

Synthesis as a way to solve the underlying problems of individual, family, society and the World

Ewa Danuta Bialek

The future of education lies in restoring communication with oneself (self-education), and this will help to build healthy relationships with others (health education) and the world, thus solving the same human and contemporary world problems.

*“Education must respond to the needs of the human spirit.
It must assist person to develop a satisfactory personal philosophy and sense of values.”*

From the Conference in Chicago, 1953:

Education in democratic society: concerning the spiritual foundations of civilization

“When something comes at a proper time - it is education; when too late - it is therapy”

R. Assagioli, founder of Psychosynthesis

*“If we still need more education in order to protect us, education would
lead us into the essence of things.”*

E.F. Schumacher

Introduction

Being an experienced and accomplished scientist in the field of medicine, my passion is the integration of science into life. My intention is to contribute my vision and life wisdom through the Synthesis of a wide range of Health related topics, international individuals (visionaries and innovators - global citizens), institutions (OER and OEP as a main sources), universities and others (public and private actors, mainstream and outstanding programs outside of it) to work together ‘in synergy’ to co-create an Open Global Uni-versity (Uni-ty in Di-versity) of Sciences of Self, Life and Practical Sciences. My intention for teaching persons (also seeing global perspective) is to raise their awareness of our global challenges, to recognize the holistic nature of our world through understanding ‘whole systems’ and empower them to solve urgent contemporary problems, thereby contributing individually and collectively to Humanity, through a focus on Health & Wellbeing.

My work and years of experience has led me to understand the causes of diseases at an individual, social and global level. It brought me also many ways and means to not only allow for their release, but to create a coherent system that can connect to both the philosophies and techniques of many interdisciplinary approaches, learning and healing systems - still perceived as ‘outside of science’. This approach can in fact bring clear benefits in the areas of health, its prevention and treatment, for individuals as well as at societal and global levels. This holistic way of thinking about health, and the global effects creates a range of opportunities and choices for every person, or institution and community, transferring *responsibility for health for every person* and his conscious choices, both for himself, the environment, as well as global scale. It also carries *the responsibility for the consequences of their actions and omissions of them.*



My experience in science and practice has shown me the great value of mutual interdependence - not only *horizontally*, but also *vertically* and *across* - both at different levels of education, the multiplicity of the dynamic of different objects and subjects, and above all, by inserting ensuring that individuals are "supported from the inside", by helping to expanding his awareness and make conscious choices. My experience has shown me also how this information (known as energy, according quantum physics) supports the sub-cellular level of the body, and that it can cause also the opposite effect - bringing the destruction of the individual and at a global scale. That is why it is so important *in education* at all levels to realize and respect three fundamental principles that guided me, 15 years ago, to create the Association "Education for the Future" and later "Institute of Psychosynthesis. Centre of Supporting Human Development".

These are:

1. Hippocratic principle of "*primum non nocere*" - first, do no harm
2. Albert Schweitzer "*reverence for life*" philosophy: "live and let live others (and the Planet)"
3. The principle of Psychosynthesis: "*When something comes at proper time - it is education; when too late - it is therapy.*"

They are universal truths and therefore suitable for each and *every system of education* and any country, in every field of social life. I believe that they are keys to connect and *Synthesis* all stakeholders involved in *the network in action* for the common good, health, peace and a sustainable future for themselves, each other and the World.

The idea of cooperation within the network - based on the principle of *the synthesis of all partners including the guiding thread of health* (seen as a whole) as a core of this process - is to build a coherent program for current and prospective students, as well as lower levels of education. This will not only expose the unique contribution of each institution, but will combine them into one coherent whole, where the impact of each is clearly recognized and connected to the plurality of multi-links like all facets in a diamond. These constraints express the importance of cooperation to satisfy the needs at a local and global scale and the nature of the problems being solved by them. First of all, it will help to build a common curriculum, where people can reap the benefits not only in terms of knowledge, but also gain inspiration to explore their unique purpose (or calling) in education and health regeneration, (prevention and repairing of health) at all levels of humanity - on a scale of individual, community, society and planet. This process will develop the persons' intrinsic motivation to be all they can be in terms of realizing their individual gifts and talents, and to find their purpose and place in the World.

This is a 1-st Part of my Vision concerning Lifelong Learning. In the next part I will describe: School Education (part 2) and Higher Education (Part 3).

New challenges

We live in a reality that poses important challenges for all people. This relates in particular to support the wider health understanding, both in terms of personal, social, as well as in the whole World. Vision presented here refers to all the aspects of health and seen both horizontally and vertically. This vision sees man as a whole, as well his activity throughout the space of his life. The same applies to an Open, Lifelong Education, inclusive of every human being, as well as his responsibility for himself and the state of the World.

It treats education as a life-learning process, but also of participation in the lives of others through their gifts, talents and passions, which they perform in the World.

Presented vision introduces the Lifelong Education as a "self-learning". It:

- Provides individual health - physical, mental and social - as a fundamental value of every human being and humanity, healthy relationships, a healthy environment,
- Raises awareness of man's place in nature and the cosmos, the sense of individual lives, communities, self improvement, harmony with others, sustainable development of each individual - for the sustainable development of society; also to protect and preserve the environment for future generations,
- Brings awareness of the uniqueness of every individual in the community, his inner complexity - the inner world, as important as the external reality,
- Prepares everybody for life, coping with difficult situations, self-reliance, responsibility, revealing "the humanity of the man"
- Strengthens the humanities aspects, the potential ability of individual body, mind and spirit to serve them to others.

Education and learning should be education for sustainable development and health in the context of a multi-dimensional perspective (since holistically conceived development and health units, and harmony with other people and ecosystems), humanizing this process. In this point we are dealing with values. "No one is born as a man, he becomes the man in the process of life" - wrote W. Sedlak.

Education for health - in the family, school, community, society and the World has many facets. This includes not only health of a particular individual on many levels: physical, mental and social. It also embraces education for life in the community - kindergarten, school, friend and partner relationships, to family life, and service to others - civic and environmental education at the same time - to respect all life. It is therefore a broad *education in human values*.

Values form the man, his being, the essence, its increase of man in his humanity. Reaching personal values, man overcomes them, entering transpersonal level of spiritual, universal values such as: beauty, goodness, compassion, courage, creativity, freedom, cooperation, brotherhood, goodwill, gratitude, harmony, joy, friendship, love, patience, trust, peace, understanding, wisdom, service to others. Thanks to different values a man becomes a Man, discovering them in himself, kicking and revealing what is hidden out, to perform them in life ("educare" - mining out what was hidden inside). Values are the essence of life of every man in his relations with other people and nature.

In this way understood education, starting with a single man, makes it clear that *the quality of individual personality* is a global problem - health and disease, war or peace in the world, and so the problem of the whole of Humanity. World peace is impossible unless there will be peace in the individual man - in his thinking.

Self education

This broader concept of health, as self-education is essential, including individuals in lifelong process of upbringing and education, also health professionals and patients. It is a crucial goal to gain health all around, also efficiency in health care for this wider approach to it. The prospect of "health education" – is an open system of lifelong education which includes a multi-sectoral approach. The essence of education is to use all the methods and resources that

support individual health and growth. Lifelong education system uses all possibilities, both available in mainstream education, as well as any additional methods bringing self-understanding, managing emotions, coping with stress, enhancing healthy lifestyle, nutrition, breathing, clean water, balance the internal world, using of sport, exercises, recreation, body & fitness, etc. The main core is to maintain health and welfare of the individual. OER and OEP are the centers (sources) for collecting information, coordinate them into one coherent system of communication. There is a flow of information nationally and internationally, integrating technological innovations, including academia, university centers. Both (OER and OEP) are also a part of the verification process (GP - Good Practices and EBS - Evidence Base Systems).

Education of partnership to create healthy families

Knowledge about yourself is the foundation for building healthy partnerships and families. The education system is based on the creation of "Schools for Partnership", based on raising awareness of the potential and current partners to understand how their thoughts and emotional patterns (also from their individual childhood and families) influence their relationships, building "healthy" or "sick" reality, as well as copying it to next generation.

Schools for parents

This system of education prepares present and potential parents for planned conscious parenthood, through "Schools for Parents" to support sustainable development and health from an early age. This is a third stage of education (after self-education, partnership) to understand how both parents thoughts and emotional patterns are copied to the child, building his reality and health pattern. People have also become conscious of their life journey and discover their purpose of life, as well as assisting in the development of their child, whose program is already existing in him (like in a seed) and should be read, but not changed. This is consistent with the Latin meaning of the term 'educare' - the extraction what was hidden inside.

Education in local community

Taking responsibility for man' health and growth in the first stage of upbringing child and education, can be put into practice, not only in the family but also in the community. People are becoming responsible for what they produce, not only for their thoughts and emotions (sending it to the noosphere or former - to collective unconscious). They also are responsible for what they throw into the environment (waste sorting, decreasing by his behavior "a negative imprint" in the surroundings).

Social education

Each of the elements are involved in building a better future for ourselves and the World. Each man discovers through Lifelong Education its mission (purpose, calling, the need to serve others). Each activity is devoted to common good. A "new business", is based on the protection of the common good / health / survival, not taking from the environment more than the man himself gives him. Thanks to this, sharing each other mission, all of his talents are not only serve himself (self-realizing) and family, but also to society and the World.

New professions are coming into consideration, supporting health for individuals and in whole meaning. Numbers of techniques, methods and technologies which are opening new fields of study to prepare interdisciplinary professionals who see health as a whole – is needed. This direction - holistic health, could educate professionals, who are prepared not only in the field of medicine, pharmacology and nutrition as well as the humanities, such as psychology, education, sociology, biology and ecology. It needs new approach and complementary education (courses) for new challenges, also groups of co-workers, networks, innovators, visionary people, new extrasensory skills to see the weakness and strengths of these approaches. It needs also different methods of assessment, recognition and certification. These new courses prepare graduates in the public or private sectors or local government to sort out the chaos existing in some areas and provide also patients of health care system with appropriate information and support. Health Support Centers (Health Education Centers) are very needed.

A graduate of holistic health education courses have the skills of synthesis and are able to draw conclusions about the complex impact of all external and internal factors affecting a person's health, attitudes, behaviors and personal factors such as food of an individual (including children and young people, families and the elderly) and environmental factors. Therefore, the graduate are broadly educated as health professionals with an understanding of the sociology of personal health, family, community and the effects of people on the environment and familiar with responsibility for protecting it for future generations.

Education for the future is for the development of individual human consciousness, his health and balanced personality. It is devoted to highlight the essence of man and the World, sense of existence and man's place in the World, and the spiritual dimension of Life as a whole. It builds co-operation, peace and love in individuals, family, community, society and the World.

Through this kind of Lifelong Education a man becomes a co-creator of his reality in which his gifts, talents and values are not only appreciated, but useful for the benefit of all, creating a new quality of life for him and the World. Thus, "a return to the essence of things" is not only the cause, but the consequence of a new world order, which begins by being authentic, whole as a human being, with his spiritual nature, knowing who he is and where he is going – fulfilling its purpose of life.

As the researchers and educators in this time we need to become not only the communicators of knowledge but also the transformers of our life experiences, emotions, feelings, the enormous wealth in inner world, through various means of expression, being the "living models" showing how it works in us, through us. At the same time we have become guides to the internal wisdom and facilitators of evolution, moving from ourselves.

By changing only oneself, then it reaches many visions of "a better world", leading Humanity to a higher level of evolution, the birth of the civilization and culture of respect for human dignity and the sanctity of life as a whole.

Conclusion

I am presenting a concept of sustainable development and health concentrating first on the individual level, then on relations between humans and finally on the environment. This way of understanding the idea requires creating a whole system of social education. My model of "Education for the Future" focuses on a wide range of references in the literature covering the scientific basis for creating a global image of oneself, the world and reciprocal relations between human being and the environment, especially in aspects of self-consciousness as well as the spiritual nature of humans which is a part of "anima mundi" "or a web of life".

The mentioned model seeks to effective education which:

- Outgoing individual needs – so it is *co-dependent*, stimulating individual values and growth;
- Is *interdependent*, promoting the value of others, which builds confidence in yourself and others;
- Recognizes the values of transpersonal level – so it is *transdependent*, reaching the universal values: such as love, beauty, goodness, compassion, courage, creativity, freedom, cooperation, brotherhood, goodwill, gratitude, harmony, joy, friendship, patience, trust, peace, understanding, wisdom, service to others;
- Is *independent*, free from all restrictions, growing extensively to broaden awareness of the human individual and global (supporting evolution) perspective Education is gradually stimulates confidence levels: from the passive (copy) to the active (creating questions) and interactive (discussion, learning each other) curriculum.

The new approach to Lifelong Education is:

- Exploring the inner world of self (Science of Self)
- Looking to the future and building a future Now, by reaching out to solve the existing problems, and providing consequences and prevent them "a priori"
- Inclusive, building holarchy, the next level incorporating previous one
- Supporting self-expression – for all
- Constructing awareness and community life - to share, to grow in love, to co-create and act together
- Raise awareness of the spiritual dimension of himself and the world and to express it in his life - his, family, community
- Creating a community - building a community from the basement – “education of community”.