

The Peacemaker – A world Antithesis?

A world at war; an exacerbation after the most destructive conflict in history? WWII costed more money, damaged more property, killed more people, and caused more far-reaching changes than any other war in history.

<https://www2.bc.edu/zachary-s-laub/Facts.html>

Howbeit, the Korean conflict (1945-Ongoing), War in Vietnam (1945–46), Indonesian National Revolution (1945-1949), Iran crisis of (1945-1946), First Indochina War-Indochina Wars (1946-1954), Greek Civil War (1946-1949), Paraguayan Civil War (1947), Indo-Pakistani War (1947-1948), 1948 Arab–Israeli War, Part of the Arab–Israeli conflict, Internal conflict in Burma (Started 1948), Korean War - Part of the Korean conflict (1950-1953), Laotian Civil War (1953-1973), First Sudanese Civil War (1955-1972), Vietnam War (1955-1975) and the following ongoing wars; War in Afghanistan (1978), Kurdish–Turkish conflict (1984) and Kurdish–Turkish conflict (2015–present), Somali Civil War (1994), Syrian Civil War (2011), Iraq War (2003), War in Darfur (2003), Boko Haram insurgency (2009), Northern Mali conflict (2012), Insurgency in Egypt (2013), War in Donbass (2014), Burundian unrest (2015), Turkey–ISIL conflict (2015), Kamwina Nsapu rebellion (2016), etc., that followed, aren't just an indication of declension, but a stark meter reading on a Deficiencia humana.

This imperfection, problem, phobia, or deficiency of the essential qualities or characteristics by which our humanity is recognized; the complex of our emotional, behavioral, temperamental, and mental or intellectual attributes that determine our characteristic actions and reactions, interpret the central maxim, precept or principle that prelates our development.

Our Credence or Disavowal?

Do we accept, or recognize; are we aware our education and development patterns and systemics have sufficed or subscribed our humanness? Despite the emblematic answer or resolve to human development via the international machinery for development, UN-A/RES/41/128, an agency of UDHR Article 26 part 2, millions of Education and development institutions have not only failed to constitute according to the aforesaid tenet, but have furthered a hundred million more people in the world to choose to be educated, mentored and developed from error-prone systems.

Heretofore, this deficiencia humana or replete impairment of the full development of our human personality by clamant posses, is the inspiration-engenderer of our devolved human relationship-relatednesses. The global warfare or state of war effused by devolved human-relatedness is the radioactive dust of a UDHR Article 26 part 2 anomaly.

Is there a problem?

Yes and no! There's a categorical error with substandard institutions and substandard choices, when and where. As citizens of the world, our responsibility is to get education that would tend to the full development of our human personality – education whose developmental focus is the human person. The full development of the human personality is the direction of education – UDHR Article 26 part 2. As soon as we choose and indulge ourselves veer the aforementioned,

we can expect world Peace, Eudaimonia, and Elysium: human-centered development would prioritize humanity!

And what is more...

No personal, family, or world eudaemonic temperament and no go-to complex adaptive education and development systems. What do we do, who do we turn to? There's an answer to that! Follow the law! Not the outlaw!

If and when we would lay off the hatful of wars, social, economic, alia, we would follow the law, not the custom! The unread custom and her unadvisability, be that as it may, we overproudly prefer; when nations belie the fundamental group unit of education and development - The family (UDHR 16;3); we proudly prefer; when families belie the fundamental platform and law of their own education and development, we do so swear. We swear at our decision to ill-advisedly practice the custom, irrespectively.

Without regard for aeonian drawbacks, have we not unremittingly and at every point, balked with the law on education and development by courting and enthroning nonstandard-nonnormative institutions? We have, as a family, a nation and world.

UDHR Article 26 part 2: " Education shall be directed to the full development of the human personality." We have violated the law on education by directing it to whatever we want it to be, to the inverse of human development; hence we have duly ensured for ourselves, interminable-perpetual struggles.

Full Development of the Human Personality - The One and Only Direction of Education

Full development of the human personality is the objective and direction of education and the fundament and central subject of development; The human person is the central subject of development by law (Declaration on the Right to Development, United Nations A/RES/41/128, 4 December 1986 97th plenary meeting)! Therefore, development is dependent on and subordinate to, the full development of the human personality, which is supposed to be the direction of education offered by strong institutions (SDG-16).

The full development of the human personality is the genius loci of development in the world; full/integral mental, behavioral, emotional and temperamental development - undivided or unbroken completeness or totality with nothing wanting.

Without Strong Families, Nations Can't Develop.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State. (UDHR Article 16 part 3). What constitutes a strong family? A family unit with the replete presence of full socio-economic education for the man and wife (parents) consentient to the law on education; and with that background they (parents) entrepreneurially, choose the same for their children.

UDHR Article 26: 3. Parents have a prior right to choose the kind of education that shall be given to their children; Education that would be functional, not substandard; Education by law; Education that has direction; Education, directed to the full development of their children;

education directed to the full development of the personality of their children; mentally, emotionally, temperamentally and behaviorally replete education.

Without Strong Institutions, Families Can't Develop.

Strong Families Require Strong Education-Development Institutions: United Nations post-sustainable development goal 16 requires strong institutions for supra-national development. The focus of strong institutions is, national development via replete and organized family full development; Families that would lead societies that would lead nations in the education and development diaphragm.

Hence, the aforementioned is concordant with BTH Education Group's National Anthropic Development (NAD) Program;

1. A model Family Education Center (FEDC) - 09/08/2017: A Strong institution for family full development with the following schools;
 - The Professional Early-Child Education (PECE) School: The PECE is in four stages, respectively;
 - Pentad: 1 - 5
 - Tenner: 5 - 10
 - Postindustrial Development: 10 - 15
 - Recondite Organizational Development: 15 - 17

The PECE is the most replete International Early-Child education program/school, established on the most advanced concepts of the international machinery on education and development, with a full wad of international licenses/certifications starting between ages 5 - 10, and completed by age 17, with an accomplished International Corporation portfolio.

2. The International Corporation Development Program; The International Corporation Development (ICD) school and program is the most advanced reformation program for +18 in families, giving both the family and their +18 kin, an opportunity to mature or develop from an employer education and development portfolio, that would tend the socio-economic platform of families from searching for employment to employing, and providing valuable services from a corporation platform to conduce change in their very own society.
3. The Marriage Education Counselorship (MEC) Program is a service at the FEDC, designed to establish the biologic protology of the family and humankind. The goal of the MEC is to provide families with a parental ambit of stability to substantiate an enabling environment for family full development.
4. A Family Healthcare program: Preventive and Integrative Healthcare for Families.
5. A Family Education Counselorship Program.

The FEDC Regional-National Program: 750 FEDCs for the 2019 FEDC Program.

BTH 2017 Calendar

- International Corporation Development (ICD) Forum: Ongoing: - Join the Forum today to foster employer education. icdinfo@btheducationgroup.org
- International Corporation Development (ICD) School: 15/11/2017: icdinfo@btheducationgroup.org
- Administrative Institutional Development (ADID) Forum: (Ongoing) Forum for administrative development of 2019 FEDC Program.
- International School of Social Administration (ISSAD): 01/11/2017 - issadinfo@btheducationgroup.org

For more information, visit www.btheducationgroup.org.

CONCLUSION

"Our biggest challenge in this new century is to take an idea that seems abstract – sustainable development – and turn it into a reality for all the world's people."

KOFI ANNAN,

Former Secretary General of the United Nations.

Become the Change You Expect.

One world, our responsibility.

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An FEDC-NAD Write
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