought-. Now I need to connect my mind with Anku, to see that everything is all right.

She closed her eyes without her teacher noticing. She bent over her book with her hair covering her eyes. It was a language class and Anka was very good at everything to do with language, so she could pay attention to the class and follow Anku in her mind at the same time. She liked doing several things at the same time. This was not a problem for her, to the contrary, she thought it was more fun. She was following Anku with her inner eye. She never told anybody about her gifts, she was afraid people would think she was weird. Only Anku knew, and now Aline as well.

Anku managed to escape quickly from the school bus and got to the corner without being noticed. He mentally put his purple protective light on, just as Anka had taught him. He



## The Education of the FUTURE, Now!

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also changed his green school uniform for a normal beige T-shirt with a hood. He ran two blocks, turned the corner and walked 3 more blocks. Quickly the bus stop for the 144 bus came into sight.

- I am very lucky to be able to take a bus to straight where I am going -he thought.

There were many people at the bus stop; it was rush hour after all. Anku mingled with the people and nobody took note of him. Not even the bus driver. More, the bus driver didn't even ask for a ticket. Anku sat at the back of the bus. In fact, everybody was so busy with their cell phones that nobody was looking at anybody.

Anku started to look out of the window. Half an hour later he was in the outskirts of the city. The streets weren't as nice as in the centre. Some people were rummaging through rubbish on the streets.

- How terrible! -thought Anku-. Why can't we share what we have?

He also saw two skinny street dogs. He spotted a crippled person who could barely walk. Then he saw a woman, a mother, sitting on the threshold of a door, holding a baby in her arms. The baby was crying... Everything was so new for Anku and it made him feel sad, very sad.

He started to think. -Why did I escape? What happened to me?

- You have to find out -a voice came out in his head-. You have to find solutions. You have to be strong. We will change everything. Remember what you told Aline. We are great and we are going to change the world, just like in that film we saw.

- Anka, what are you doing? -The teacher cried-. Open your eyes!

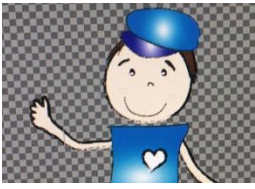
Anka was so concentrated she had forgotten to hide herself.

- Sorry Miss, I think I was very tired.

- Hmm... At ten in the morning? Please, pay attention or you will have more homework.

At the end of the line, the bus was emptier. Anku sat next to an elderly man. Finally, he got to his bus stop and slipped out of the bus with the old man. Nobody noticed him.

- Oh, how I would like to change all this -Anku told himself-. It isn't right... Why is there nobody that does something about this? -Anku was still thinking about all the sad things he had seen on the way.



## The Education of the FUTURE, Now!

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- I want people to have a good life. They shouldn't have to look in the rubbish to survive. That is terrible. Actually, I don't want rubbish either. All that doesn't make sense to me.

Anku missed Anka a lot.

-She would have understood me. She always has solutions for everything. She has brilliant ideas.

As he was thinking all this, he saw a small yellow butterfly fluttering next to him. Suddenly a dog appeared out of nowhere, a black dog with gentle hazel eyes. It licked Anku's hand and Anku gave it half of his biscuits.

- I will call you Guardian. Do you like it? -He told the dog.

Guardian was wagging his tail. The dog went into a narrow street that became a path. Now the city was far behind them and the countryside was nicer. Anku felt better. The path slowly rose.

- Good, perfect, this path leads to my mountain. Good, good!

At that same instant Anku found a pair of heart-shaped stones.

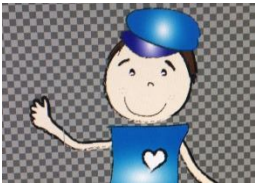
- I am going to take one with me to give to Anka when I get back.

Anku kept going along the path. Now he felt really good. The weather was nice, not too hot, not too cold. Guardian gave him a feeling of security. Anku watched the flowers, the bees, the insects... He had always been a good observer; he liked to watch his surroundings. Suddenly the path became steeper and the landscape became woods. Anku jumped from stone to stone, Guardian leading the way. The climb lasted a long while. All of a sudden Anku saw a place with a lot of boulders that caught his attention.

- Let's explore that place, it looks neat! -he said to Guardian-. Look, it's a cave! Cool! I have a place to sleep and shelter.

This had been one of his worries, to be able to keep warm at night; the other one was that his parents wouldn't notice he was gone. He didn't want them to worry. Anku waited a while, taking in the surroundings, until he was mentally certain he could enter the cave. The cave itself was rather big and looked comfortable enough. He made a bed with leaves, straw and some soft moss he found nearby.

- I am really hungry -Anku thought, reaching for the food that Anka had given him-. Oh Anka, you are the best...



## The Education of the FUTURE, Now!

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It was getting dark. After eating and giving Guardian some of his sandwiches, Anku went back to the entrance of the cave to look at the woods at night. The smells were wonderful. A mixture of moisture, smell of wood and the perfume of some flowers he couldn't recognize. It was chilly but not too cold.

- This place is perfect for spending the night, with my blanket and my jacket I should be fine.

It was a clear night with heaps of stars starting to twinkle. Anku looked at the sky. A beautiful shooting star crossed the dark sky. Then another one, and then another one.

- I never knew shooting stars zigzagged -he murmured in thought.

.....

*Where is the new Education headed? Which components will the School of the Future combine? The 7 Glo-cal horizons and the Socio-Multi-Education.*

Up to now we have covered what present day education is like. The needs of the teachers, the Education we want, what are the characteristics of the children of today in general, as well as the importance of Emotional Intelligence in learning and the harmonious development of the Human being (and therefore future Society). We also saw some recommendations for improving Education right now.

But, what will the Education of the Future really be like?

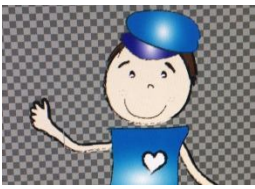
## A live educational eco-system

The way I see it, it will be very different:

- In contents
- In methodology
- And in goals.

It is obvious that almost all the contents of all the subjects will change, updating them with new discoveries and truth. And new subjects will open up, not only in technology, communication, post-quantum physics, history of the galaxy, etc... but also, and what's more important, in personal development, meta-physics, "heart-mind" connection as well as new geo-politics and Culture of Peace for example.





## The Education of the FUTURE, Now!

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The methodology will be completely different, creating an educational environment or educational eco-system (to retake the term coined by Ross, Ashoka, and Pavel Luksha, GEF, Global Education Future, 2016) which will be collaborative, self-constructed, practical, totally integral and which will centre in the first place on the personal development and interior growth of the student, shifting to become a wise person rather than just a person who is knowledgeable.

A radical move will be made from an education geared towards competition, destruction and violence towards an Education for a world in solidarity, which constructs and solves, for Peace and the common good, and at the same time, which will take care of the Planet, air, water, earth, fauna, flora and natural resources, giving space to a new geo-politics, social sciences and a new system of health, among other sectors. In fact, all the sectors in society will inevitably be transformed, with a sharper ethics and conscience, as we will see in the following table.

<i>Comparison between the main educational characteristics</i>	
<i>Previous Education was based on:</i>	<i>Education of the Future is based on:</i>
Competition	Collaboration
Individualism and egoism	Collectivity and common good
Destruction	Active co-construction
Violence	Culture of Peace
Invalidation of the "being"	Internal growth
Invalidation of happiness and wellbeing	Plentiffulness, happiness and wellbeing
Anti-ecological principles	Ecological principles
The Left brain hemisphere	The IAAG brain connected to the heart
Linguistic and Logical-Mathematical Intelligence, almost exclusively	26 Multiple Intelligences and maybe more in the future (See Volume I of the book by Pedagoogia 3000)
Hierarchical	Horizontal
Authoritarian	Organic
A being which is disconnected from itself	A re-connected being
Theoretical	Practical and holistic
Exclusively Mental	Accompanied by the expansion of the electro-magnetic field of the heart and Conscience





# The 7 Glo-cal horizons of the Education of the Future

In summary we can profile 7 horizons or backbones which the researcher Pavel Luksha, from Russia, calls the 7 Glo-cal paths. Glo-cal is a compound word made up of "glo" for global and "cal" for local, considering that Education will be a combination of concrete local actions, according to the reality and culture of the place, and at once with a planetary vision (very different from globalization). In P3000, we like to call it Lo-bal, to give priority to the local aspect.

Pavel is Founder and Director of *Global Education Future* or *GEF*, a collaborative international platform which helps to catalyse systemic innovations for an Education for Life all over the world. From March 2016 the platform gave room to a movement called *ProtopiaLabs*, which are local transformation "points" which act in a Network.

The 7 Glo-cal paths to contemplate in the co-construction of a new ecosystem for the Education of the Future are:

1. A horizon with technology (*Face to Tec-Labs, FTT*)
2. A horizon with friends (*Face to Face* or *Face to Friends, FTF*)
3. A horizon which envisages the global context, with a planetary vision that we are one humanity in solidarity.
4. A local horizon where the local reality, needs, culture and ecology are taken into account.
5. A path focused on "self-discovery". The student is protagonist in their Education, co-constructing responsibly their own *curricula*, activities and personal projects (alone and/or in group).
6. This path contemplates the factor Time
7. The seventh point, is a Centre (with capital C) of the heart.



## The 7 PATHS of the Education of the Future

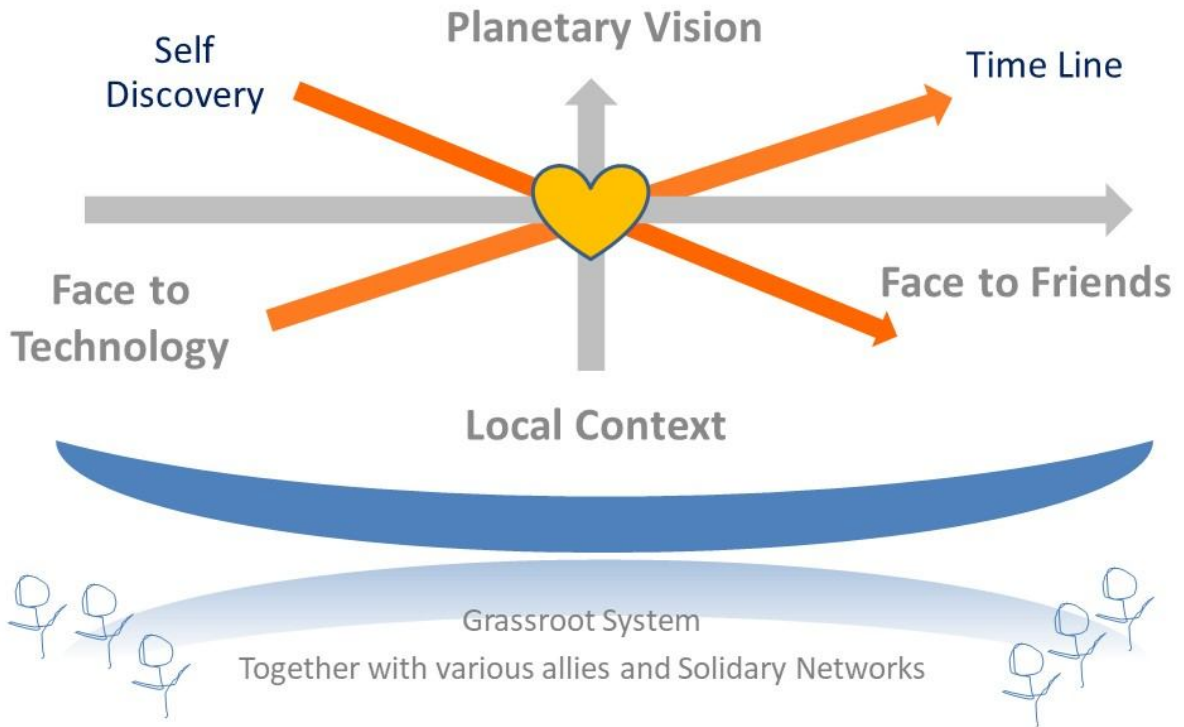
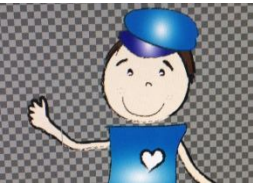


Illustration: The 7 Glo-cal horizons of the Education of the Future

The 7 paths give space to an integral “ecosystem” for learning, which involved everybody, at all ages. This way it easily adapts to the rapid evolution and present day and future changes. The Socio-Multi-Education will result out of this, which we will present at the end of this chapter.



## The Education of the FUTURE, Now!

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### 1. Path 1, using Technology

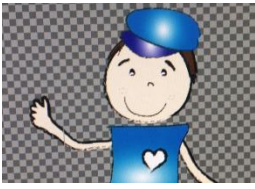
An Education which is amply supported by technology is envisaged here, taking full advantage of all the advantages this presents. The students will have a high level of cutting edge technology and will use this in their Education, thanks to the use of “improved screens” without damaging their health, nor the eyesight, nor the ergonomic position) This will allow them to develop their self-learning skills and they will learn what they like and at the speed they need. This system rethinks the role of the teacher, who becomes then a companion who provides contention and motivation. The epoch of “chalk and board” will obviously come to an end.

Concretely, from primary to university level, we can think about the following tools, adapting them to each age:

- *Gamification*: some subjects will be taught in the form of video games, as well as some evaluations.
- Classes online, *webinar*, live transmissions of events and meetings around the world
- Classes in International Networks.
- Spaces for sharing ideas online (*Project Lines*) on social networks and or Intranet. Students could share their projects immediately and exchange their learning and achievements.
- Social Networks to learn about the world.
- *Webquest*: searches on the improved Internet of the future. The students will do much research on the Web, accompanied by live research, as described in path 2.
- Including new technology which will emerge along the way!

### 2. A path with friends

This sector of the new Education invites to create ample spaces for socialization. The students always say that “friends are the most important”! In this path the Non Violent Communication is developed, as well as the social aspect and team work. This area also includes spaces with adults: teachers, specialists, researchers (who also become friends!).



## The Education of the FUTURE, Now!

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Concretely we imagine the creation of physical spaces where one can have:

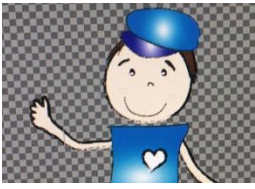
- Face to face connection, with study groups per topic, projects etc.
- Classes in Non Violent Communication, Culture of Peace, diplomacy, group management, classes in neuro-linguistic programming etc.
- Spaces where they can do their own projects, including labs, workshops, audio-visual production, a technological workshop to do some projects (*Hands on activities*), etc.
- A space for group activities, such as making music, playing, chatting etc. You can imagine a comfortable space with a cafeteria with healthy food and drinks to the side.
- A space for Ecology and to sow their bio-vegetables and take care of pets.
- Workshops for the Arts and all manner of artistic expression / avant-garde culture.
- A space for sports and gymnastics.
- A cinema and theatre (can also be turned into a concert hall and discotheque)
- Language lab.

You could imagine friendly spaces for meetings and exchanges. Pedagoogia 3000 proposes the creation of [Campus 3000](#), with a physical and virtual platform where young people and adults can work out ideas and plans, meet friends on the 5 continents, share, do projects together and at the same time have the possibility to reach high levels of knowledge and learn about the latest discoveries in science and technology.

By combining paths 1 and 2 the academic level will be very high and at the same time very practical.

### 3. The global path

This path will take the global context into account, that is to say it will foment planetary conscience, insisting on the Culture of Peace, conscious geo-politics, fair trade and ecology for the whole Earth.



## The Education of the FUTURE, Now!

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The term “global” does not mean “globalization”. On the contrary, it refers to brotherhood and solidarity in the vision that we are “one” for the good of Planet Earth and all living beings.

Concretely, all Education, whatever the subject may be, will promote the study of many languages, world politics, Non Violent Communication, multiculturalism, etc... through for instance:

- Multimedia and participative classes.
- Travel.
- Exchange.
- Volunteering in the 5 continents.
- Production of interviews and films by the students themselves.
- Incentive to social journalism.
- Multicultural Activities.

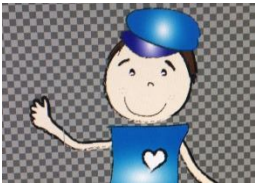
### 4. Local path

This path will be very much oriented at the local context, the culture, knowledge, history, geography and local know-how. The students will have “good roots” (even if they are migrants or displaced) and will be proud of their past, honouring their ancestors and their history. This is about a local system of learning, which at the same time ties in magnificently with path 3, the planetary vision.

This local path can count on the enthusiasm of people, with the impetus of the families who want to support and participate in the Education of their children. A trans-generational Education can be envisaged where nobody is left behind.

Concretely we can visualize:

- Local learning centres mixed in with knowledge of foreign cultures, studying the local knowledge, tradition, ecology, local history, local production, local politics etc.
- Access to fields for growing
- Activities in the open air
- Meetings of “knowledge” with grandparents and elders.



## The Education of the FUTURE, Now!

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- Celebrations of equinoxes and solstices among other
- Simple acts of the heart to honour the ancestors, the Earth, cycles, etc.

### 5. The line of "self-discovery"

This line completes the 4 previous points. The underlying idea is that all the educational processes proposed in the New Education are based on the principle of discovery, of becoming enthusiast, of *wondering*, looking for novelties and solutions, finding alternatives, being curious, all the time.

Concretely this is a double process:

- Discovering the subjects of the "exterior" knowledge: The world, physics, mathematics, etc.
- Self-discovery: Which implies that the new Education has a strong component of personal development and self-knowledge as we mentioned before.

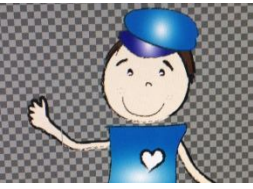
In P3000 we call this *In / Out Education*, looking for wisdom before knowledge, as we will develop a bit further on.

### 6. The Time Line

No educational proposal or pedagogical system is fixed, but are in constant movement, adjusting rapidly to the accelerated evolution which is happening on the Planet. This path reminds us that we need to take the factor time and the constant acceleration of change into account. The ecosystem of the Education of the Future has to be flexible enough to smoothly accommodate to the rapid changes of the children and youths (listening carefully and taking their ideas into account), of society, Humanity and the Planet as a whole.

Concretely it is about:

- Getting updated all the time, doing enquiries, etc.
- Having organic educational systems. In this sense "organic" means: What we do corresponds to a necessity and it is flexible, easily replicated, can be *fractalized* (like a fractal) and is bio (like a *living organism*), that is to say, it is in synchrony with Life and Universal Laws.
- Learning the basic principal of co-creation.



## The Education of the FUTURE, Now!

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### 7. The Heart

And finally, the seventh factor, is called the Centre (with capital C) of the Heart, which is the most important. It is about all that is done and proposed is to be with “open mind / open heart”, care, affection and coupled with the notion of *Holo-Service* (service to the process of evolution of Humanity and the Planet), complying thus with the purpose in life of each and every one. This area is the corner stone of this new educational eco-system.

That way, we can appreciate the emerging of a *re-connective* Education which will not dissociate the heart from the mind, but will foment an Integral Education, favouring the IAAG brain which we saw in chapter 3, that is to say an integrated brain (left and right brain halves equally developed), connecting to the heart, and activating the electromagnetic body of the human being from the Heart/Thymus complex and “anchoring” with stability and common sense.

## In/Out Education

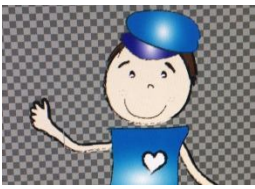
The Education of the Future is based on two basic concepts of utmost importance, which mutually balance and support each other, and which we call In / Out Education or a two lane Education.

- The “out” Education: prepares the student to bring their talents and gifts to the world, to society, to their family. It implies theoretical and practical knowledge and a clear notion, as we saw in the previous paragraph, of *Service or Holo-Service* or community service. That is to say helping others with what one knows and knows how to do. And this not only for personal advantage. This notion is always taught in the Japanese method of Dr Shichida for example.
- The “in” Education: this is of utmost importance for an Integral Education. If not, the Education remains at 50% of its goal. It consists of knowing who we are and reaching wisdom. Only this way Humanity will take a leap forward. The technological advances are only really useful if they are accompanied by a leap of awareness. Even more, it would be

### ***In /Out Education***

*The Education of the Future will balance empathy and self-care, looking for wisdom before knowledge and harmonizing inner and outer growth.*





## The Education of the FUTURE, Now!

dangerous otherwise. This is a condition *sine qua non* for harmonious advance in the evolution of humanity.

# The Education of the Future

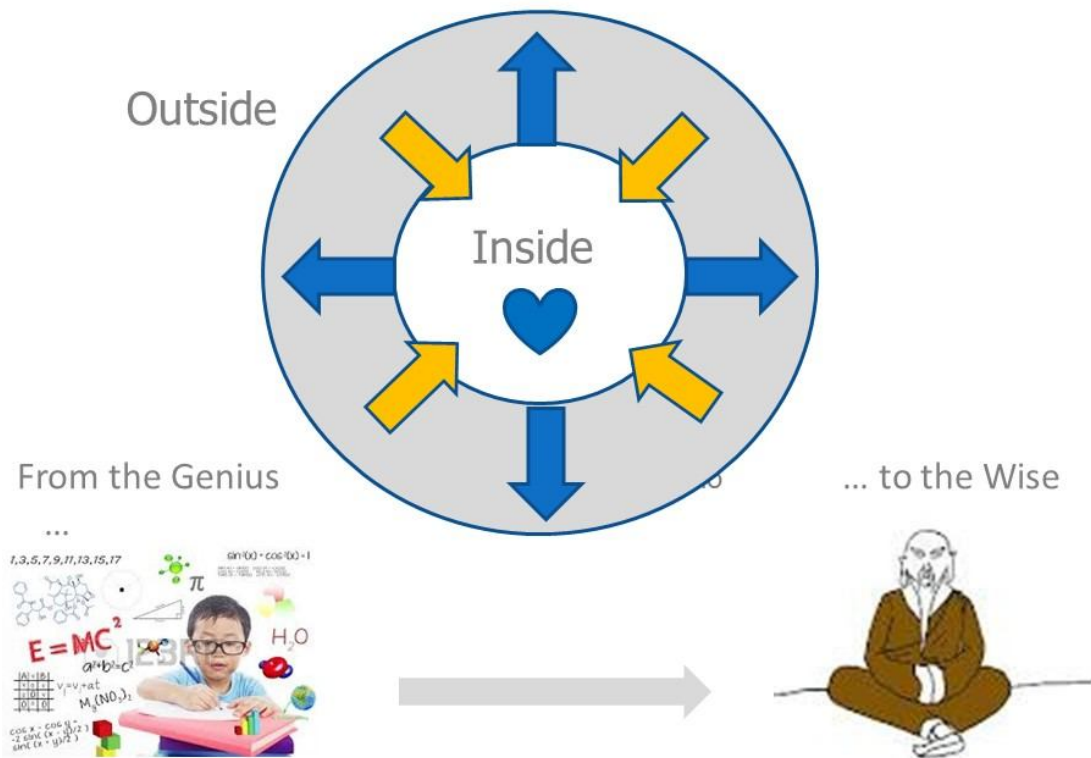
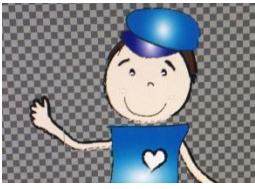


Illustration: The Education of the Future balances the double dynamic, where the being grows inside and outside and transforms from genius into wise person

## We are heading towards the Socio-Multi-Education

The previous considerations are reflected in a concept which we called the Socio-Multi-Education (SME, terminology coined by P3000 in 2009). Socio-Multi-Education means:

- Socio, includes all ages and all sectors of Society in a continuous educational process which is integral, cognitive and socio-cultural, from the moment we are conceived until we draw our last breath.
- Multi, because it is multi-cultural, multi-level and multi-disciplinary.



## The Education of the FUTURE, Now!

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- Education, with capital E, understood as Integral development of the Human Being.

It encompasses all levels of development of the human being and its potential. It comes from the local reality, from the enthusiasm and co-participation of everybody, where everything is integrated and interrelated, and more than anything it emphasises that people are fulfilled and successful. From the inner wellbeing, a Society in Peace and harmony emerges naturally.

Socio-Multi-Education is characterized for being active, protagonist, based on experience (that is to say that knowledge is integrated, becoming understanding and wisdom) in which the learning will sustain all dimensions of life and society. It takes the local ecological, cultural, economic and socio-political environment into account, as well as the social systems and paradigms of emerging solidarity.

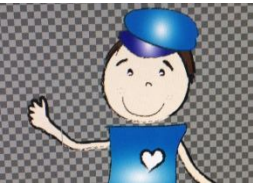
Socio-Multi-Education foment a holistic, multicultural, trans-disciplinary, multi-faceted, integral, protagonist, active, productive, ludo-creative and flexible pedagogic culture. It attends to, develops, combines in harmony and synchronizes the following 10 areas of the human being (and which are summarized in the concept of the 7 Petals, described in the following chapter).

The ten areas that Socio-Multi-Education tends to are:

- Physical
- Cognitive with lateral thinking
- Emotional
- Social
- Multicultural
- Aesthetic
- Ecological
- Productive, proactive
- Ethical, social, values
- Creative, intuitive
- And personal growth

### ***New codes***

*Supported by new codes and awareness, Socio-Multi-Education will be a great ally for the massive awakening of Humanity and the launching of various sectors which will make up the new society. It will support the highest social, ecological and personal ethics.*



## The Education of the FUTURE, Now!

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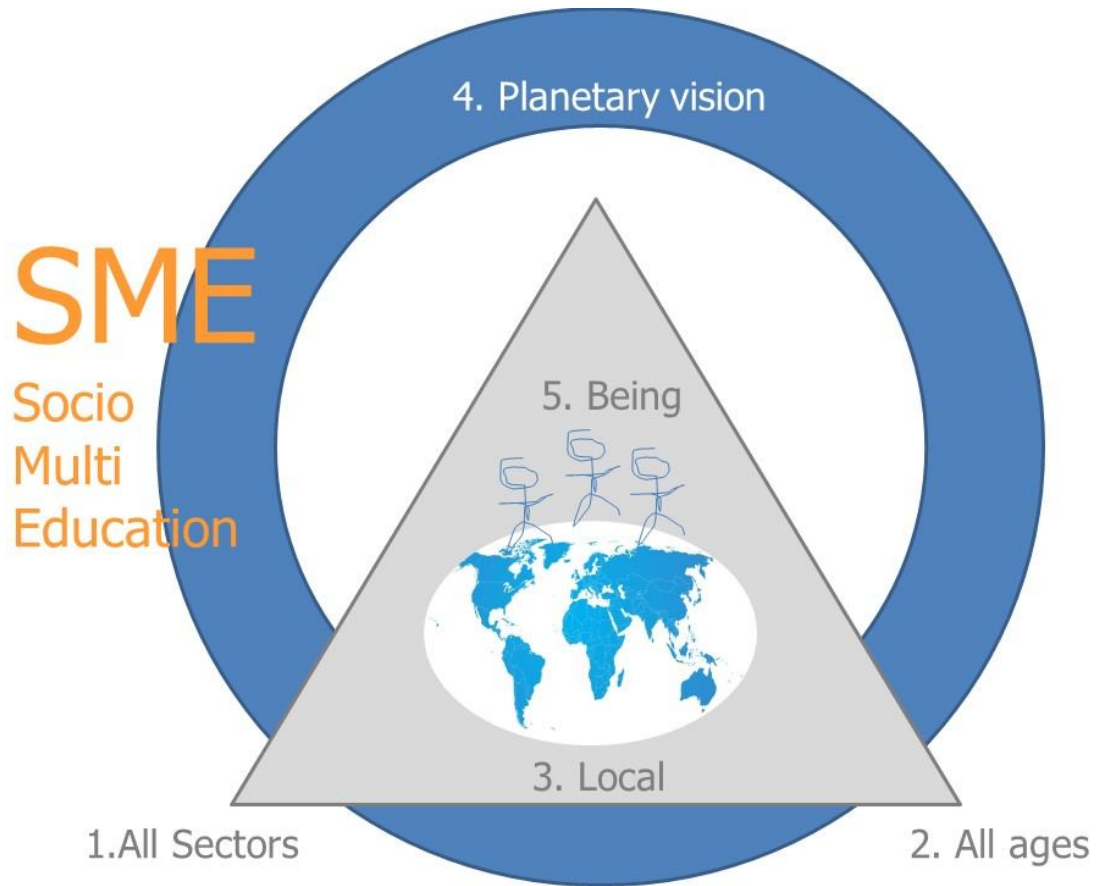


Illustration: Socio-Multi-Education and its 5 characteristics

## The steps to reach this Re-Evolution

The main phases of Socio-Multi-Education are:

### Phase I: Short term

Priority must go to the preparation of the adults, especially the emotional preparation, accompanied by the multi-disciplinary research on present day changes, the new characteristics of the children of today, technical and energetic changes as well as the compilation of holistic pedagogic tools which are more adapted to the present reality and future.

### Phase II: Middle term



## The Education of the FUTURE, Now!

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We will see a period of transition, where two parallel educational systems are profiled: traditional and pioneer. In both case, this period needs training and updating of adults and teachers, as well as the creation and implementation of methodological tools and complete holistic pedagogic programs.

### Phase III: Long term

This educational system called Socio-Multi-Education will be established on a massive scale. This system will reinforce the integral development of the Human Being and is characterized by being active, protagonist and productive.

This plan of action is a long term plan, however these phases are happening parallel and interconnected at this moment in time. And they are happening simultaneously in several places in the world.

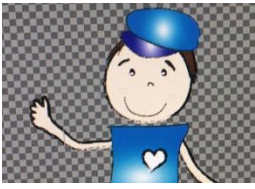
In this sense we are witnessing –or rather we are protagonists – of a great Re-Evolution, not only educational but also planetary, where Education represents a “hinge” which opens to these transformations never before seen at this scale on our Planet. Because they are not only a material change but also a change in awareness.

For this we need to act united and coordinated, creating links and networks of support. Again, the most important elements in this whole process is... us! With great vision and many many many little steps, one by one.

The Education of the Future will implicate many actors: The children and youths themselves obviously, the parents, the grandparents, the teachers, local authorities. Also other sectors of society will be involved: social networks, means of communication, film production, alternative networks, doctors, artists and athletes, businesses, NGOs, local, national and international institutions, universities and “Keepers of Traditions”, as we will see more in depth in chapter 7.

*All that we vividly  
imagine, ardently desire,  
sincerely believe and  
enthusiastically  
undertake, is bound to  
happen*

*Anonymous (graffiti)*



## The Education of the FUTURE, Now!

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### Gamification

An interesting tool is the famous Gamification which includes video games into Education. Hereto we present an extract of an article by Samuel Chavarría, México. Samuel wants to introduce Gamification in his school (in fact his father's school), a very interesting proposal in Chihuahua, México. It is interesting because Gamification gives a sense of "mission" and "belonging" which is exactly what many students today are looking for. It is also one of the few activities that "keep their rhythm" and keep up with their bright Intelligence.

#### The Culture of *Video gaming*

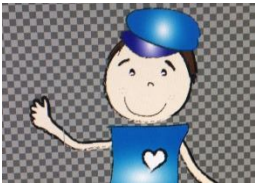
So the culture of video gaming emerges. A worldwide community which literally shares victories, jokes, techniques and preferences, a long way away from some hours seemingly lost here and there. The video game is not about trying to get a high score, or to get from point A to point B, but it presents us with challenges which demand skills in coordination, analysis and memory which are rarely trained in other leisure activities. Looking back, the video game has always depended on the level of immersion it can achieve in a given player. In my view these are the pillars that define a videogame as such: interaction, narrative and a feeling of belonging.

I have a mission!

The act of playing a videogame supersedes the executive factor amply and positions the player in a cognitive mission, regulated by limits of the system and player, which at the end of the story will lead to a feeling of triumph and acquired experience. While some people only see a doll jumping on platforms, others make mental maps and coordination with an inventory, disposition of scripts, problem solving. If the planning of a strategy is rooted in the use of information, comprehension and immediate reaction, we have a neural training tool in video gaming which is greater than the limits of a seat and a screen. (...)

Interactive and creative

In the area of the virtual, the videogame seems to be the only machine that really takes advantage of this concept in it's latest shape: interactive, reactionary, useful... When we compare it with other multi-media such as cinema or music,



## The Education of the FUTURE, Now!

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where there are no players but just receivers, there is no negotiation of possibilities, and the individual is not chosen to modify or define a result. (...)

Putting it like this, it is in fiction where we see our most hidden qualities as individuals reflected best and they evolve. This individuality also matures in skills and communicative capacities. The videogame today is a undeniable creative influence from which no doubt numerous ethical, artistic and humane values can be traced. If the act of understanding a text is an exercise in knowledge, the act of playing a videogame is, in proportion, an act of creativity. (...)

Intelligences at full speed

*Video gaming* knows that in the act of playing a videogame Intelligence is being tested, tried, trained and constructed within a certain universe configured to emulate the capacities of said intelligence, up to the point where it is part of other intelligences equally achieved by signs and digital dialogues. Video gaming takes advantage of the videogame as an extremely dynamic activity, which is also cooperative, synergetic. It has left the stages of simply crossing through a game and replaced this with the social mission to live together within the game. Now we see that the videogame goes deeper, it encompasses live situations with complex characters, epic legends and can connect artistic stories with creative ones and even create a social and cognitive culture at the same time.

The same community returned the favour to *video gaming* placing the videogame on a line between sports and narrative. Why can one play *The Legend of Zelda* as if it were not the same as reading *El Cid*? Why is it that cinema is studied in depth in humanistic studies but the videogame does not receive that same respect? After all a videogame is also based on narrative and is as complex as digital art can make it. (...)

If the community of videogames has been able to consolidate the masses only in function of competition and immersion in the game, we could be talking about the social exercise for which many institutions have fought in a common objective. In the case of interactive digital art, this society achieves its goals on the based laid by video gaming. This does not only generate riddles or discourse anecdotes, but an own language between technologies and humans, the mise-en-scene the intellect started off, the culture of unification of the continents in a universe which is recreational, dynamic, constructive and which cooperates with future generations to come. By Samuel Chavarría G., Mexico, 2017



## The Education of the FUTURE, Now!

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### And in a hundred years' time?

Let's close our eyes for a moment, please. Breathe deeply. Relax...  
And let's go to the year 2144.

*Desks, boards, screams and exams have disappeared...  
Where are we? What do we see? What do we hear?*

*In the distance we hear laughter. Children are running.  
We get closer... but this isn't a school! It's a forest... some children are forming a circle. It  
is a class in mental control. Further down there is a beautiful geodesic dome, the dome of  
creativity. Then there is a laboratory with cutting edge technology and interstellar means  
of communication.*

*Here there is a salon of wisdom, there a room for service to humanity, there the room for  
personal connection and interior advice. Around there are vegetable patches, flowers and  
exquisite fruits. Happy and lovely pets. In total, 13 beautiful spaces... the children  
perfectly work with advanced technology and at the same time in total harmony with  
Mother Earth.*

*Strange! Where are the adults?*

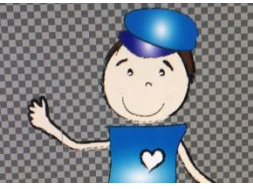
*Ah, there is one.*

*I approach him:*

- *What is happening here? -I address him.*
- *Ah, thank you for what you did! -The tall and handsome youth answers.*
- *What did I do? I have nothing to do with what I see here now.*
- *Yes, but you started what we call now "the great leap of Humanity".*
- *...?*
- *Yes, I am your great-great-grand child. It all went very fast. And we came to say  
thank you. Someone had to take the first step, break the chains and open the  
hearts. Believe in the process!*
- *Hum, I thought I was crazy...*

*He burst out laughing and the children came running to hug me. Rivers of love and  
harmony fill the air and my own heart, mixed in with the aromas of white roses and laurel  
leaves.*





## The Education of the FUTURE, Now!

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- *What's your name? -I ask him, after having recovered from the emotions and having let go of a few tears.*
- *Pakua. I am the History, Galactic Communication and Time Tunnels teacher/guide.*
- *Time Tunnels?*
- *Yes, it's a long story... I started learning about these when I decided to help children, going back to 1986. I will tell you all that later –Pakua has an irresistible smile.*
- *Great. Thanks –I say, even though I did understand anything- And Pakua, why is there a mural with those symbols in the entrance there? There are various circles with two Vesica piscis.*
- *Ah, my great grandmother put them there. The Vesica Piscis means passing from one state of consciousness to another, accompanied by the transference of knowledge and a raise in awareness. We have just taken a leap, and we are heading to the next one.*
- *One more?*
- *Yes. Do you see that meeting of elderly people there? They are preparing it. It's a technique I can't reveal at this moment.*
- *...?*

*(To be continued)*

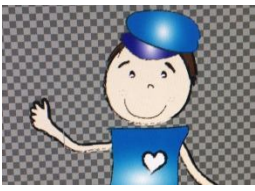


## The Education of the FUTURE, Now!

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Personal notes



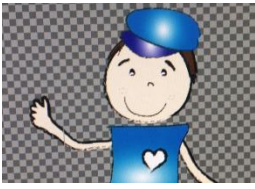


## Chapter 5 The 7 Pet Is School

The novel: The dream in the cave



Anku went back into the cave and lay on his makeshift bed. He thought about Anka. He curled up and soon fell asleep. It had been an exhausting day, both emotionally and physically. The cave was absolutely silent. The black dog laid down next to him. It seemed he took his role as Guardian seriously.



## The Education of the FUTURE, Now!

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Anku began to dream. First he was in a bus with people he didn't know. Then the people disappeared, and the bus started to fly in a dark sky. It didn't frighten him; it was just strange. It was as if the bus was floating in space. Then the scenery changed into a white hall, which led to another room, through an ogee shaped door and then an arched hallway. The other room, bigger than the previous one, was lit by a gentle peach light that seemed to come out of the walls. Two big chairs and a small round table were placed in the centre of the peaceful room.

- What a pleasant room -Anku thought in his dream.

- Hello Anku -A deep and soft voice called out to him.

Anku turned around and saw a tall person dressed in greyish pale blue with a cape of the same colour.

- Anku, let's sit down -he motioned to the chairs-. My name is Melki, and I know you are looking for answers for your school... for your life... for you and for many others.

Anku felt very comfortable, as if it were a *déjà-vu*. There was a pleasant smell in the room.

- Yes, Mister ... euuu... Mister Melki... in fact there is my sister as well, my sister and I.

- I know, dear Anku, you are both brave and pure of heart. That is why we decided to talk to you.

- We?

- Let's say that we are a group, a collective of friends. Anku, please, you have to remember the different levels of existence and who you are. I am talking about different levels of awareness. You know about Quantum Physics, right?

- Yes, I searched something about it on the Internet.

- Everything is Quantum and is repeating itself at various levels. The brain is like a hologram and it had a lot more capacity than what humans know of, especially if it's connected to the heart. The electromagnetic field of the heart is powerful, never underestimate it, never...

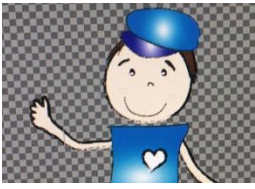
But let's go back to talk about your school, what is it you want to know?

- I want to change all that. I can't take it anymore. And there are a lot of things that bother me... Why is there so much pollution, poor people and sadness everywhere? I see all this goes together, one thing leading to another and vice versa.

- Anku, you are very smart for your age. You can see reality in a way adults can't.

- But it hurts, and I simply don't like it. Neither does my sister, but she is more tranquil than I am. She can dream and abstract herself from situations-. While he was talking, he felt Anka very near.

- Strange -Anku thought.



## The Education of the FUTURE, Now!

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- I see son, the question here is that the school is not only a place to transmit knowledge mechanically and repetitively -answered Melki with his calm voice-. True Education is meant to awaken the faculties and gifts of the human being and to efficiently tend to all those problems. Do you want people to become better human beings and to be happier? That they are more aware? That they feel more love in their lives? You are on the right track, Anku.

- Yes, that's it... More love, and that my bus doesn't make so much smoke. My school bus I mean... It is so harmful and nasty.

Melki smiled. He had a warm smile, as if he understood everything, without need for many words.

- Anku, have you ever heard of the seven attributes of life?

- No, I haven't!

- Remember the colours and this will help you and your grandmother with the new school.

- How did Melki know about Granma? -Anku thought and he leant over, ready to listen and remember every word. He was fascinated.

- Anku, let's start with the colour blue. Blue is the colour of life, the force of creation and the energy of the cells. Every school needs to make sure to provide a healthy environment, especially with a lot of movement, dance, sports, physical activities, spaces to run... All children have to be able to grow healthy.

- You mean that we need to feel good. Like me, when I feel good when I run?

- Exactly.

- Anku, now remember yellow, a golden yellow. Can you see this colour in your mind?

- Yes, it's like the yellow of wisdom.

Melki smiled. Anku really was brilliant.

- Yes, and also of knowledge and understanding. Here, in your new school, you will learn about many subjects that really help you, subjects that will allow you to connect to various levels of creation and that will awaken new faculties of your brain.

- Like Quantum Physics?

- Yes, and many more subjects you will love. This will help you to concrete practically what you want to change.

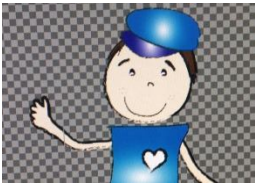
Anku was happy. There were so many things he wanted to do.

- Anku, now you are going to visualize pink.

- Yes, I have got it.

- What do you feel?





## The Education of the FUTURE, Now!

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- I feel peace, love... it is nice... It is like warmth around my chest, right in the middle... Ohh, I would like the school to teach me how to have this feeling all the time. I feel I want to help my friends, I feel I am loved...

- That's it Anku, exactly. In this section, the school will teach you how to handle and deal with emotional issues, social and multi-cultural topics, family, empathic communication, culture of peace, languages, geography and history... but in such a way that they can connect to the collective awareness of your planet and that you will make better decisions in geopolitical matters... You will feel that we really are One.

- Wow, that's great, we will learn to co-operate instead of competing! -Anku exclaimed.

He was getting more and more excited about Melki's explanation. He got hope back, he felt empowered and his self-esteem grew. Yes, that's what we need to do. Everything started to make sense.

Melki was impressed by Anku's capacity to "absorb" information. We were right about him -he thought.

- Anku, there is more... -he continued-. Now we are going to imagine the colour white.

- White?

- Yes, only white. Can you feel it?

- Wow, this is so beautiful... -Anku was amazed.

- Yes indeed, white is everything to do with beauty. White is about harmony, music, sounds, colours, geometry, architecture... proportion, Anku, the golden proportion, the perfect proportion, everything is proportion and rhythm.

- Melki, do you think we can have this in my school?

- Of course, everything is Art. All the Arts will give the children and young people a way to express themselves from their inner self and enjoy it, and make other people enjoy as well. Do you understand Anku?

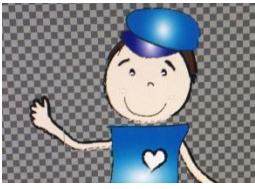
Anku's eyes shone. He wasn't sure he understood everything but he felt a great joy and pleasure. How he loved the way Melki explained things!

- Anku, now we will go to the next colour, green.

- Yes, green is easy. I imagine it has to do with nature, plants, trees, insects (Anku remembered how he loved insects), the Planet, ecology... -exclaimed Anku.

- Yes Anku, it has also to do with sources of new energy, preventive health, therapies, nutrition, biology and bio-agriculture.

- So I will learn how to make my school bus produce no smoke at all!



## The Education of the FUTURE, Now!

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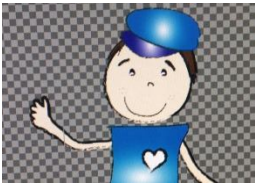
Melki couldn't help but to let escape a fatherly smile.

- Let's go to the next colour.
- What is it? -Anku was fascinated by the experience.
- Red Anku, the colour red. Can you imagine a ruby-red colour?
- Yes
- And?
- I feel I want to do something, create something. My hands are getting warm and want to help.
- Exactly. In your school there will be lots of time and space for manual activities, applied sciences and robotics.
- Cool!
- You will know how to put your ideas into practice. Every child will know their abilities, skills, purpose, vocation... that is to say, everyone will be able to really use their skills to make a better society. As you are so active Anku, you will love these practical classes and workshops.

Anku couldn't believe it; it was so simple and practical.

- This Melki is so neat -he thought.
- One more colour, Anku, purple. With that, we will have seven colours in total. The colour purple will be the one that includes personal development, self-esteem, many subjects that will help to know oneself, to remember who you are, as I was saying in the beginning. By knowing our origins we can build a better "now" and a "better" future. You will also practice anti-stress and relaxation techniques, which obviously also will be practiced by your teachers, guides, workshop experts, parents... All this will help you in your school. Ahhh, Anku... Experts and teachers will have a new name and new function.... Do you remember the seven colours?
- Yes, blue, yellow, pink, white, green, red and purple.
- What else do you need?
- How will I build my School of the 7 Colours?
- Don't worry Anku, your grandmother will help you. Your parents will also give you support. And remember Anka is with you, always. Many, many people will help you all over the world.
- Thank you Melki, I will miss you.
- No Anku, just visualize your school in your mind and keep a high frequency. And mentally "call us" at night, before you go to sleep, and we can have many fruitful encounters. We can share a lot of things. You know? The same goes for Anka, tell her to do the same. Ah Anku, you don't have to escape again to find me. Do you understand?
- Yes, thank you...





## The Education of the FUTURE, Now!

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- Goodbye and take care. And please keep our conversation firmly in the bottom of your heart.

Melki's blue silhouette began to fade away. Anku wasn't sad because his heart was filled with peace and every word was very much alive inside him.

He felt he was moving again in space, softly and at an amazing speed at the same time. All of a sudden he felt his makeshift bed again, next to Guardian. The black dog was quiet, watching over Anku.

- All is well Guardian -Anku whispered, caressing the animal-. I've just had a wonderful dream.

And Anku slept peacefully until morning.

.....  
*Integral Education is summarised in the proposal of the 7 Petal School. What are the 7 indispensable areas for the harmonious and full development of the human being? How do they work?*

Nowadays there is so much information on Education and so many wonderful and practical educational tools that one may become a little dizzy and not know where to start. This is why we created the concept of the 7 Petal School, or 7 pedagogic areas, easily identifiable and applicable to sort out information on the concept of Integral Education and make it more practical, efficient and effective. Integral Education is sometimes called Holistic Education, from the Greek *holos*, all.



## The Education of the FUTURE, Now!

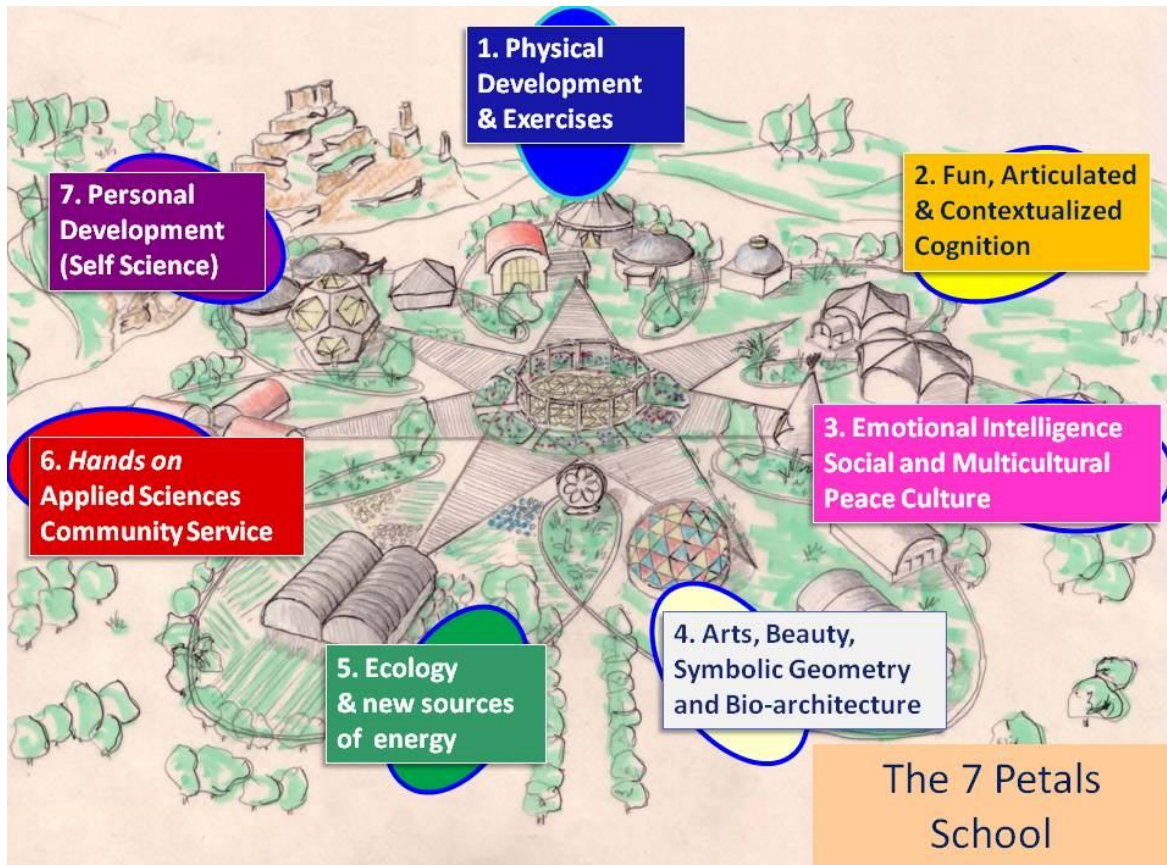
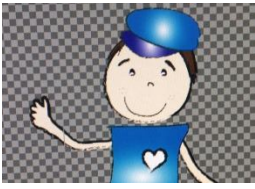


Illustration: The 7 Petal School, with its 7 pedagogic areas and 7 corresponding colours.



## The Education of the FUTURE, Now!

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The 7 Petal school proposes 7 pedagogic areas or petals which are identified by colours:

1. **Blue Petal:** Corresponds to the physical wellbeing and promotes sports and movement of all kinds.
2. **Yellow Petal:** Is the articulated cognitive area, it is contextualized and ... fun!
3. **Pink Petal:** Covers the social and multicultural area, the Emotional Intelligence, Culture of Peace and Non Violent Communication.
4. **White Petal:** Corresponds to all the Arts and the development of creativity.
5. **Green Petal:** Teaches Ecology and Renewable Energy.
6. **Red Petal:** Deals with all kinds of applied sciences and workshops. It is the petal of Hands On activities.
7. **Purple Petal:** Is dedicated to Self-Science.

## A flexible School

The 7 Petal School is a flexible proposition, it is active and inclusive and welcomes everybody. It adapts to all environments: ecological, cultural, social and economic. It promotes the "wellbeing" of the children, teachers and parents through an integral, welcoming, human and fun Education.

It can be applied to all situations: in public and private schools, home-schooling, kindergartens, and universities as well as in non-educational institutions such as businesses, companies, municipalities, prisons, hospitals etc...

***The 7 Petal School***

*7 Colours of Creation*

*7 ways of learning to the fullest*

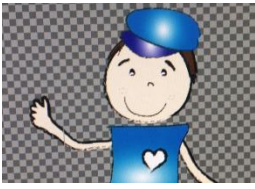
*7 pedagogical areas for Peace*

*7 Ways to be creative*

*7 Ways to take care of the Planet*

*7 Opportunities to co-create the Society of the Future, now, honouring our Purposes in Life*

*7 Ways to be simply "one's self", happy, full and overflowing with positive energy*



## The Education of the FUTURE, Now!

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The 7 Petal School was conceived in function of the characteristics of the children of today, taking into account their needs and desires. It is a pedagogic proposal where various methodologies can be applied; always making sure that the 7 Petals are taken into account, regularly and without exception.

### A very active School

The 7 Petal School is active, with the participation and protagonism of children and young people. The contents are constantly renewed and articulated. They become real projects, useful for life. We learn by investigating, making, choosing, teaching; freely and responsibly assuming our own personal development for a harmonious and fulfilling life.

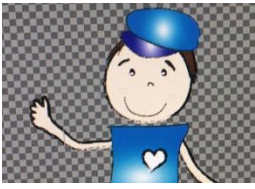
It allows for a smooth and harmonic transition between previous and new pedagogical currents. It is easy to implement and has positive results quickly, both emotionally and academically.

### Culture of Peace

The 7 Petal School culminates in a deep, real and sustainable Culture of Peace, as well as in a new Society, in solidarity and care for its environment. It promotes the well-being and personal growth of teachers and parents as well. It opens paths for happy and responsible children, future active pro-active citizens.

The 7 Petal School is attentive to the real needs of present and future society. It is a way to pragmatically transit these times of changes, to arrive at the Education of the Future and the Socio-Multi-Education that we describe further on.

### What do the 7 Petals or pedagogic areas consist of?



## The Education of the FUTURE, Now!

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What can be done is amply described in the books by Pedagoogia 3000 titled *The 7 Petal School, for children of today and tomorrow* (Volumes I and II). Here we give a brief summary.

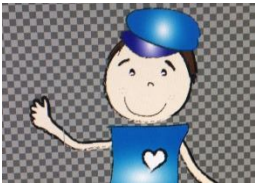
**Blue Petal:** Physical wellbeing and much movement. This includes for example: all kinds of sports, swimming, diving, dance (*hip hop, break dance*, traditional dances, martial arts etc...), *parkur, trekking* and camping, acrobatics, circus, skateboarding), cooperative games, anatomy, health...

**Yellow Petal:** Cognitive, articulated and contextualized area which is also fun...! Includes fun mathematics, fun arithmetic, fun chemistry, fun physics, fun astronomy (see the books by *Yakov Perelman*), computation and access to cutting edge technology such as being able to set up an Internet. In kindergarten and primary school we can use NeuroFLASH techniques, which are based on the extraordinary speed of the right hemisphere (for example the methods from Shichida, Glenn Doman or Paul Scheele) or techniques such as VEO (*Visión Extra Ocular* in Spanish = Extra Ocular Vision) of Noé Esperón.



Photo: Mexican girls using the VEO (*Visión Extra Ocular*) method from Noé Esperón, a method that can completely change the approach of the yellow petal (the cognitive) and the pink petal (the emotional). The students are blindfolded and “see” in their mind as if it were a screen.

**Pink Petal:** Social and multicultural area; Emotional Intelligence, Culture of Peace, Non Violent Communication. This area is ideal for social sciences, geography, and re-connective history (that is to say it has a relation with some real application or a lesson in real life), a new language (and the study of the corresponding culture) every two years



## The Education of the FUTURE, Now!

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(includes at least English, a language with ideogram writing and a language which is written right to left), multicultural, school meetings, films about the 5 continents (geography, social, anthropology, history...) remote history etc. This petal is great for doing campaigns on Peace, both in school and outside of it.

**White Petal:** All the arts and development of creativity. Includes painting, ceramics, music (having an own band or orchestra), sculpture, printing, use of recycled material, fashion (making their own clothes), scenic arts, digital design, theatre, making films, utilitarian arts, *graffiti*, murals, making Web pages and writing blogs... The idea is to incentivize the children to express themselves through as many media as possible. The ideal would be for the School to have their own Radio and TV studios and cinematic production.

**Green Petal:** Ecology and renewable energy. This area offers bio-vegetable patches, experimental farms, biology classes, botany, zoology, ecology, alternative therapies, health, nutrition as well as classes on non-polluting energy and free energy. It is suggested that this area plants 1000 trees per year (in collaboration with the local authorities) and that the School has zero CO2 or trash output.

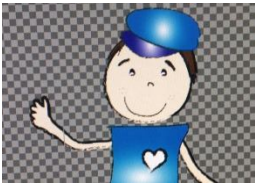
**Red Petal:** Applied Sciences and workshops (*Hands on* activities).

It is about honing our ability to do and know how to achieve a project. Includes the highest possible number of trades (carpentry, jewellery, mechanics, electricity, building, cooking, fashion, robotics, etc...). Here the children feel useful, they are not afraid of the future because they feel they can deal with any situation. They also appreciate the trades and know how to do many things. Furthermore, the School provides an ideal opportunity to find their Purpose in Life and have notions of *Holo-Service* (that is to say give their talents to the good of Humanity and the Planet). It is also an ideal space for inter-generational exchanges and activities with the neighbourhood and the community.

It is suggested that the part of the school facing the street is community friendly with for instance an internet café, a shop with healthy food and snacks, a shop run by the children, where they sell what they produce in the red petal, a bakery, the availability of a multi-purpose hall for the community accessible outside of school hours, etc...

**Purple Petal:** Personal development (*Self-Sciences*). In this petal all the activities which allow a deep personal growth take place. E.g. active philosophy, cosmo-genesis, universal geometry, energetic anatomy, meta languages, Mayan calendar, classes on the Universal Laws and ethic, breathing exercises, Mandalas, *yantras*, silence, relaxations, ATB (*Awareness Through the Body*,) and exercises of inner connection. The *Mindfulness* and





## The Education of the FUTURE, Now!

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*Spirituality for kids* programs can be great allies, just as yoga classes, duplex yoga, acro-yoga (acrobatic yoga), martial arts and Gurdjieff dances.

It compels us to invent new activities and “combined exercises” which correspond to the specific dynamics of the purple petal, that is to say inner growth. For example:

- Transform metaphysics in games for children.
- Elaborate with the students Non-competitive board games.
- Manage ethics in stories, games and videogames.
- Present the structure of the Universe in a board game for example.
- Make, videos, cards games, and all kinds of audio-visual material about inner growth.
- Organize trips or long walks (climb a mountain, for example) where the goal is to meet one’s self with a series of trails and “trials” (it is lots of fun).
- Do games and walks connected with the 5 elements.
- Among many other ideas (Pedagoogia 3000 has a program called Games 3000 to meet these needs).

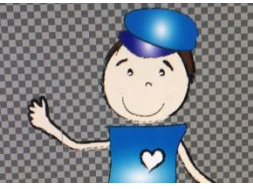
## A Worldwide Educational Re-Evolution

These 7 Petal Schools present a radical change, which breaks with previous paradigms. It is Re-Revolutionary because students are formed with a real planetary vision and Peace Culture and they are concretely prepared to co-construct an ecological and multicultural society in cooperation and mutual understanding.

In these schools, different cultures are understood and accepted. Where Peace – first with one’s self and later with the others- is promoted, honouring the past, taking the present to the full and projecting the future in a concrete and solidarity manner.

The program is based on the concept of planetary Culture of Peace. The subjects are up to date and contextualized. Priority is given to the physical and emotional wellbeing of children and accompanying adults. There are no teachers as such. Learning is done based on research, projects and exchanges with the world. It is hoped that the students:





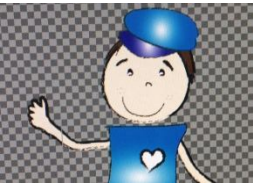
## The Education of the FUTURE, Now!

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- Handle several languages, know about different cultures and are able to read and write various alphabets.
- Have access to physical Education and to all kinds of dances every day. The gym is open all day, as well as before and after school hours, offering varied and pleasant physical activities.
- In kindergarten and primary school, they have access to neuroFLASH techniques of mathematics, literature, studies of languages and encyclopaedic knowledge.
- Know how to deal with social media and how to do activities *on-line*.
- Manage Culture of Peace and Non Violent Communication.
- Are familiar with most of the Arts and their creativity is developed to the maximum, using various means to express themselves.
- Are experts in Ecology as well as in the studies and implementation of alternative energy.
- Have a good level of ethical and personal development. They know their purpose in life.
- Are experts in the use of computers and digital communication.
- Are knowledgeable about fair trade, social sciences and geo-politics.
- Know about real life and can concretely accomplish their projects.
- Manage their Emotional Intelligence with ease and know how to manage their emotions and feelings.
- Are happy and fulfilled, as well as responsible and pro-active.
- Use their lateral thinking, find solutions easily, are diplomatic and have developed their Interpersonal and Interpersonal Intelligence to the fullest.
- Are able to concretely co-construct a new society.

## The architectural proposals

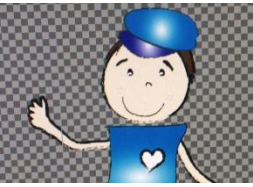
The 7 Petal Schools are very attractive at an architectural level. Here we present some ideas.



# The Education of the FUTURE, Now!



Illustration by Arch. Ángel Martínez, Amalur Arquitectos, Valencia, Spain



# The Education of the FUTURE, Now!

## The 7 Petals School

Facade system

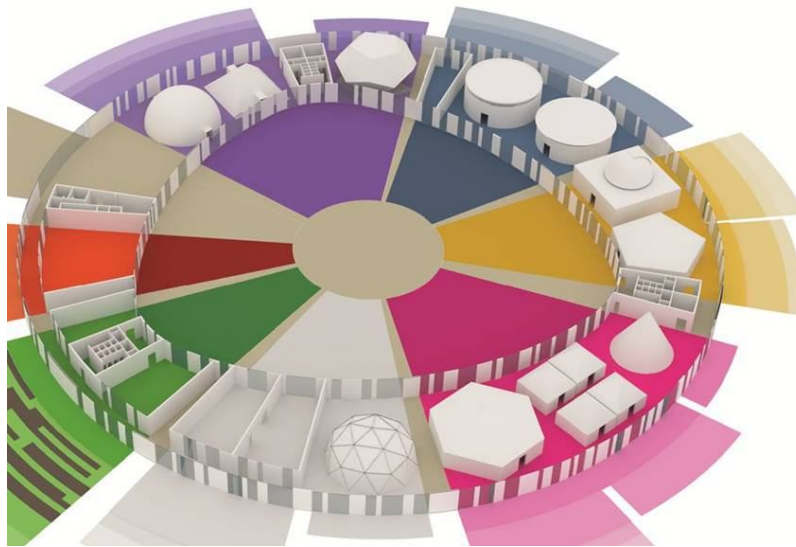
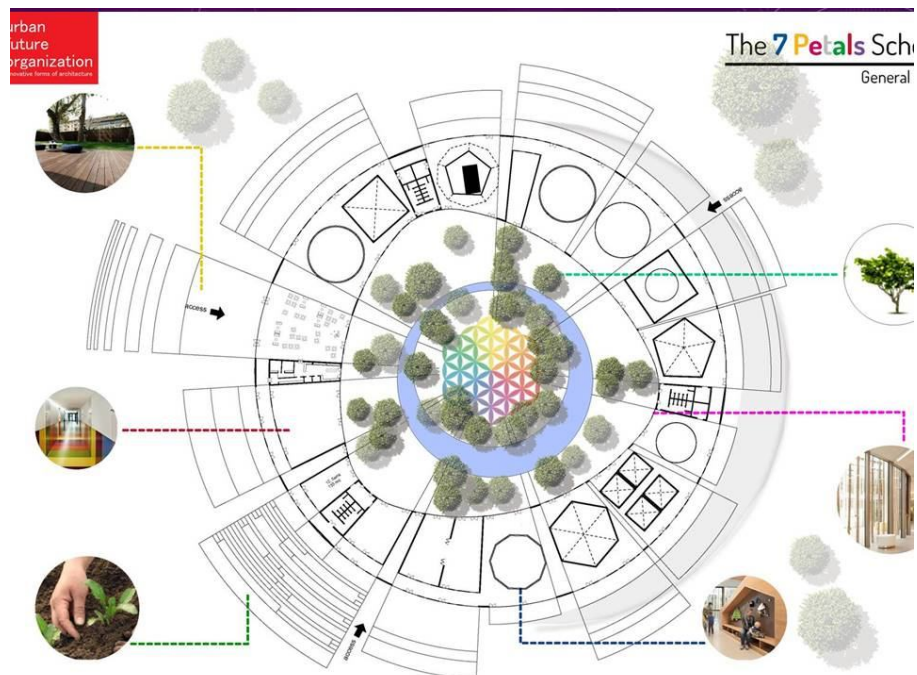
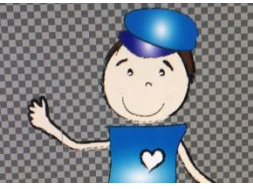


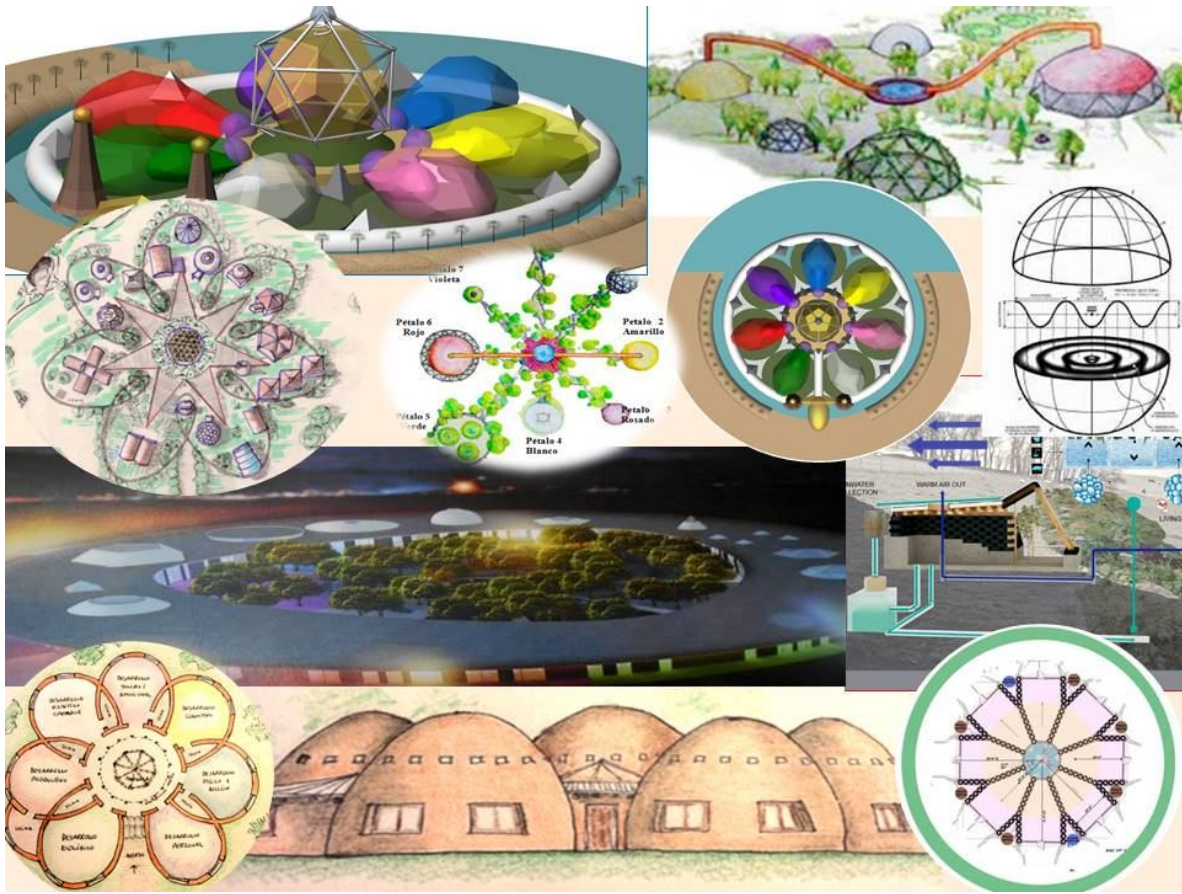
Illustration by Arch. Claudio Luchessi, Urban Future Organization, Italy



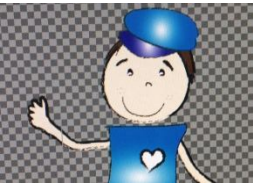




# The Education of the FUTURE, Now!



Various architectural proposals: Spain, Argentina, Uruguay, USA and Dubai



## The Education of the FUTURE, Now!

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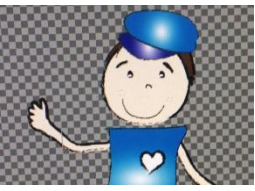
The number of hours that students are sat in a classroom is increasing. Is this good for learning?

Acquisition always needs motivation, and motivation cannot be obtained passively, it is an active attitude. This means that the students need to be actively involved in the classroom. The teacher as well, but they must always focus on the student as an active subject, not only mentally but also physically. Having a student sitting in a classroom for three hours makes no sense from the point of view of neuro-science and pedagogy (Dr David Bueno).

The fact that the child is sitting for such a long time goes against nature. Physical exercise improves the supply of oxygen to the brain. After doing an exercise, especially aerobics, the brain works better (Dr Javier Blumenfeld).

Physical exercise not only improves the motor coordination but also produces a neurotransmitter called *irisin*, which travels from the muscles to the brain and favours brain plasticity, which is the base of learning (Dr David Bueno).

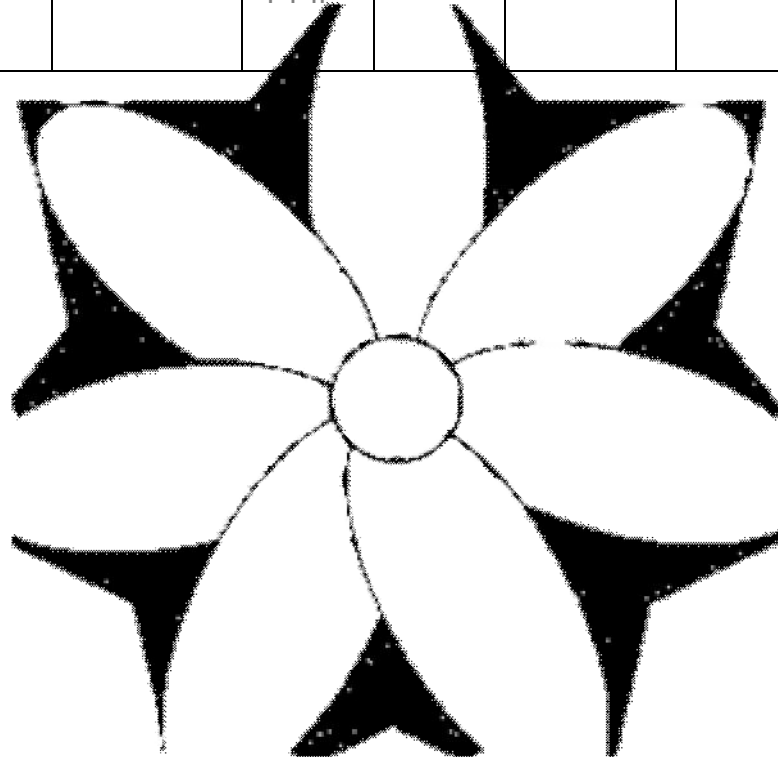
Excerpt video Neuroscience – For Another Education / Neurociencia, para otra educación

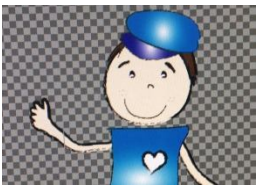


The Education of the FUTURE, Now!

## The 7 Petal School colours

How to colour my 7 Petal School?										
#	English	Spanish	Arabic	Russian	Hindi	Chinese	Portuguese	Bengal	Japanese	Hebrew
1	Blue	Azul	أزرق	Синий	नीला	蓝色	Azul	নীল	青	כחול
2	Yellow	Amarillo	أصفر	желтый	पीला	黄色	Amarelo	হলুদ	黄	צהוב
3	Pink	Rosado	وردي	розовый	गुलाबी	粉色	Rosa	পরাকাষ্ঠা	ピンク	ורוד
4	White	Blanco	أبيض	белый	सफेद	白色	Branco	সাদা	白	לבן
5	Green	Verde	أخضر	зеленый	ग्रीन	绿色	Verde	সবুজ	緑	ירוק
6	Red	Rojo	أحمر	красный	लाल	红色	Vermelho	লাল	赤	אדום
7	Purple	Violeta	أرجواني	Фиолетовы	बैंगनी	金色	Roxo	বে নী	紫	סגול





## The Education of the FUTURE, Now!

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Draw your ideal 7 Petal School here







## Chapter 6

### How to change Education and reach our goals

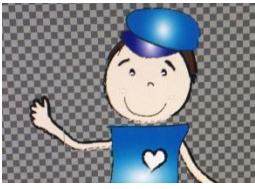
The novel: The Return of Anku



When Anku woke up, the first rays of sunlight filtered through the entrance of the cave. He wasn't cold, in fact he felt very comfortable and happy... and hungry. He sat up and reached for his lunch box. He started to eat his last sandwich, with his cold chocolate milk. He gave all his biscuits to Guardian.

- I have to tell Anka everything, this was absolutely wonderful.

He could remember his dream exactly, so vividly, and he didn't want to forget anything.



## The Education of the Future, Now!

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- I need to see Anka. I need to get back to take my school bus -he thought-.

Anku went back to "reality" and knew he had to leave. He grabbed his blanket, jacket and backpack, said goodbye to the cave and to Melki in his mind.

- Wow Melki, that was so great!

Anku went down the path, half running, half walking with the dog by his side... It was fun to feel the leaves under his feet. He could sense the moisture of the morning on his face and the smell of the trees. Everything was so alive, so lively, so vibrant... so different from the city...

- We will have loads of expeditions and excursions in my school. And we will plant a bunch of trees and we will take care of Earth -he said to himself.

The first houses appeared.

- We will do many activities for the community... for the people that need it -he kept on thinking- and we will help the communities find solutions for their problems.

He bought some water and biscuits at the first shop he came across. It was a small shop, not like those enormous shopping centres of the city he knew.

- Boy, you aren't in school hey? The shopkeeper, an old man with white hair and beard, asked him.

Anku just smiled and paid for what he had bought. Then he found the bus stop. The day before he had paid attention to where he was going and he recognized some points of reference so he could easily find his way back. He ate all his biscuits, sharing them with Guardian, as he remembered you weren't allowed to eat on the bus. He said goodbye to his partner in adventure, Guardian.

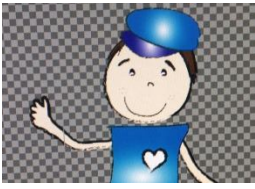
- Guardian, you are such a good dog. Now you have to take care of your woods and cave. Thanks a lot. You helped me so much by staying with me.

- I will see how to take you to my new school. Guardian you are so great -thought Anku.

He got on the bus, close to an elderly lady, as if he was accompanying his grandmother. To his relief the bus driver didn't say anything and let him pass. He did the same getting off the bus and again the bus driver didn't notice anything and didn't even ask him for a ticket.

- Strange -thought Anku.

Now Anku was five blocks from his school, hoping nobody would see him. He put his hood on and walked faster. He arrived twenty-five minutes before the school bus was due to arrive. So he waited, hiding at the corner of the street, for what seemed to him an eternity. When



## The Education of the Future, Now!

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the bus finally arrived, the school bell rang. It was a horrible shrill sound which Anku normally hated.

- In my school there will be no bells, only nice music -he thought-. Ohhh, it will be very, very different.

Today, however, he loved the bell. Many children came out running. Quickly Anku put on his school uniform jacket and mingled with the children and got on the bus. To his relief he saw Anka who was keeping a seat for him. She looked even more relieved than Anku. She smiled and winked. Just as they had planned they started talking casually about school and Anku gave her a secret "thumbs up" to tell her everything was OK.

- How was your maths class?

- Good! But my English teacher was in a bad mood... Oh God.

- Do you have a lot of homework?

- As usual.

Anku remembered he was hungry again. Anka had kept a banana, some apples, dried fruit and some juice.

- Thank you Anka, you always think of everything.

As usual traffic was stuck, the smog was heavy as well, but Anku nor Anka cared this time... The escape had been a success. A great success! When they got home, they still had an hour of free time before dinner. They ran to their room, pretending they had a lot of homework, which in any case was true, as always.

- Anka, all went well. I went to the North side of the city, just like we planned. Wow, the outskirts of the city are so abandoned and there is a lot of need Anka! There is a lot of work to be done. I went to the last bus stop. There I found a dog, Guardian, and he kept me company the whole time. Together with Guardian I found a path. The scenery was beautiful and kept getting better! I went up the Rainbow Mountain and found a cave. It was a magical trip.

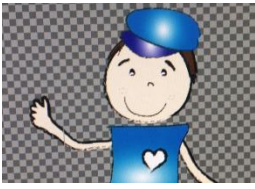
- Yes Anku, I followed you in my mind and helped you with mommy and daddy. Nobody noticed that you weren't there. The plan worked excellent. I told your teacher you were sick. He told me you wouldn't need a doctor's note for one day. What a relief.

- Anka, in the cave I dreamt about a "teacher". Well, he was a kind of teacher, but so nice and wise. His name is Melki.

- And?

- Yes, Anka, he told me that if you have something in your mind for enough time and you want it with a pure heart, you will get it.

- Ah, that's easy. Anku, do you know what? -interrupted the sister.



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- What?

- I had the same dream (Ah! Ah! Ah!... and I didn't escape). I escaped in my mind... hum... this is why my teachers say I do not pay attention to the class. Well, anyway, I think I met the same Melki... Tall, with a blue shine, with a friendly smile, lots of light in his eyes... pale blue clothes.

- Yes, yes, that's him – Exclaimed Anku enthusiastically.

- He told me about you and me.

- About me? -Anku asked.

- Yes, and about more children that are going to come. We need to create a new Education for all of them. Well, not just us two Anku, obviously there are many more. He talked about a new planetary awareness. Ah, how I loved all that -Anka answered. She was so happy as well.

Anka was shining of happiness, and now even more, because her brother was full of joy and positive energy; he was not the angry and frustrated Anku of a couple of days before.

- He said we have a purpose, or a mission, I don't remember the exact word -Anka continued-. He told me you have a very decisive and perseverant mentality -Anka laughed heartily, it was true that her brother was so stubborn at times!

- Now tell me more Anku... I want to know about everything you discovered...

Anku told Anka the whole story, in great detail. Especially the part about the seven colours.

From the distant their mother called to tell them dinner was ready...

- Come children!

- Anku, I have your homework. Bryan gave it to me for you. You have a lot to do after dinner!

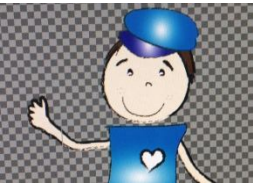
- The day after tomorrow is Saturday, we are going to visit Granma. We have to convince her to help us.

- Mommy, Daddy, can we go visit Granma this Saturday?

- Yes, good idea. Actually we already spoke to her and she is coming here. I have a work meeting the whole day and your mother has training in *Mind Plentyness*. So Granma is coming here to be with you guys the whole day.

-Cool! -both children said at the same time.

Time flew by. Anku had to catch up with the eternal homework. Anka wanted to know all about Melki. They stayed up late every night.



## The Education of the Future, Now!

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When Granma arrived on Saturday she was tired and listless. Anku and Anka asked her to rest on the sofa.

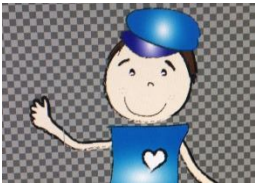
- Granma, we need to talk to you.
- What is it love?
- We have thought this over and we decided...
- Decided what?
- We decided to go to another school.
- Oh, have you told your parents?
- No... we wanted to talk to you first.
- Why?
- Because we decided to go to your school!
- My school? But I don't have any school!
- But you could make one. You are a teacher, no?
- Yes, but...

Anku y Anka began to explain the whole idea to her, obviously without mentioning the escape nor Melki. Granma smiled but her eyes were sad.

- What's wrong Granma?
- Do you remember I had to have a medical examination? I got the results and the doctors discovered I have cancer. I won't have the strength to set up a school, I will have many medical checks up, that's what the doctors told me.
- Cancer? That's terrible news Granma! -exclaimed Anku and Anka at the same time.
- Granma, you can! You can do it! -said Anka vehemently-. Granma, it is possible to "revert" cancer, especially if we work on it from the same principle.
- How do you know that Anka?
- Daddy's friend. Do you remember him? Last year? He did "revert" his cancer.
- Yes, actually yes, I do remember him. He was a client of your father. It was amazing, the doctors couldn't believe it and neither could we.
- Granma, believe in yourself -added Anka. You can do it.
- You can "revert" cancer, and you know it! -insisted Anku.
- But of course, you keep going to your doctor as well! Anka clarified.

Granma found it funny how the kids said the word "revert" and were so sure of it...

- And what's more, we will help you - they both repeated.



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- Granma, you have to do your part -Anku advised her- and we will teach all this in our new School: healing therapies, good health, positive affirmations, how to take care of our physical and emotional health... it's going to be fabulous.

At the end of the day they convinced Granma of three things:

1. They made her promise to do everything she can "to revert" cancer (as they say), according to what they had found on the Website. Granma realised that her attitude and perseverance were fundamental.
2. That she was going to receive a "hand" session from Anka every day, obviously helped by Anku as well, and alternating if they had a lot of homework. And to keep seeing the doctor for regular check-ups and treatments, obviously. Her doctor is a very nice friend of her.
3. And YEEEEEEEEEEEEEEEEES... she would set up her own School!

- We need to find a name for the School -Granma proposed.

- It has to be seven "something" Granma, as we mentioned the seven colours and seven areas of study -Anku suggested.

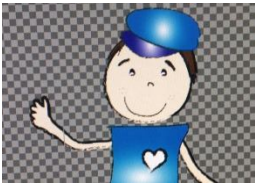
- Good idea -Anka exclaimed.

- Yes, wonderful, like flowers that blossom, petals that open... -Granma added.

She knew from the bottom of her heart that keeping busy with the school would also help her get better. She had to be helping her grandchildren. Also, she had to admit that she had always dreamt about having her own school. Now was her opportunity and it is never too late to do things. Granma was moved and cried when she left Anku and Anka's house. She remembered a gypsy woman who had told her many years before how she would have her own school one day and that is was very very very important that she never forgot this. That had been so long ago... she almost had forgotten about that until that Saturday.

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*How to change Education in general and reach our goals, what are its values and ethics? How does Education allow for the fullness of the student? How does it fit in with their Purpose in Life? How does it prepare them actively for the Future, enjoying the Present, enjoying who they are, what they do and what they want to "be" and "do" as well as honouring the past? What are the steps?*

How to begin.... by doing it!

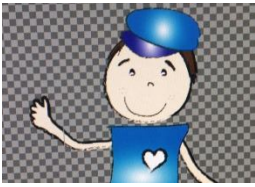
In this chapter we will revise some key points and procedures on how to change Education, which we will complete in the following chapter.

### Key Points

First we will review some key points or some "acupuncture points" which will help us to have lines of action which correspond to the characteristics of the children of today and to present and future educational tendencies.

- Always consider the skills of self-learning... As we have seen in Chapter 2, according to the studies done by Pedagoogia 3000 and the University of Baja California, between 70 and 80 % of the children of today have no difficulty in learning by themselves. For this reason, all education which allows this, is welcome, and this at all ages.
- Incentivise project based learning, where the students can learn through a project, and where the activity is contextualized with some real life situation. This way all subjects are naturally articulated and what we learn "makes sense" because we immediately put it to use. Motivation and pleasure is high (which favours the production of neurotransmitters such as dopamine and serotonin. If it is coupled with physical action the endorphin and irisine are also produced). This gives the ideal frame for a profound learning which at the same time is fast and long term. Furthermore, the frontal lobe or *Fourth Brain* is developed, which is the most advanced executive part of the brain and is characterised for having more *mirror neurons*, the neurons of empathy.





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- Create an environment with didactical games, play and fun activities (the least competitive the better) for the small children and *Gamification* for instance is a good option as well (as long as it is coupled with plenty of physical activities and contact with Nature).

*A happy human being learns better, lives better*

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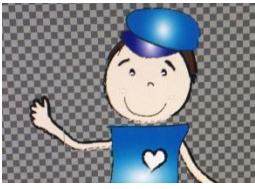
*And acts better.*

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- Use STEM (*Science-Technology-Engineering-Mathematic*): This consists of doing activities which are concrete and fun combining the four subjects. For example, teaching applied robotics is always fun for children or making a solar panel to recharge their cell phone.
- Use FSBL (*Find Solution Base Learning*). This is about learning directed at finding solutions to a given situation. Even better if done in team.
- Give TB tools (*Team Building*). Consists of developing skills for team work and cooperation habits.
- Always promote creativity and value the skills of creation
- Always couple learning activities which reinforce Emotional Intelligence. This favours the production of oxytocin, the neurotransmitter of the love and hugs.

## The pedagogical tools of P3000

At the moment (2017), Pedagoogia 3000 develops 14 series of pedagogical tools. The first 7 lines are distributed according to the 7 petals of the School of the 7 Petals (as we have seen in the previous chapter), followed by bio-intelligent, bio-morphic and bio-reconnecting tools, which include the area of the metalanguages, as well as Idioomas 3000®, NeuroFLASH 3000, Games 3000 and Parks 3000.

Most of these tools are described in volumes I and II of P3000, volumes I and II of the 7 Petal School and the 33 practical pedagogical handbooks of P3000, material that can be downloaded freely from the website of P3000.



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We describe them quickly below.

Petal 1. Tools for integral physical development, which allow a deep physical well-being and a healthy physiological / emotional growth. Not only do they favour good locomotor, cardiovascular and neuromuscular development, but they also facilitate the development of consciousness through the body (as promoted by ATB, Awareness Through the Body, a method created in Auroville, India), as well as non-competitive sport (for example Tchoukball).

Petal 2. Cognitive development tools, which allow the *fun-learning* of the different subjects of the curriculum following ABCDEF steps and including new and updated subjects (such as Quantum Physics, for example). ABCDEF means the following:

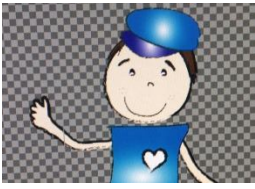
- Articulated and Autodidact
- Be friends
- Contextualized
- Deep learning i.e. learning with a meaning
- Excellence at academic level
- Fun

Petal 3. Tools of emotional development and Culture of Peace, which include non-violent communication (also called empathic communication or conscious communication), positive affirmations, self-esteem, re-connective geography and history, many different languages; among other matters.

Petal 4. Tools to develop aesthetics, creativity and expression through all kinds of Arts, audio-visual production, graphic arts, Universal Geometry and bio-construction.

Petal 5. Comprehensive ecological tools, including preventive health, alternative therapies and environmental education, as well as the study and application of renewable and non-polluting energy sources.

Petal 6. Comprehensive productive development tools (e.g. from the Kilpatrick line), introducing all kinds of workshops into the curriculum, thus enabling self-esteem, the notion of *holo-service* (i.e. to provide talent for society and the planet in an ethical and altruistic way) and the sense of purpose.



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Petal 7. Integral personal development tools, which allow a balanced inner growth and self-knowledge, connecting the mind with the heart.

8. Bio-intelligent tools that are pedagogical activities that favour the integral development of the human being in a "bio" way, that is to say that they function "by themselves". They are wonderful tools, pedagogically and therapeutically speaking, for example: doing mandalas, gardening, cooking, dancing ...

9. Bio-morphic tools, which develop the intuition and right brain hemisphere.

10. Bio-reconnecting tools, which include the greatest possible variety of tools for the integral development of the human being, personal growth and values that are indispensable to achieve fulfilment, inner peace and reconnection.

11. Language 3000®. It consists in a fast linguistic and cultural immersion, that allows to know the basics of a language in 2 months approximately.

12. NeuroFLASH 3000 includes techniques which allow learning at high speed using the right hemisphere of the brain. It can be applied mainly for reading, mathematics, languages and encyclopaedic knowledge with children under the age of 9.

13. Metalanguages. They are "packages of knowledge / understanding" that go beyond words and function by resonance (for example the Mayan calendar). It includes Universal Geometry, that is fundamental in the Integral Education of the children for holding the codes of the same creation related to oneself. Also called Symbolic Geometry or Harmonic Geometry.

14. Games 3000 (includes videogames and Apps) which have the following characteristics:

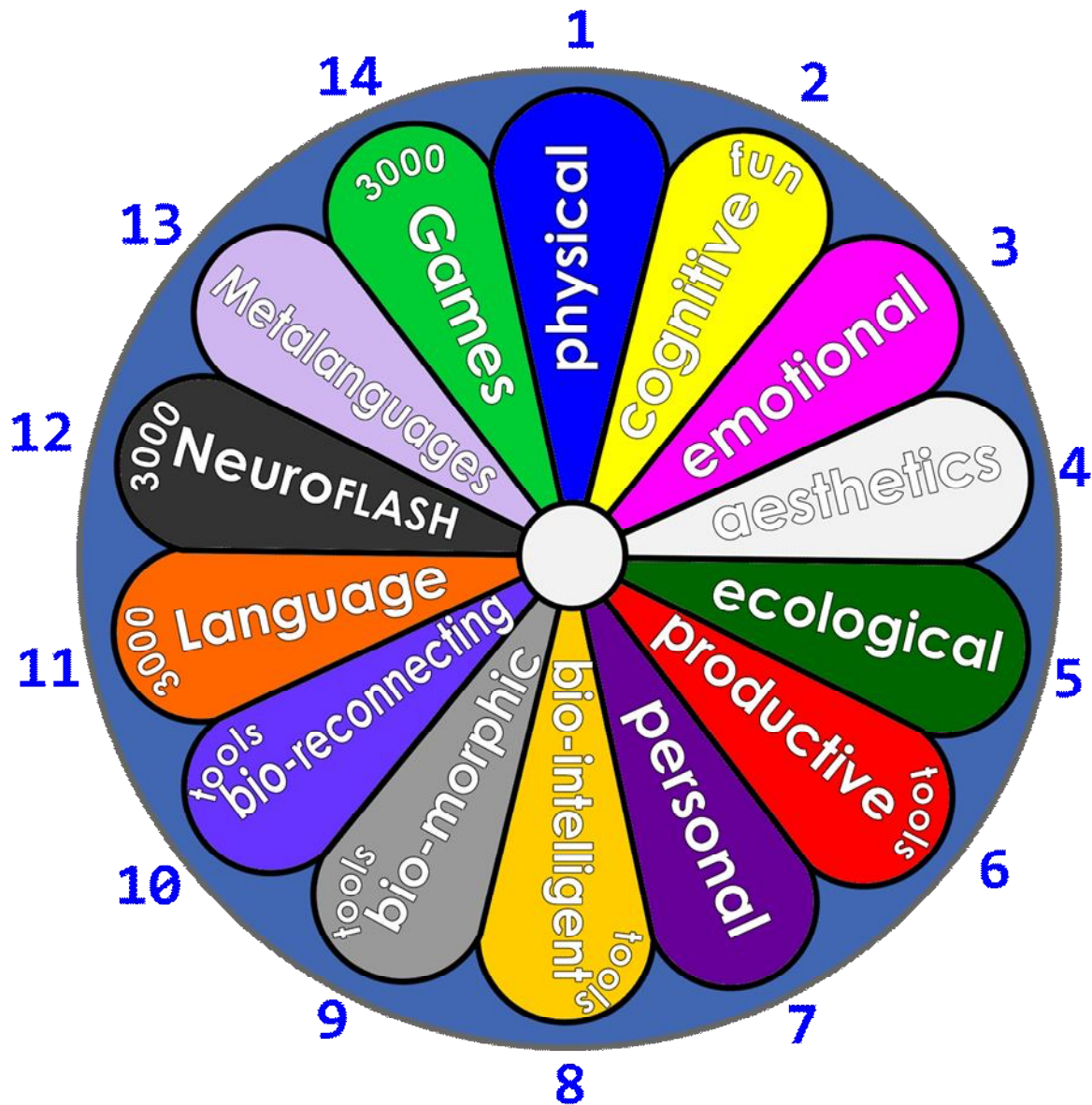
- Integral and favour lateral thinking.
- As ecological as possible.
- Based on Universal Geometry.
- Economically fair and supportive; they can be downloaded for free from the Web.
- They allow creativity, development of the right hemisphere, the 4th brain and the CIEAG brain (Integrated, Extended, Activated and Grounded Brain).
- They are cooperative (i.e. not competitive).



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- Encourage the Culture of Peace and empathic communication.
- Strengthen unconditional love and personal development.
- They are transformable and can adapt to local cultures.

Games 3000 include the Parks 3000 section, which consists of a set of structures and integral educational activities for municipal parks and school yards.



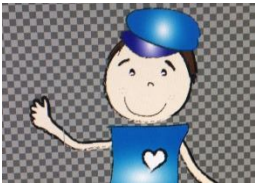


### Values and Ethics

A complete Education always includes values and ethics. That is to say it provides a Vision of Life which embraces the highest values, a positive and constructive attitude (that means positive words, positive thoughts and positive action). It is not enough to have a lot of knowledge if it is not accompanied by solid values and ethics which are integrated and felt rather than imposed. Values are lived, not taught.

That is why it is always advisable to include the following in Education:

- The values of compassion and empathy (*Open Heart Values*).
- The values of *Peace Culture* and the notion of the common good.
- The notion of wellbeing, internal purpose, quality of life (versus “quantity” of life).



### Purpose of Life

As we started to discuss in chapter 3, in order to avoid problems of depression and suicide, it is important for Education to do activities to learn what our Purpose in Life is. Why am I on this Earth, what is my special gift, vocation and/or mission? It allows giving children a sense of “entrustment” to the children and youths, a reason to exist and for fullness, which is vital, much more important than subjects and lessons.

It is about games and activities that allow fine tuning of the notion of “Purpose”. It allows us to integrate in a Plan, to say it in some way. It gives us self-esteem and fights sadness and laziness. It allows us to find ourselves, to know who we are, live in peace with ourselves and others, be fulfilled, do what we need to do, with determination and simplicity.

The objectives of such activities allow to:

- Understand the various situations that Life presents us with.
- Learn how to do tasks in teams.
- Learn about ourselves and our purpose.
- Learn about life and elemental laws of metaphysics and basic active philosophy.
- Learn how to setup strategies and develop creativity in order to reach goals.
- Develop Emotional Intelligence and Intuitive Intelligence.

That way the Education will help the students on three levels because:

- They feel prepared for the Future.

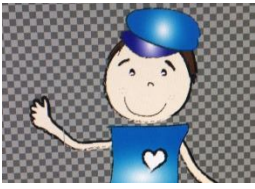
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*Do you know what your mission is?*

*Ivette Carrión of the Asiri method, Peru:*

*Many of us think: What could be our mission in life? And many of us go through life thinking about it, when in reality just the act of living creates your mission on Planet Earth.*

*Life is “just a game” and you have to learn how to play it, and play it well... There are many people who are waiting for a mission... and you? Who do you want to be? To do?*



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- They enjoy the present, enjoy who they are, what they do and what they want to “be”.
- And honour the past, being at peace with their ancestry and their history.

## Dynamic Educational System

The new Education is a *Dynamic System* or *Co-learning System*, nomenclature coined by the Russian researcher Pavel Luksha. This system gives us new steps for a broader Education allowing us to:

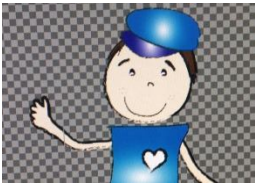
- Obtain and provide educational resources for everybody.
- Involve cities and regions, through local resources and local culture.
- Make the dreams of the community dynamic. Small scale learning communities are organized in an organic way. *Small is beautiful.*
- *Grass Root System.* It is better if the starting energy for an experimental alternative school (or other learning undertaking) comes from the locality. For example, it works well when the idea comes from a parent, a local teacher, a local organization.
- *Middle Target.* The idea is to involve what is called the “Middle Target” to support the project. For example: municipalities, prefectures, intendancies, etc. Because they are more interested and motivated to support what is going on in their region, and because, generally, they know each other and the human factor is essential.

## How to co-create an Integral School now for the Future?

What can we do concretely now? We can do many things, whether we call it a school or not, such as, for example: educational community, experimental school, integral home-schooling, centre for integral development, house-school, integral Kindergarten, holistic pioneer University... What is important is the spirit and the vision which guide us, co-creating a project generally requires the following steps:

The first step: dream up the project with all the stakeholders, parents, professionals, teachers, children, youths, neighbours, the community and the family in general. A group is





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set up. That group meets, talks, projects, visualizes, draws, listens and very important... celebrates!

Then it is good to prepare ourselves, both on a personal as on a collective level. It can be useful to take some classes in Non Violent Communication as well as some techniques of Peace Culture and group management.

It is important to be able to explore and integrate the new integral pedagogic tools and techniques, first with one's self. Get to know about and research what is around locally and what there is in the world at large in the fields of pedagogy, technology, ecology and personal growth, among other subjects, creating a network of exchanges. It is important to set up networks for sharing ideas, experiences, ask for and give advice, feel accompanied and continue with self-learning. Share what you do on as many media as possible.

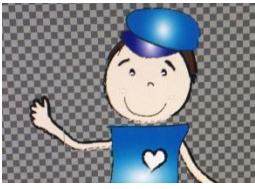
Additionally, it is recommendable to immerse in the local reality, learn about the local cosmology and get to know the local customs well. The school, or your project, whatever it is, inserts itself in the life of the place. Make everybody an ally.

The most important is the own enthusiasm of everybody. This means always going back to the first step, which is intention and vision, with the projection of all the team of the project. This allows following the other steps, the materialization of the collective dream.

## Wellbeing

The well-being of the stakeholders of any educational project is important (in fact this is true for any project or undertaking), for example by following the following benchmarks:

- Make sure the teachers/accompanying adults are under no pressure, with time to get prepared and up to date. Limit administrative tasks to a minimum.
- Support each other's initiatives.
- Promote physical movement to the maximum: let the children and youths "move" and, as well, move yourselves!
- Give more autonomy on scholastic content and the ways of teaching. Let the children "explore". Don't give the answers, let them find out for themselves. The joy is much greater!



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- Relieve stress for teachers.
- Relieve stress for students.
- Provide wellbeing and humane quality to everybody in general. Set the “Culture” of care and self-care.
- Set the culture of care and health care.

*Let move: Children are like atoms, the Sun, the planets and the stars: They move, they move without stopping! That is the essence of Life.*

*Let their conscience grow and grow wings*

*Let create, express and manifest*

*Let dis-cover and explore*

*Let do and Be*

*Let be loved*

*Let Be*

*Be.*

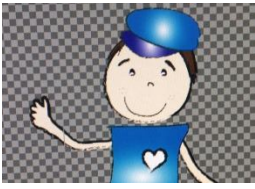
## Synergy and the domino effect

We always need to remember to begin with our own personal growth. “The most important is not what we do, but how we do it”. All change starts with one’s self.

We have to realize everything we do, every drop, adds and creates synergy. There is a tremendous demand for change in Education and each and every one of us is a part of the solution.

There is a domino-effect. This process is irreversible and unstoppable. It is a great adventure, a much needed adventure. Our future is at stake, the future of our children, grandchildren, great-grandchildren, the future of Humanity and the Planet.

We end this chapter by sharing some reflections which invite us to co-create this Education we dream about.



## The Education of the Future, Now!

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### Invitation to be a co-creator for a happy Humanity

I allow Education to change and to re-emerge. It is up to me, up to you, up to each and every one of us...

Here are some ideas to orient reflection

Can we keep on waiting and waiting for something new to happen in Education? Do we want to keep on pushing our children and youths to adapt to the same old paradigms over and over, even if they limited the development of their own being, their talents and missions in life? And what if we make the happiness of our children our number one priority?

Being happy is the natural condition for everybody, for them and for us as well...so this is the best time to take appropriate decisions. If I believe change begins with me, then there will be many of us who are starting on a new road.

Let's take on the inner attitude of LETTING GO all the structures that have kept us down until now... they no longer have a use in the new times...

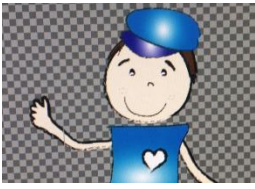
Let's be thankful and let loose, without judging, without rage, we just let them go. Let them go for our children, grandchildren, nieces and nephews, for all the children and youths who make their discomfort heard. Their discomfort merits ALL our attention. And it is now!

The task at hand will be easier if we empty ourselves from ideas, pre-concepts, dogmas, archaic mandates which were necessary, maybe, in other times... This is the moment to let go of them all... They do not belong to us, we incorporated them into our lives without realizing, and they did not allow us to be happy...

Let's clean up and make space, that way we can see-receive the inspirations so that the new Humanity stops being a Utopia...

Personally: I am willing to be participant and creator of a new life.

Collectively: I will not be alone, there are many other beings that are doing the same and they need us to join hands and walk together in community...



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It is also the time to free ourselves from fear and trust in our skills. Trust in our power to heal, to decide and to create. Let's take on this responsibility freely and from the deepest bottoms of our hearts.

My change will be an example so that others who want can join... The new energy is already among us, on the Planet. It is pushing us towards each other, in some way or another so that we renew... It is asking us to let the unknown emerge...

This is the great invitation: Let the new emerge! The good news is that the new Education is emerging in small human centres, in many places and social circles... The new Humanity has begun to manifest itself in families and friends who decided to create new life spaces which are more loving for their children and for themselves.

They show us the conscience of unity and unconditional love as well as respect for the essential BEING of each one and everything is possible...

Pedagoogia 3000 invites every one of us to understand that babies and children who have been coming into this World over the last years are marking great differences with respect to who we are and who we were in other times...

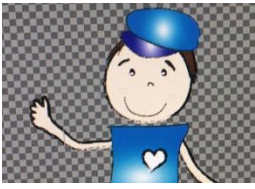
They come to be creators of a something new ... We are available to be active protagonists together with these babies, children and youths. We begin the road afresh-happy and full- laden with wonderful dreams and projects which renew homes, schools and our lives.

Let's celebrate and be thankful and a part of this process of transformation never seen before on that scale in the history of Humanity.

María Isabel González

President of the Fundación Pedagoogia 3000 – Argentina

Ex Minister of Education, San Luis, Argentina



## The Education of the Future, Now!

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In the next chapter we will see more ideas for change and how to involve all the sectors.

We human beings are social beings and it is clear that we learn more collaborating than competing. Our brain is programmed to function cooperatively; it is impossible to understand a brain function disconnected from the others. Therefore: The more collaborative learning is, the more and better we will learn (Dr Anna Forés).

Excerpt video Neuroscience – For Another Education / Neurociencia, para otra educación



## The Education of the Future, Now!

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Personal Notes

What is my own dream?







## Chapter 7

# Invitation to everybody to be part of the new Education

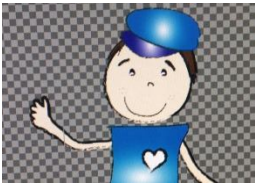
Mum and dad also agreed



The following day was a Sunday. They had brunch with the whole family, the parents and the children. They liked these Sunday brunches very much because they were together and they had fresh orange juice which they all enjoy very much. A delicious aroma of cinnamon rolls floated in the dining room. Mother was trying out a new recipe.

- Anku, Anka, how did it go with Granma yesterday? You know she is sick, no? -Mother was sad.
- Don't worry mommy, she is going to get better.
- How do you know that?





## The Education of the Future, Now!

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- We did much research on the Internet and we found many alternatives.
- Children, I think you spend too much time in front of your screens, that's not good for your health. You are too young! -frowned father.
- Granma agreed to do whatever she could -Anku commented, getting away from the Internet topic.
- Hmm... -said father-. Actually it is certainly possible. I once had a friend, Michael was his name, who had cancer and he got better with some kind of meditation and alternative therapies. He also had a special diet, if memory serves me right. I couldn't believe it. In the end he completely changed. I believe it has to do with letting go of fear, rage, revenge, rancour, and etcetera. And he got better! He just decided to take charge of his own life, not blaming others. And he decided to help others. I ended up helping him setting up an NGO for cancer patients. Maybe we should find out what he did and send Granma there to get more information. I heard Michael has a very successful self-help group.
- Great idea! -mother agreed. – But she must have regular check-ups and treatment with her doctor as well. He is a very good person and very professional.

She poured some more tea for herself, gave father more coffee and chocolate milk to Anku and Anka.

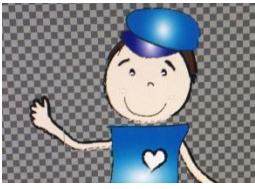
- Daddy, we need to talk to you -said Anku.
- Yes, yes, I am listening.
- You are a lawyer... do you have any friends in the Ministry of Education?
- Yes -he answered- What happened? Are you in trouble?

Father was a bit worried. He knew how impulsive Anku could be. He set aside his coffee and looked Anku in the eyes.

- Hmm... Children, what are you up to now?
- Dad, we spoke to Granma yesterday and we convinced her to start her own school. We want to go to her school, not to the one we are going now.
- But she has retired as a teacher and what's more she is sick! -father argued.
- We want to start something from scratch, something completely new.
- Completely new?... -Father leant over to the kids.

Anku and Anka had caught his attention for now.

- I know your Granma loves you very much and would do anything for you. But a school! How dare you? This is serious business, and you have to follow the Laws for Education of the country.
- Yes daddy, that's why we are talking to you.



## The Education of the Future, Now!

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- Oh... -Father was beginning to understand- You are not joking so? This is serious. But don't you see that setting up a school is a lot of work? Red tape and more red tape, permits and more permits, money, responsibilities, insurance and assurances, laws, lots of headaches, finding an appropriate space, public services... That takes a lot of time, energy and dedication. I don't have time and neither does your mother.
- Daddy, what would be the first step? You are a lawyer... Could you check the law for us? Please. We want to make a "special" school, experimental, a pilot school which is new and different... you know...
- Well, let me have a look at the Law of Education, today, as I have Sunday free. And I have a good friend in the Ministry; I will ask him for advice. Actually, this friend is Michael's brother, the man who I told you about, the one that got better from cancer.
- Really? Thank you, you are the best!
- Oh dear, the cinnamon rolls! -said mother, running to the kitchen.

Anku and Anka took advantage of the distraction to run to their rooms.

- Can we eat them later? -they cried out at the same time.

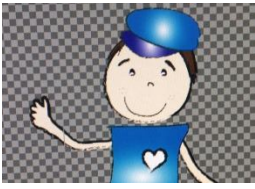
They wanted to look at more stuff about cancer and new schools all over the world on the Internet... They wanted to get things moving. Their heads were overflowing with ideas.

Dad headed to the kitchen.

- Honey, did you know about this project the children have? -he asked frowning.
- Yes Love, she called me. Rose told me all about it this morning. (Rose was the name of Granma).
- Oh... you already have talked to her? You knew! What do you think, it is a bit mad, isn't it?
- Yes. But Rose was very excited. Actually, I am more worried about her cancer than about the school.

Eveline, that was mum's name, took the cinnamon rolls out of the oven. And she looked at her husband, Charles, straight in the eyes.

- Honey, you know what I think...
- What?
- Maybe doing something useful will help her get better...
- You are probably right.
- Another thing I have been thinking...
- What?
- Charles, did you like school when you were a kid?



## The Education of the Future, Now!

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- Absolutely not!
- Why have history repeat itself then?
- Good point!
- I believe we have to give them a chance and we have to help them. We were young once and we had many dreams about changing the world. And little by little our responsibilities have made us forget. Darling, you know how stubborn Anku is, and how sensitive Anka. I think they have a beautiful and brave dream. Aline gave us a warning... to everybody...really, many children are not happy at school. Charles! Aline is only 12! Only 12 you know! She had an extremely bad time at school... we have to change this. What do you think?
- Yes Honey, I know, I know.... But... hummm, from a practical point of view?
- From a practical point of view, the first you need to do is to review the Law of Education today and have a drink with your friends from the Ministry and Michael tonight. Is that concrete enough? -Eveline answered, handing him the cinnamon rolls for him to taste them.

Charles was looking at the ceiling.

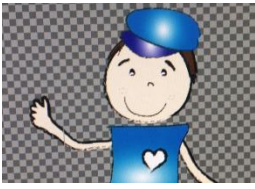
- What are you thinking about now?
- Well, I am thinking it would be good to have an International Manifest on Education to back us up. So that the authorities can sign it. To help with Education... Let me think... The children want something new. We have to create juridical backups.
- Great idea Charles -mother agreed.
- Ok, leave it with me... But make sure the kids don't leave the real school meanwhile... no excuses!
- Ahahaha but the new school will also be a real school, actually, more real than the schools we have now.
- Ok, ok, could be. But anyway, they have to go to their old school meanwhile.
- OK... I guess... Charles you are the best. The cinnamon rolls are getting cold. Do you want to try them? I don't usually cook, but today is your lucky day.

At the end of that day Anku and Anka were still in front of their computer. They were looking at all the sites they could find on new education. Including a movement called 3000, Asi-laugh, Adhyanow 22, *Neurouflash Method*, anti-stress techniques, self-knowledge programs and much more.

- Wow Anka, there is so much on the Internet? Why don't we have this in our school?

Excited they shared their ideas.

- In the first place the School should be a place where we can meet our friends.



## The Education of the Future, Now!

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- We need technology, Internet, new things, interesting stuff.
- A place to garden... and for animals.
- But Anka, the animals will eat our plants.
- Good point.
- A swimming pool... and a pond with fish in it.
- And a place to skate as well...
- Workshops...
- Places to hide in.
- Caves? Ahahah...
- We will have a band... and we can do *rap, hip hop, break dance*. Ahhhh and a Studio where Aline can sing.
- I want it to have a place where we can learn many foreign languages -Anka added.

They went on and on until they heard...

- Children, enough for now, turn off the light... Time to go to bed, really!
- Anka -whispered Anku-. Above all I want children to be happy there.
- I want Peace for the world -Anka murmured-. Melki told me about Peace Culture Programs last night.
- No more sad outskirts of towns, no more hunger -Anku said.
- And everybody will learn how to be kind to animals.
- And we will plant many trees.

- Shhhh!

- We need to be many, we need to be more. Let's begin with our friends in *Facebook*.
- Anku, not only Face, that is old hat already; we can also use *Weshare, Wato, Watooops,* and *LikeAs* as well as *Friends3000*.
- I am going to make a video tomorrow, with my friends -Anku said-. We need people to share our ideas in all possible languages. We need to invite parents, teachers... And the TV! Oh Anka, I can't wait -Anku was impatient to start.
- The fifth element Anku, the fifth element: Time. Time is on our side. Time will help us. Anku, relax... -Anka smiled-. 'Night bro!

Two blocks away the light was still on. Rose, Granma, was still surfing the Internet, looking and checking new tools for education around the world.

- There is so much in this day and age... -she said to herself-. What wonderful tools! The children were right. We can change this.

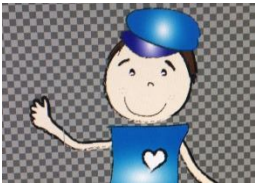


## The Education of the Future, Now!

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She was decided. She would make a new School for Anku and Anka, and the name of the School would be the *7 Petal School*. She liked the name. In her mind's eye she could see the children dancing, blossoming like flowers, happy, full of energy, active, running, singing...

- I owe it to them -she murmured to herself.
- I owe it to myself -she added up.



## The Education of the Future, Now!

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*We invite everybody to, together; co-create a beautiful Education of Peace for all the children of the world, for the parents, for the teachers, for the Planet. It is our commitment and responsibility to help children, youths and babies as well.*

It is in our hands! We are all part of this beautiful process, very necessary today.

In order to change Education massively the idea is to involve all the sectors of society: children and youths, social networks, means of communication, film makers, alternative networks, doctors and professionals in neuroscience, families, teachers, artists and famous athletes, young leaders, companies, NGOs, local, national and international institutions and the "Guardians of Tradition". Everything is happening at once, following however different rhythm and understandings.

The goal is to co-create a pedagogic culture, doing plenty of actions to raise awareness, setting up a worldwide movement, using all possible means and working in networks.

Let's look at each sector and strategy, one by one.

### 1. The children and youths

We are talking about changing the Education for children and youths... wouldn't it be logical to start by listening to their proposals, ideas, dreams, and aspirations? What are their real needs? In several countries, for example Russia and Belgium, as well as in Chile with P3000, programmes called "Voices of Children" were begun. In 2016 we also started the program Youths 3000, where we clearly saw that young people have their own dynamics nowadays, their own ways of doing things, their own procedures and aspirations, following the paradigms of solidarity and specific laws of manifestation. Therefore, we invite creating all kinds of activities which allow for the expression of the children and make them protagonists in their own Education. Many of them know very well what they need to learn, how to learn it and why.

### 2. Social media and Internet

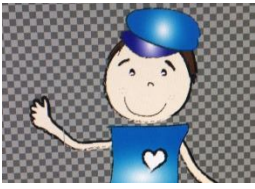
*Everybody*

*Education concerns us all.*

*How we educate today is the society we will have tomorrow, and this matters to all of us.*

*It is our responsibility towards the future*

*generations and towards the Planet.*



## The Education of the Future, Now!

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Nowadays the news and opinions are shared at lightning speed thanks to a plethora of social networks and media. These multiply every day in all the countries of the world. Here we find the ideal space (and free to boot!) which reaches a "target" audience of active, flexible and open minded people. That is to say the ideal public which is looking for something different for their children and students. Already videos and valuable information on "other Education" is being diffused and the idea is to constantly upload more concrete pedagogic material and ideas. And, for example, set up a Platform of educational tools, experiences around the world and the latest news on research on children, neuroscience, and child psychology, among other subjects which will help us in our collective co-creation of an educational transformation.

*And when you see happiness, vitality, the light, the spark in the eyes of your children and students, you know you are on the right track.*

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### 3. The media

The new mass media (television, radio and press, including digital radio and television which are on the rise quickly) which work with awareness, trying to make visible what is being done and achieved throughout the world (instead of showing violence, drama and complaints), play an important role to reach a great number of people quickly and massively. Thanks to constant programs about Education it is hoped that we make the topic of Education "fashionable"-especially Integral and Peace Education- and catch the public eye so that people "awaken" and become aware of the fact that a new Education is needed and possible.

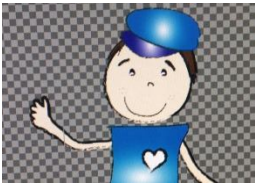
### 4. Film producers

We look at the creation, production and distribution of films, documentaries and short videos for the general public. The films for the cinemas mixed with adventure, action, and science fiction, will present a plethora of ideas in favour of another Education, in a fun, lively manner and suitable for all audiences. Involving people from the emotional side. The short videos are for the social media.

### 5. Alternative networks

There is a great variety of alternative networks, from yoga groups and martial arts groups up to fair trade groups (free fairs for example), including ecological groups, perm culturists, lactating mothers, midwives for conscientious birth giving, all kinds of therapists, people who do *Reiki*, writers, networks for Peace, etc... who are





## The Education of the Future, Now!

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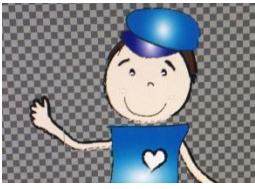
looking for and supporting another kind of Education. They are great allies in supporting new educational initiatives and greatly contribute with their experiences and ideas.

Here we also find the support from many educational currents such as (from old to more recent): Pestalozzi, Maria Montessori, Rudolf Steiner (Waldorf), Célestin Freinet (France), Ovide Decroly (Belgium), Kilpatrick (based on the theories of Dewey, USA), John Holt (*Unschooling*, USA), Advanced Teaching by Vigostky (Russia), Reuven Feuerstein (Cognitive Modificability, Israel), Reggio Emilia (Loris Malaguzzi, Italy), The New Education (Olga Cossetini, Argentina), The Educational Model Etievan, by Nathalie de Salzman (based on the ideas of George Ivanovich Gurdjieff), The Krishnamurti Schools, Bio-Centric Education by Rolando Toro (Chile), the Suggestopedia of Georgi Lozanov (Bulgaria), Superlearning, Sheila Ostrander (USA), the philosophy of Pierre Weil and Unipaz (Brazil), the theory of Multiple Intelligences, Thomas Armstrong and Howard Gardner (USA), Free Education (*Summerhill*, *Sudbury Valley School*, *Met School*), Active Education, the alternative schools in Canada and US, the Makoto Shichida method (Japan) and Glenn Domann (USA), Creática by Natalio Domínguez (Venezuela), IDEJO, Fernando Mirza, INCRE and his Ludosophy, (both from Uruguay), the Liberating Education, Paulo Freire (Brazil), Synergetic with its program *Mano* for children, Democratic Education by Yaacov Hecht, *Brain Gym* by Paul Dennison, Social Education of Brazil (Candeal, e.g.), Systemic Pedagogy, with Bert Hellinger and Marianne Franke-Gricksch, Germany and Angélica Olivera, Mexico, *home-schooling*, ATB, *Awareness Through the Body* (India and Spain) with Joan Sala and Aloka Marti, Education in Evolution (Argentina), the Learning Communities of Spain, the method of Noe Esperón, VEO por el Mundo (Mexico), ASIRI method by Ivette Carrión (Peru), *The school without backpack* (Italy), Lefebre Lever method (Chile), among many more.

The list is long and keeps on getting longer. This means we have many pedagogic tools at our disposal.

### 6. The families

Many new schools nowadays come about for the initiatives of parents or grandparents, who, tired of looking for an ideal school for their children or grandchildren, decided to set up their own. Also in this group we can count on parents who decided to help present day schools where their children go, helping



## The Education of the Future, Now!

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with outings, workshops, expositions, organizing trainings for teachers and themselves, sharing educational films, etc...

We have to applaud this kind of initiatives. They show the "power" hidden in every citizen, who then becomes more pro-active. I think that, more and more, the future will go in that direction. We see every day in Latin America and other parts of the world. Sometimes it not easy being the first to "take the leap", but the results, experiences, and the personal growth that these initiatives bring are ample compensation. What's better than to see your child happy and blossoming?

### 7. The teachers

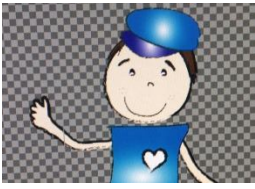
As we commented in chapter 3, teachers have the power to literally transform their schools, both in the private sector as in the public sector. In some cases, because of the initiative of a director or a teacher... we have seen wonders in schools, where the happiness of both students and teachers was a sight to see. Sometimes, in the beginning, they go against the grain, but little by little, with lots of patience and respect, they reach their goals and we hear testimonies such as: "My children do not want holidays, they want to stay in school." "I got my vocation back, my joy in teaching" say the teachers. "I got my child back, she's happy!" say the parents. The proposal of Pedagoogia 3000, just as hundreds of initiatives around the world, is not a Utopia, it is real.

### 8. Doctors and professionals in neuroscience

Like the video *Neurociencia - Para otra educación (Neuroscience- for a different education)* produced in Barcelona, Spain (Dr David Bueno, Dr Javier Blumenfeld and Dr Anna Fores), more and more of the scientific community supports the proposal for a new Education, proving from neuroscience the need for an active and cooperative Integral Education. Synergetic, homeopaths, anthroposophist and others also actively accompany the idea of transforming Education.

### 9. Artists and famous athletes

Many artists and athletes had a really rough time in schools and universities. Some of them for being too creative and non-conformist, others for being too kinaesthetic, others for their rebellious character or for spending their time listening to music and drawing. Many of them were labelled as having Attention Deficit Disorder, Hyperactivity, General Disorder, Asperger, among other. Whatever their reasons were, they are perfect allies for helping the new Education. They can be "godfathers" for the new schools, do awareness campaigns, concerts and other



## The Education of the Future, Now!

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deeds in favour of the children of the world, fun Education, Peace Culture, treating the children well (according to worldwide statistics, around 70% of the children in the world are victim of abuse of some kind, work or are in situations of war and high risk zone).

### 10. Young “leaders”

A new kind of “leader” is profiling itself in the young people. Young people contribute to a new information, new parameters, new paradigms, another way of seeing and living the world. This is about horizontal leadership, holistic, humanitarian and in solidarity. Obviously these youths together with many young parents want an Education which is radically different, because generally they are not enjoying their schools. We put “leader” between quotation marks because it is a new kind of leadership. It is non-pyramidal.

### 11. Companies

Companies, and especially the local companies next to the school can be their best allies. Generally, with incentives from the Law, they can promote local actions (which usually are deducted from their taxes and are recognised as Social Entrepreneurial Responsibility). Companies look for organisations to support. What better than to support a pilot school right next door? In fact, this is how Rudolf Steiner started, supported by the cigarette company Waldorf-Astoria.

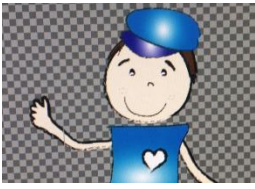
These businesses also need alternative proposals for the development of their own staff and their children, some *coaching* and assessment (such as Non Violent Communication and team work) where an integral Education along with its paradigms and techniques can be of great benefit. Furthermore, some businesses cherish the dream (2017) do be the first 7 Petal Enterprises, offering a truly integrated place of work. Bravo!

### 12. NGOs

We also invite NGOs so that they invest more in Integral Education. If we want lasting change, we must bet on Integral Education. As Nelson Mandela said: “Education is the most powerful weapon to change the world”.

### 13. Local institutions *Middle Target*

Here we have another key for generating real change in Education. Local authorities, leaders, municipality, governor, are the intermediate institutions who know the local necessities well and who have to means to act. For example, the



## The Education of the Future, Now!

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*Letter to the Governments* can be taken as a base which can be found in the annexes and ask for small changes which are easily implemented in the local schools.

### 14. National and international institutions

All the previous does not mean to stop influencing the national and international institutions, especially to obtain legal and financial support aimed at creating experimental schools and/or trying out new ways of teaching, giving more spaces to the parents and teachers who want to do pilot programs. Equally, it is necessary to create institutions for applied pedagogic research, academies for updating and provide practical tools for teachers and teacher training schools in every country, as well as suggesting a Secretary for Pedagogic Renewal for technical support to Ministries of Education around the world.

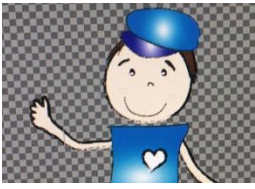
Additionally, we can suggest the creation of a Ministry of Peace and Wellbeing in every country in the world. This would be in charge of, among many other tasks, implementing programs of Peace Culture in all the schools in the country. All of this, obviously, needs to be supported by international organisms, which also need to foment the exchange of pedagogic tools and brotherhood between the countries. They need to incentivise multiculturalism constantly, the dialogue and world Peace, as well as promote ongoing campaigns in favour of the children of the world.

### 15. Universities

The active support of universities is important, supporting research and the technical, pedagogic, psycho-emotional areas in Education in general and looking for the latest tools in teaching, especially those that make use of the right brain half, the frontal lobe, the Hemi-Sync®, the pineal gland and the extra-sensorial perception, among others.

The projection is to implement Integral Universities of the 7 Petals (which prepare the society of 13 Petals, as described in chapter 8 of the book, Volume 1, *The 7 Petal School, for the children of today and tomorrow*), as well as allowing and fomenting:

- The entry of youths from secondary schools who want to specialize in a subject which fascinates them (as Democratic Schools do) in Universities.
- The entry of senior citizens.



## The Education of the Future, Now!

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- To renew their subjects and keep them up to date.
- And the promotion of integral development of their students and teachers in general.

### 16. The "Guardians of Tradition"

Let's call all the people who sustain ancestral wisdom and ancient knowledge, the "Guardians of Tradition", who are still "connected" and "contacted" Sometimes they are the elderly people in a community, sometimes they can be very young. This can be well known persons or humble people who have retired from the world; it's all the same, it is fundamental to listen to them and invite them to share their wisdom in schools and out of schools.

As we can see, there are many co-actors and allies of change, and that is very encouraging. For this reason, more than ever (besides what is technologically facilitated nowadays) we need to act in networks, share all the time, set up alliances, "open up" and be convinced ourselves that changing Education is possible, very much so. More, it is our duty and commitment towards the future generations and it is wonderful.

## Educational re-evolution

That way, we re-evolutionize Education for an integral learning *in an ascending spiral* which inevitably generates a higher conscience and growth (both individual as global) which is: more respectful, more cooperative, more fun, more holistic, more proactive, more intelligent and more loving... or in other words, we are becoming more humane and connected.

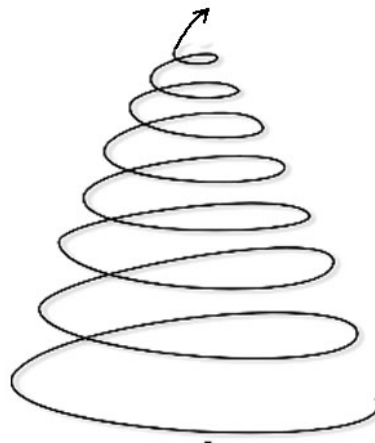
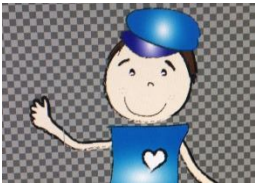


Illustration: Education in an upward spiral



## The Education of the Future, Now!

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Our children, grandchildren, nieces and nephews have the right to be happy, to love and be loved, to fly, to dream, to co-create and co-construct a better world... And we too. It is time to reconnect to the heart and introduce Emotional Intelligence in an Education which is truly integral, as we saw in chapters 3 and 5 and as the 7 Petal School constantly proposes. That is how we naturally end up with a Society in Peace, which is more aware and truly ecological.

This way we open a road that is not a utopia, it is real. We feel it every day in countless educational experiences nowadays which dare to take a step forward with an open heart. Not only in P3000 but also thousands of public and private initiatives around the world.

Each step towards an Integral Education is linked to another and goes forward in an upward spiral, it brings awareness and happiness.

## The role of the mirror neurons

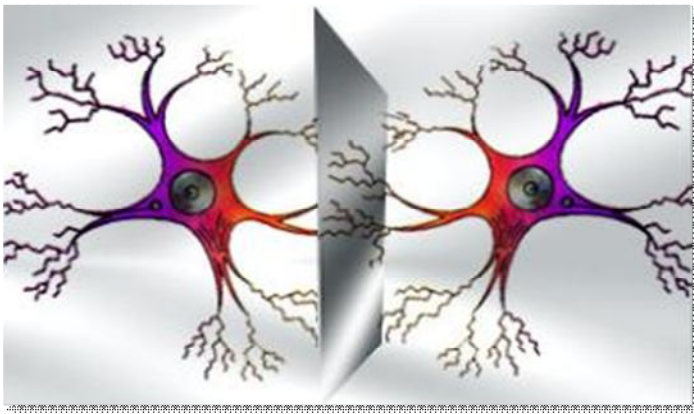
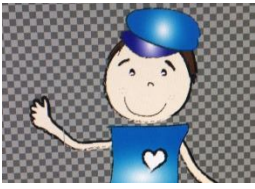


Illustration: the mirror neurons, the neurons of empathy

Italian scientist Giacomo Rizzolatti brings new light to socio-cognitive neuroscience, and explains: "We are social creatures. Our survival depends on understanding actions, intentions and emotions of others. The mirror neurons allow us to understand the minds of others, not only through conceptual reasoning, but through direct simulation. Feeling and understanding, not thinking.

The constant activation of mirror neurons contributes to the great empathy some children and youths of today present, because these neurons of the brain cortex allow to "feel" actions, thoughts and sensations of others.



## The Education of the Future, Now!

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And why not? These mirror neurons might be as well be our allies to propagate faster this new pedagogic culture which we presented in this book.

It is in our hands, it is in our hearts, every one of us is protagonist of one of the greatest adventures... the adventure of oneself.

The mirror neuron, the one which makes us understand, empathize contents we are learning. Yes, instead of having everybody look at a teacher in classrooms, let's foment cooperation, self-learning learning and as well learning together. It is better, because cooperative learning is much more powerful as it actives our mirror neurons.

(Dr Javier Blumenfeld)

Excerpt video Neuroscience – For Another Education / Neurociencia, para otra educación





# The Education of the Future, Now!

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Personal Notes



## Epilogue: Three years later



- **Hi Children, I am home!** -father shouted from the hall.
- Hi daddy, you seem to be in a good mood!
- Yes, you know what?
- What? -exclaimed Anku and Anka at the same time, giving daddy a big hug.
- The Ministry of Education agreed.
- With what... with your document 7 something?
- Exactly, right.

Anku and Anka began to cheer.

- What is all this noise? Mother interfered. She was talking to her group of WEA "Parents of the World" and came out of the session to see what was happening.
- It's not "7 something" Anku, it's 7P-2022/full-ed/777cv888. It will help many schools.

Anku and Anka smiled, father was always so precise.

- Wow Dad, you are a genius! You are fantastic!
- Not only did he agree, but he liked the project so much he wants to set up a Network with all the Ministries of Education on the 5 continents. And all the countries will sign it, agreeing to renew their educational systems taking the needs of the children and society into account, considering the "happiness coefficient" is a key factor for better learning.

## Anku and Anka

- Wow, fantastic!
- And we will take the ecological needs of the Planet into account as well -father went on.

Anku and Anka smiled. They had insisted so much on the ecological side and the harmful smoke of the cars.

- The implementation of each school will be based on the culture of each place, depending on local needs and the local projects of the people; each group will build a local semi-independent school, sharing their *know-how* and educational tools on a mega digital platform, free of charge. Everybody will support everybody.

Anku and Anka looked at their father in admiration.

- An annual meeting with everybody involved is also planned. The document includes an article on Culture of Peace which will be taught in all schools. The Minister wants to share our ideas all over the globe through a new network called ReMuNeG, *Worldwide Net for a New Education and New Geopolitic*.

-Daddy, why ReMuNeG? The letters don't match... -Anku said.

- Oh, right, that is because the acronym is in Spanish. This was suggested in the beginning by a group of young people in South America years ago.. and we decided to join them. They are very creative over there.

- Hum... South America? Daddy, are we going there?

- And something more, the Ministry of Education wants to multiply the 7 Petal School of your Granma and set up a pilot school in every department of the country, motivating other countries to do the same. That way we will have at least one 7 Petal School in every country soon.

-Oh Daddy, what you did was wonderful! Can we visit them? All of them?

Right at that moment Granma walked into the room. She too was very excited.

- What happened Granma?

- Everybody pay attention! I have great news for you!

- What Granma? -Anku and Anka loved their Granma very much. They were very happy to see her in such a good mood... and this had happened frequently since she had opened her New School...

- First I got the results from my medical exams back... And you know what? There is no sign of cancer anymore.

- That's fantastic Granma... We are so proud of you. You have many more years ahead of you. With the School and with us. You will see your great-great-grand children! And you will see them happy and thankful.

Anku and Anka were jumping with joy. They had been dreaming lately with a new friend, called Pakua. And he had told them that Granma was permanently cured. And he also spoke about greater projects around the planet. Anku and Anka were now 11 and 13. And they were extremely brilliant. They had grown a lot. Anku was now taller than Granma and almost as tall as his mother. Both were full of energy, as never before, and they were

## Anku and Anka

practicing one or two hours of sports every day in their Granma's 7 Petal School. They were simply radiating with good health and happiness.

- Second... You know what? -Granma went on.
- What?
- We have to celebrate. I am going to get an Award for the Most Innovative School (The MIS Award) in the country for being a "Zero Bullying School" (0B School). This will be next month. Will you be there? Aline will be our special guest and she is going to perform some songs from her new album. In the end this is all thanks to you, that all this is happening. You three should receive that award.

Granma had such a charming smile.

- Ahaha Granma, we don't want any awards, we only want you to be happy -Anku smiled looking into her eyes.
- And we want that all the children of the world are also happy -Anka added, hugging Granma and Anku.
- Thank you Granma... And Mum and Dad too, thank you.
- Happy and responsible -father corrected- to be exact...
- And pro-active -Mother added for good measure.
- But Granma, how did you get that award?
- It was rather easy actually. You remember that the Municipality helped us starting the *7 Petal School* three years ago. The mayor at the time was a childhood friend of mine. We used to go to the same school. When we went to present the project, he was very interested and he just had the funds for a local pilot school at hand. So we were hand in glove really, do you remember?

Anku and Anka remembered. And above all father could not forget because the commission of the mayor never stopped asking for papers and justifications. Where are the antecedents? Where is the bibliography to back this up? In which countries are there 7 Petal Schools? What are their results? What are the indexes? Where are the papers to prove this will work? Etc. Etc. Etc... They had to present a ton of papers to say that.... Well, as it is an experimental pilot school and the first of its kind in the world... they didn't have any papers, anything of what they asked. Even so they managed to set up the project and father laughed:

- It was because there weren't any other projects, ah ahah... And the mayor liked Granma so much when they were young (!). He also had an autistic granddaughter and he liked the idea of a new Education a lot...

- Anyway, at the end of the tale -Granma went on-. When there was a change of mayor this year, the new mayor had to give an award for the most innovative school in the region, and he chose us. He liked the fact that we had not one case of bullying last year. And also our ecological campaign was a success, as we planted over 1000 trees. The new mayor clearly remembered because he had to give us 1000 seedlings, do the inauguration in front of the TV cameras, and also give us space to plant the trees... and we appeared in the

## Anku and Anka

newspapers. And he loved the concert the children and Aline gave at the Home for Grandparents of the Municipality. And he also liked our mural in the city centre about the Culture of Peace. We were the first school to teach... graffiti!!

- I don't think he really loved that one -father interrupted laughing-. But the children loved it! There is graffiti with positive affirmations all over the city now!

- Hmmm, but it wasn't all roses -mother added, winking at father. You remember when some people threatened to invade the school? And we had to stand guard all night, with Guardian, and the other parents? And when the Ministry asked us to close everything down? Wow, what an adventure!

- We make a great team, no? -Dad laughed again-. Ohhh, by the way, we have an interview for the television tomorrow. Are you coming?

- But Dad... School? We don't want to miss a single class, it's too much fun!

- Don't worry; the interview will be in the School, together with three local radio stations as well. You know, we need to be in the public eye if we want to save time and make people more aware. Anku, your picture is in the newspaper.

Father showed Anku and Anka the front page of the national newspaper; *The children are changing their own Educational System*. That was the title. The article explained further: The students learn 6 foreign languages; they are '*computer wizards*' and specialists in Social Sciences. The School hardly generates any waste and no CO2. They have zero cases of bullying, and they have planted 1000 trees, thanks to the initiatives of the children and the municipality.

- Ah, Dad, one more thing -asked Anku.

-What is it boy? Want to open another School? - Joked father.

- Can we go camping next week? We have 4 days of holidays; you know?

- Where do you want to go?

- There is a special place; it's in the North of the city. It isn't far Dad. Can we go? I heard there is a very nice place to go camping, next to a very special cave. I want to show you something very special.

(To be continued).

*Excerpt of the book "How humanity reconnected to the Heart again"*

*By Pa Ay Ma El and Dao de Ming*

*Multiversity of Peace, Heping Helping University, in collaboration with Pedagoogia 5000*

*Year: 2144*

# Appendices

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# The Blue Declaration

## Declaration of the Children to the World

We, the boys and girls of today and tomorrow, come before you to remind you about the need to change Education on Planet Earth, this Planet, our World. Many beings support our petition: babies, girls, boys, youngsters, we are millions, billions... with billions more to come. Please heed our plea and listen with your Heart.

We, the boys and girls of today and tomorrow  
We, the children of the World

Declare:

That we want a World in peace

- ☺ That we want a World without hunger
- ☺ That we want a World without wars
- ☺ That we want a World that takes care of our Earth and the animals
- ☺ That we want a World of LOVE

We, the boys and girls of today and tomorrow  
We, the children of the World

Request:

1. That the first change in this world be in EDUCATION since we have to go to school almost every day – and that is a lot of time spent there! We need an Education that allows us to connect with ourselves. And we need to be listen to.
2. That the Education we receive be:
  - ☺ Useful
  - ☺ Supportive
  - ☺ Truly preparing us for the Future
  - ☺ Fun, not boring
  - ☺ With teachers that treat us well, that do not raise their voices nor judge us
3. That how we are educated allows us:
  - ☺ To work together, side by side
  - ☺ To bloom, to be happy
  - ☺ To express ourselves



- ☒ To discover and to learn by ourselves
- ☒ To work in team, without competing

4. That the subjects be:

- ☒ Applicable
- ☒ Broad
- ☒ Interesting, taking into account what we wish to learn
- ☒ Enhancing our own talents

5. We want and need:

- ☒ Lots of physical activities: allowing us to move, run, jump and enjoy a healthy body.
- ☒ Lots of interesting classes: we are eager to learn, learn new and updated stuff.
- ☒ Lots of knowledge of the world: to know many countries and cultures. To achieve World Peace, we need to know the 5 continents and we need good communication tools.
- ☒ Lots of Arts and creative spaces: to express ourselves, sing, paint and dance and do designs in a computer.
- ☒ Many activities in Nature that allow us to know the Earth. We want to touch her, to know the plants, the animals, the rocks. We want to know our Planet, to be able to take good care of her. That is our commitment.
- ☒ We need lots of action. We love doing, building and feeling useful. Everything we learn, we want to apply it. Do not forget we are here to transform many things, so we need to be practical.
- ☒ And more than ever, we need subjects that allow us to connect with ourselves. We long for a direct connection with our own heart. We need to learn profound topics. We understand many things. Allow us to develop our Innate Intelligences and our abilities.

6. Please, consider the human being first:

- ☒ We ask to be seen as human beings who need to give and receive LOVE; school subjects are secondary, you know.
- ☒ We are the children of the World, who will rebuild the Society and take care of the Planet. If we are happy, we shall do it better, much better.
- ☒ We request that you, adults, also be happy, that you play, laugh and have fun with us. That makes us happy, very happy.
- ☒ We ask that you take good care of us:
  - Allowing us to dream
  - Seeing that we are not put down
  - Making sure that we are not beaten or abused

· Allowing us to fly, not clipping our wings.

7. And finally, we request that you teach us:

- ☺ With Enthusiasm
- ☺ And with the Truth.

And above all, if you do not understand us completely, simply love us, as much as we love you.

We, the boys and girls of today and of tomorrow  
We, the children of the world

This is our plea, the plea of millions of boys and girls, and of millions of children yet to come. The plea of Earth herself, the plea of today's humanity and the plea of the next humanity.

We are billions. We are the Future. We are your HOPE.

With Love  
The Boys and Girls of the World

Launched on 08/08/2015 to be implemented worldwide.

We invite you to [sign here](#)

<http://www.pedagoogia3000.info/index.php/en/key-documents/the-blue-declaration>



Signing of the Blue  
Declaration by José Pepe  
Mujica, Ex-President of Uruguay  
and Noemi Paymal, August  
2015

# Letter to the Governments

22 Simple Steps

Towards a Comprehensive Education and Culture of Peace for the Whole Planet

Ladies and Gentlemen

Leaders of the World

Ministers of Education and Cultures of the World,

It is an honour and pleasure delivering this letter and presenting to you 22 easy and practical steps to help with defining Educational guidelines which allow a substantial improvement in the Educational systems and society as a whole.

## PHASE I: SHORT TERM and urgent

Transition Emergency Education, TEE

1. Provide anti-stress techniques for parents, teachers and school administrative personnel.

*A relaxed teacher is ten times more efficient and effective.*

2. Allow anti-stress exercises at least every 30 minutes, Brain Gym® (Educational Kinesiology), dances, movements and physical exercises.

*Thought is anchored with movement.*

3. Support all forms of Arts in educational establishments.

*Beauty and harmony are indispensable for a human being's development. They balance both brain hemispheres therefore increasing positive scholastic results.*

4. Encourage daily activities that develop Emotional Intelligence: listening circles, self-esteem, positive thinking, conscious breathing.

*Emotional Intelligence is more important than the Intellectual Quotient in relation to success, performance and people's quality of life.*

5. Allowing the cognitive to be: experimental, self-taught, practical, active and fun.

*I learn by doing, I learn by discovering, I learn by teaching.*

6. Offer a variety of multidisciplinary extracurricular workshops depending on students' interest.

*I can expand my knowledge according to my own interests and talents.*

7. Encourage sports –as cooperative as possible– according to the children's and young adults' preference: soccer with breathing exercises, capoeira, martial arts, swimming, climbing, field trips, etc.

*Healthy body, healthy emotions, healthy mind, peaceful spirit.*

8. Develop applied ecology: grow all kinds of plants and trees, recognize medicinal herbs, create school bio-gardens and orchards. Foment a sustainable approach towards the environment in all Educational centres, including pre-schools.

*Contact with the Earth has a healing quality and it teaches solidarity.*

9. Eradicate physical and psychological abuses in all ages. Mutual respect and dialogue must be prevailing

*A well-treated child learns better and harmoniously empowers him/herself.*

## PHASE II: MEDIUM TERM

Comprehensive Preventive Education, CPE

10. Update Teacher's Basic Education and Educational Science Departments: in content, methodology and objectives.

*XXI century Education does not work with information from the XIX century.*

11. Design and implement Short Cycle Trainings for multidisciplinary pedagogical assistants to support teachers, creating employment for young adults and providing a space for their pedagogic creativity.

*Young adults are excellent pedagogues for today's children.*

12. Support (including the legal aspect) parents, teachers or those responsible for schools that are offering educational alternative or complementary activities.

*Education is responsibility for all citizens.*

13. Change the traditional homework for research projects, development and application, self-taught activities, didactic games and exhibits.

*Boring homework from the past century is counterproductive. It must be active, attractive, fun and productive or else, it should be simply eliminated!*

14. Supplement exams with projects and expositions that help in the evolution of each human being, society and the Planet.

*Exams must reflect the student's real abilities and must be multidisciplinary considering all the Multiple Intelligences.*

15. Create school plans and programmes (curriculum) that are flexible and adjusted to reality. Give more options to teachers and students in terms of what they wish to study. *New contents, new pedagogy, new methodologic tools and new goals.*

16. Use and co-create audio-visual support and supplementary material in school proposals.

*Knowledge enters through the eyes.*

17. Develop and implement comprehensive, interactive, multicultural and cooperative games.

*Playfulness and cooperation will make children happy with a sense of solidarity, therefore creating a true Peace Culture.*

18. Healthy food and nutrition programs. Children's and youth's metabolic processes have changed.

*A healthy meal helps everyone and effectively fights Attention Deficit and Hyperactivity Disorder (ADHD), along with daily sports.*

19. Ensure comprehensive and fun physical Education for at least one hour daily in all Educational centres. Also systematic relaxation and internalization moments in schools (to be adapted according to the local culture).

*Healthy body, healthy emotions, brilliant ideas.*

20. Provide feedback and expand what was introduced in Phase I, along with cross-cultural and educational exchanges. Multiply environmental programmes in all educational establishments.

*We learn reciprocally and constantly.*

### PHASE III: LONG TERM

Socio-Multi-Education for all, SME

21. A systematic co-creation of a comprehensive educational system is massively achieved, thanks to the experience gained from Phase I and II. It is geared towards an integral, ecological, multicultural and productive Education. The School is involved within the neighbourhood and different community organizations. Education is broadened and extended to all ages and social sectors.

*We are looking for an Education where we all win, being happier and more creative. Education is permanent, from the moment we are conceived until our last breath.*

22. A flexible and articulated curriculum includes many social, scientific, technical, ecological and productive projects. The school is interacting with society. The students are the main protagonists of their learning, with ethics, social, ecological and citizen consciousness.

*Education is integral, otherwise it is not Education.*

Governing Leaders and Ministers of Education and Cultures of the World, what we are proposing and pleading to be considered, is concrete and easy to implement (it's not about large and costly reforms). It can be taken on by citizens and the Educational body with enthusiasm within their respective countries. That way, together, we may understand and address adequately the current enormous childhood and youth potential.

Your support, commitment and vision for the future are absolutely necessary for a sustainable and peaceful world.

Therefore:

Teachers from your country express their gratitude for having less stress and enjoying their vocation.

- Parents express their gratitude for having the joy of jointly raising and educating their children from the heart.
- Babies, children and young adults express their gratitude for having a space where they can be safe, happy and creative.
- And the all Society thanks you for allowing future scientists, ecologists, artists, geopoliticians, and other professionals to emerge, with ethics, commitment and solidarity.

We reiterate that the ever growing team of volunteers of P3000 and the Worldwide Link for a New Education, stands faithfully committed to this task of co-creating a new Education. Our deepest and most sincere gratitude, wishing you success in your important mission and functions in service of your people and countries.

For the children, young adults and those to come

For a fraternal humanity, for our Planet Earth, for Peace, Harmony and Unity

La Paz, Bolivia, March 21st, 2013.

# Questions and Answers

Interview with Noemi Paymal by *Desaprendiendo Para Aprender [Unlearning to Learn]*, José Ramón Fernández, Spain, 26 October 2016.

*From Unlearning to Learn, we pay attention on how to develop the skill (which in some cases we keep blocked) to follow our dreams. Noemi, what are your dreams for education?*

- My dream is that all the children in the world are happy, that they can efficiently co-construct their own dreams and re-co-create a new society.

*In Desaprendiendo we like to look at processes. Pedagoogia 3000 is already going on, it is already there, but please tell how, how did Pedagoogia 3000 begin?*

- The starting point were the children themselves, starting with my own. I have four. They did things differently, they had other aspirations, they were “tremendous”, very good at being mischief. One of them -at the age of 6- said he met at night with two friends, called Anku and Anka... and as an anthropologist I started to observe them, ask them questions, listen to them... and then hundreds and hundreds more. At the time (2001) I was living in Ecuador and started a Foundation. We saw children every day, with incredible stories, different parameters, different metabolisms... That work I did together with a Columbian psychologist, Dr Patricio Pérez and other professionals (at the time we started the first interdisciplinary teams which were from Venezuela, Peru and Argentina) and we realized that “something” was happening on a massive scale... The children drove us!

*During this process, during this time... What have been your greatest unlearning on a pedagogic level?*

- Talk less, listen more. Unlearn the mechanism of last century and learning how to maintain a high frequency.

*You talk about the children of today and tomorrow, that they are not the same as those from other generations. What are the children of today like? What special characteristics to they have?*



- Uuuuuuuuy, that is a long story. Generally, and in summary, they are self-learners ("I alone", sound familiar?), very sensitive (sometimes too much), with an accelerated and precocious metabolism (but they are not hyperactive as such, at least 80% of them, they don't have Attention Deficit Disorder either, rather Supra Attention); their five senses are sharper, this is called hyperesthesia. They present a psychological, emotional, social, ethical and spiritual level which is rather high (comparing to my generation for example).

They are remarkable for the speed with which they understand things, their talent for immediate action, their being sure and their holistic assimilation of knowledge. Sometimes they present innate psychic talents, especially the little children. They may present diversified learning standards, including up to 26 Multiple Intelligences. They can multi-task. Please see the more elaborate description with interesting examples from different countries in Tome I of Pedagoogia 3000 about this (free to unload from our Website [www.pedagoogia3000.info](http://www.pedagoogia3000.info)).

*What are the most important aspects of the education today when attending to the characteristics of the children you are talking about?*

- Basically following the scheme of the 7 Petal Schools, that is to say give them an Integral Education. It is very easy! 😊

Among other things we recommend:

- Giving them tasks which aren't boring, bit creative and which allow them to be active and protagonist. This develops the frontal lobe and frees dopamine. Additionally, doing something new and motivating frees serotonin. If there is a lot of movement and action involved, we activate the endorphin and irisina, all neurotransmitters of wellbeing and learning. Love and care gives us oxytocin, that is why we need to give them a caring and respectful environment and lots of hugs (to those who want hugs... some children don't like a lot of physical contact though).
- Promoting all the Arts because this develops the right brain hemisphere and provides for creativity, lateral thinking, problem solving and multi-faceted view of things. And allow the children to express themselves, which is fundamental...

- Favouring ecological activities and grounding exercises. This gives them stability, healing and focus.

And B I N G O! That`s it. We combine pleasure and learning, the inner being flourishes and the children will fly!

*Tell us about one of your books, "The 7 Petal School", that the school of today has to be an Integrated School, integrated into society, which supports social life, life in the neighbourhood and community and vice versa.*

- Yes, exactly, the children need this. Remember José, that is what they want, to change society, which is why they need this immersion.

*This would be like saying that it is about educating for and in life... So it is necessary to create a school for this? What do you think about educational currents such as home-schooling or un-schooling? Is the idea of Pedagoogia 3000 applicable there?*

- Yes... Anything goes. Everything brings something to the table. We welcome all integral pedagogic experiences, present, past and future. There is no such thing as the one and only perfect system. Everything is multifaceted, every situation is unique and cannot be repeated... everything evolves, extremely fast. Everybody contributes a grain of sand. We need to be in solidarity, share and support ourselves mutually. You are right, today there are many ways to "educate".

The two key words are "flexibility" and "humility". Pedagoogia 3000 is for everybody, without exception. It is like "patrimony of humanity". Does that make sense? That is why you can find all P3000 material for free on the Internet and on YouTube.

*Today, in many countries there is this belief (and it isn't a belief, it's a fact) that the educational system doesn't work. You have travelled to many countries. What do you think stops people from entering this new way of understanding education and as such life?*

- Habit, fear, staying inside the comfort zone, inertia, tiredness (a lot of it), lack of up-to-date information, lack of renewed tools and having gone through a castrating education ourselves.

This is why we –the adults- have to make the effort to heal our own education, forgiving our educators, how we were educated, recovering our inner child, breaking that rigid chain that is transmitted over the generations and reconnecting with the heart. That is why I admire this new generation of parents and teachers who are brave enough to take this leap. Nothing will be as before... in only two generations I would say...

*With all this, this is not about convincing people...*

- Definitely not... because the changes will happen, for need or want, because of evolution itself. We can't go back. You know? Change is a frequency, every time higher. The children are having their own revolution.

The changes happen:

- From the inside to the outside (that is to say from the heart, personal change, from inner growth)
- From low to high (that is to say from grassroots, the citizen, the parents, the teachers to the governments and international institutions)

And all this "under the radar" as a figure of speech. Does this make sense? We talk about a new Pedagogic Culture on a worldwide scale, on a people level which will expand and fractionalize on its own, you see?

*Very interesting. Now, what can we do so that people, society, governments, etc... become aware of the necessary change in the educational system? How do we set this in motion?*

Sharing with empathy, at all levels, with:

- Children and youths
- The Media
- Social media
- Parents
- Teachers
- Companies, NGOs and Universities
- Local, national and international institutions

*Nowadays there are many families and projects that have already become aware and want and desire to join this change, but they are afraid. They are afraid of an uncertain future, afraid of letting children being guided by their own interests because they think that children will spend all their time playing and they wouldn't be able to learn what is*

*considered "important". We often hear that there is a lack of trust in the innate skills of children. What message would you give to these families, teachers, etc. who want to change but are blocked by fear?*

That is normal. First you have to trust yourself... because it is our own fears which we project onto the children. To change the education again requires work on one's self. I advise three things:

- First, become informed, read material about the children of today, watch videos, set up study groups with other parents, do research on the Internet, etc...
- Then experiment with the wonderful holistic tools which we have available to us today. You can see these tools described in Tome II of Pedagoogia 3000 and the 33 notebooks (free to download from our website as I mentioned before).
- And get going... Remember, you have nothing to lose and everything to win! And trust the children. In the end they are our loved ones, our own children, grandchildren, our students who are at stake... and we owe them this change. It is our promise, and I would say, our duty. For them, for those who come after them, for the future of humanity, for the future of the Planet itself. And for ourselves!

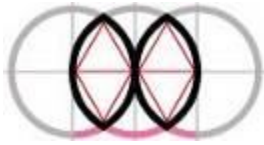
*In your books and workshops you also talk about following the rhythm of each child, their interests and needs, as well as letting learning be self-learning and through self-discovery...*

- Yes, let them discover, wonder, become enthusiastic. The children of today learn mostly by themselves. Let them do...

*And how do we listen to this rhythm, these needs and interests in a class with so many students as there are now in the school system? And what happens if the interests oppose and come from your children?*

- It takes skill, creativity and good will... relying on new tools and on the children themselves. For example:
  - Set up islands of activities and let children help each other.
  - Promote group work, with various ages; the eldest children help the younger.
  - Foment self-investigation (alone. In pairs or larger groups)
  - Do expositions and projects (the children and youth present their work and research to the others students, in the way they most like to express themselves: video, exposition, theatre, works of art, radio shows, videogames...)

- Look for the way to make this transition calmly, in peace and inner tranquillity (again personal inner work for the adult)
- Always have positive words, actions and thoughts
- And using the 7 pedagogic areas of the 7 Petal School. In less than 6 months you will have spectacular results.



*Noemi Why is Pedagoogia 3000 written with three Os?*

Ahhh Because Google has two (it is a joke). Well, actually they form the geometrical figure of *Vesica Piscis*. It symbolizes creation; it represents the point of emergence of life and also the construction. The Egyptians say that from there the numbers came, the 7 fundamental sounds, the letters and all the symbols of creation. As well all the basic mathematical relations and the most important numbers such as *phi* and *pi*. It also symbolizes the shared vision, mutual understanding and transference of Knowledge.

*To close up... What message or final reflection would you like to give to people who read this interview?*

- That they enjoy... This is a historical moment...

[www.desaprendiendoparaaprender.com](http://www.desaprendiendoparaaprender.com)

Desaprendiendo Para Aprender: [info@desaprendiendoparaaprender.com](mailto:info@desaprendiendoparaaprender.com)

# What is P3000?

## A planetary invitation

Pedagoogia 3000 or Education 3000 (P3000 for short) is a worldwide invitation to co-create a new Education which is fun, cooperative, integral, oriented towards Peace Culture, multicultural, ecological, humane and caring. An Education that take care of:

- The children's real needs, in order to develop their unique potential.
- The teachers' needs, in search of practical pedagogical tools that consider local reality, environment, Emotional Intelligence, Creativity, and that are enjoyable.
- The needs of distraught parents requiring updated information and tools to play a dynamic and loving role in their children Education.
- The needs of society in general, in search of new patterns and paradigms to increase the standard of living and welfare of its citizens, while ensuring a sustainable Culture of Peace so much needed on this Planet, as well as true ecological and multicultural awareness.

## Why has it become so urgent to change the Education?

Currently, changes in metabolism and children's behaviour have become more and more evident. Doctors report that children today have modified their eating and sleeping habits, and their metabolism is faster. Psychologists in turn observe an increase in psychological maturity, more precociousness and a significant increase in Emotional Intelligence.

That why the children of today need to channel their high level of energy harmoniously and to develop their talents to the fullest in a new educational setting.

At a worldwide level, it is known that suicide rates in youth and even children are on the rise, coupled with teacher absenteeism, violence in schools and bullying which have increased sharply. According to *bullyingenelmundo.blogia*, 30% of children are victims of general abuse, 25% verbally, 23% physically and 38% assaulted in some way or another. The NGO *Save the children* calculated that one child out of 6 lives in a high risk situation (2018).

Additionally, paediatricians highlight on new illnesses in youths and children such as nervous breakdowns, schizophrenia, stress and epilepsy, desolation, violence, self-destruction, and also the famous and much controversial ADHD (Attention Deficit and Hyperactivity Disorder) which is increasing, along with school phobia, social disorder, autism and Asperger Syndromes, etc.

Parents and teachers are finding themselves having to look for other types of activities to meet these children's energetic, cognitive and psycho-emotional necessities. This situation motivates us to look for new, creative, pro-active and fun educational techniques that allow the integral development of the children and youths.

This is why P3000 offers an entirely new perspective on why and how to educate, permitting the wellbeing of teachers and parents, the blossoming of the students, and an integral development for all, leading the way to a new Society, one of solidarity and peace, which takes care of its Planet.

#### **What P3000 offers:**

- Scientific Research on the psycho-emotional and neurological changes in the children of today.
- Applied research on innovative neuro-pedagogical applications such as educational tools for the integral development of the human being, *NeuroFLASH 3000* techniques, Languages 3000, meta-language tools, Universal Geometry, development of the 7 areas of the 7 Petal School, among others.
- Training Programs: Programs for teachers, parents and youths. Assessment, awareness conferences and workshops on the 5 continents, together with *Youths 3000* and *Voices of the Children* programs.
- Multimedia Material: Production of books, pocket books, manuals and videos. Available free of charge on our website and on *YouTube*.
- Network of 7 Petal Schools: with 13 in planning stage and 7 functioning with excellent results (in 2018).
- Social and Solidarity Platform: Implementation of Programs of Social Pedagogy for children at risk (refugees, violent areas, disaster areas, prisons, etc.) and Peace Culture Programmes.
- Networks: Planetary awareness and exchange of educational information.



Please see more on our website, [www.pedagoogia3000.info](http://www.pedagoogia3000.info) and [www.educatiooon3000.info](http://www.educatiooon3000.info)

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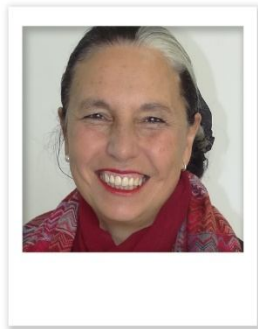
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# About the author

## Biography of Noemi Paymal, founder of P3000



Noemi Paymal is a French anthropologist and founder of Pedagogooogia 3000 (Educationoon 3000 in English, **P3000** for short). She is also President of *Asociación 3000* and Vice-president of the *Asociación Wiñay Qhana Wawa*, and founder and Vice President of the *Worldwide Link for a New Education*. She started P3000 in South America in 2001. Noemi is actually a resident of Bolivia, where she coordinates the International Investigation Institute of P3000.

Researcher and international speaker, Noemi Paymal has hosted over 1440 events on the 5 continents.

She is the author and co-author of 12 books on Education for the Third Millennium and 5 books on anthropology.

Noemi Paymal has brought together teams of hundreds of people in order to achieve a common goal: change Education into a more humanitarian Education, which is more enjoyable, more useful, more integral, more multicultural, and geared toward a deep Culture of Peace.

She has collaborated in more than 50 different countries on the 5 continents in the field of applied anthropology and alternative Education, which has brought her to meet children, youths, educators, parents, Presidents, Ministers, the Arab League in Cairo, the OECD, and famous people such as Deepak Chopra, Masaru Emoto, the actor Sheriff Mounir and the ex-president of Uruguay José "Pepe" Mujica.

### The Education of the Co-Creation

We invite everybody to co-create a new Education, to care for the children of the world, to cherish the babies, to accompany the young people, with love and a listening ear...

We invite all of you to co-create a beautiful integral education for them, to foment the Culture of Peace, to care for the Planet, to act with the heart.

Now.

And together we invite you to co-create a New World, a world of peace, harmony and solidarity.

*It is in our hands,  
It is in our hearts.  
It is in our hands.*

NP

Every year Noemi visits between 10 to 15 countries in average, giving conferences, workshop and consolidating P3000 teams. She has given so far over a 1500 lectures and workshops in: Andorra, Argentina, Australia, Austria, Bolivia, Belgium, Brazil, Bulgaria, Canada, Colombia, Croatia, Cuba, China, Chile, Dominican Republic, Ecuador, Egypt, Germany, Ghana, Guatemala, Greece, France, Finland, India, Italy, Israel, Japan, Jordan, Kenya, Lebanon, Morocco, Mexico, Nepal, New Zealand, Paraguay, Peru, Portugal, Romania, Russia, Syria, Sweden, Switzerland, South Africa, Spain, Taiwan, Turkey, Venezuela, the United Arab Emirates (Dubai and Abu Dhabi), the United Kingdom, the United States and Uruguay.

Noemi considers herself as a compiler, researcher and co-participant in this new Pedagogical Culture with Consciousness that now sweeps the World, with a multiplying effect of synergy and continuous mutual support along with a "fractalized" and shared leadership. The focal point is not a person, but the goal, which is the wellbeing of children, Education, the Planet and the rise of Consciousness.

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