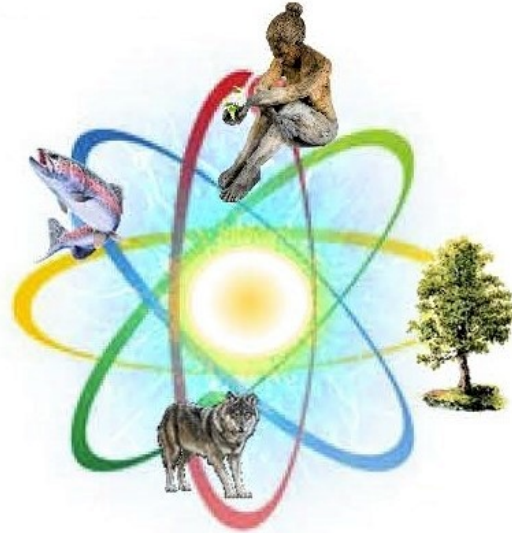


A Proposal for Instituting **Holistic Education**



For the attention of
Educational Policy Administration
of **(Name of School)**

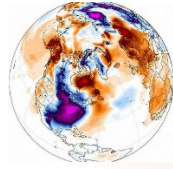

Prepared by a Dynamic Task Force
Working since September, 2019
Under the auspices of
SHSpiritual Heritage
ENEducation Network Inc.

(SHEN, <http://spiritualeducation.org>)

The World is in Crisis!

When contemplating the major problems in our world today, we can't help but realize that there must be a change.

- ! Wars
- ! Prejudice
- ! Poverty
- ! Climate Change
- ! Natural Resources
- ! Animal Extinction
- ! Disease



The traditional methods we have tried have failed. It is time to change the way we THINK about the world and each other....and it needs to start today...

With our Young People!

Education should be life changing and empowering.

It should transform young minds into great leaders with a deeper understanding of a "world view" where we are all connected to each other and to this planet.

We are proposing that in addition to traditional learning, that a more complete approach should be added as well. Teaching young minds the skills and techniques that world renown individuals like Albert Einstein, David Bohm and the Dali Lama used.

Von Humboldt wrote: "Education, truth and virtue" must be disseminated to such an extent that the "concept of mankind" takes on a great and dignified form in each ... who must "absorb the great mass of material offered to him by the world around him, and by his inner existence, using all the possibilities of his receptiveness."

"To transform the world as much as possible into one's own person is, in the higher sense of the word, living'. To become a citizen of the world means, to deal with the big questions of humanity: to seek peace, justice, and care about the exchange of cultures, other gender relationships or another relationship to nature."

Traditional education might address bullying – *but has never taught compassion*

They might teach about prejudice – *but have never taught unity or oneness of humankind*

Discussions about the environment are common –
but explaining that all life is connected by "life energy" is not.

In short, students are given the rational, but not the deep understanding of it!

Wholeness or "Holistic Education" would help connect science (Biology, Botany, Physics) and Metaphysics together in a more balanced and complete system.

Not only teaching fact-based information, but also teaching techniques and skills to improve mental and physical health naturally, and to also teach the lessons that ancient and aboriginal people knew about the connection to the world around us.

Yes, we are Diverse!

But we are also Unified in our basic desires for peace and harmony.

Science has also proven that we are also unified by the “energy” that is the basis for all things.

We believe that teaching these concepts will increase the desire to reach out to all life with love and kindness...*Because we are connected!*

Our Proposal is Simple.

We would like to work with educators to come up with a balanced and complete program to help teachers add a new more positive dimension into our classroom.

We will help create curriculum (sample attached) and we will help train the teachers in these life changing mediums.

Help us bring YOUR schools, (*Name of school or school district here*) into the 21st century and beyond. Let us help you to put our young people on a pathway to successfully change not only their health and happiness, but the peace of the world around them.

HOW can this “Holistic Education” be Integrated?

Very easily and flawlessly.

Sciences Classes: Can add the deeper reflective study of Atoms and the energy “life force” that is in ALL Matter.

Biology Classes: Can go deeper into the energy life force in all living things and how than that energy has been documented to transfer between plants and animals.

Health Classes: Can teach about the energy life force that human beings have, and how it can be used for healing. Deep breathing and relaxation techniques can also be taught.

Geography Classes: Can teach about the Sacred Spaces all over the world, and the story behind how they became sacred.

History Classes: Can discuss the ways of ancient and aboriginal peoples who had a deep connection to the earth and all life.

Theology Classes: Could teach about all the different faith practices that believe we are connected to one another and the earth.

In addition, there could be elective courses: On Meditation, Focusing techniques, Yoga Breathing, and even Tia Chi; that would connect all these concepts into a whole world view.

Contemplative Education, Holistic Education and Meditation are currently being tried in many schools now with positive success stories!

NCBI-National Library of Medicine: Mindfulness Goes To School: Things Learned (So Far) From Research And Real-World Experiences

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5405439/>

Contemplative Education: A Systematic, Evidence-Based Review of the effect of Meditation Interventions in Schools

file:///C:/Users/TEMP/Downloads/Waters2015_Article_ContemplativeEducationASystema.pdf

The Association for Contemplative Mind in Higher Education

<http://www.contemplativemind.org/programs/acmhe>

The Mindfulness in School Project – University of Exeter

<https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf>

The many benefits of meditation in the classroom

<https://theconversation.com/the-many-benefits-of-meditation-in-the-classroom-94566>

PBIS Symposium - Benefits and Research of Meditation in Schools

<https://pbis.sccoe.org/symposium/SiteAssets/Pages/Workshops/Benefits%20and%20Research%20of%20Meditation%20in%20Schools.pdf>

About Spiritual Heritage Education Network Inc.

Spiritual Heritage Education Network Inc. (SHEN, established in Waterloo, Ontario, Canada in Sept 15, 2000) is dedicated to research, development, delivery and promotion of formal and informal education to cultivate lived feelings of unity in diversity.

SHEN is dedicated to educationally addressing two major problems facing the world today: (1) Interreligious bigotry and intolerance, and (2) Mindless exploitation of natural resources of the planet. We feel these problems are interrelated; solve one and you also solve the other.

There are two types of content in education to cultivate harmony: (1) Conceptual content, and (2) Practices to develop the executive function to help us embody the former content to live lives in accordance with it in addition to cultivating health, harmony and lives of purpose.

The principle underlying SHEN's conceptual content is summed up beautifully by this modern quote by an American environmentalist:

Rocks and waters, etc., are words of God, and so are men. We all flow from one fountain Soul (Spirit). All are expressions of one Love.-- John Muir

The principle underlying SHEN's practical content is summed up by this quote of a psychiatrist and psychotherapist disciple of Sigmund Freud:

Until you make the unconscious conscious, it will direct your life and you will call it fate.
--Carl Gustav Jung

Spiritual wisdom of all religions champions the truth of oneness underlying existence. Wisdom of world religion merges with that of modern science. We think that a lack of understanding of this spiritual wisdom combined with unexamined acceptance of surficial “articles of faith” is at the root of these problems.

Under the aegis of SHEN, we have been studying wisdom underlying religion. It is totally unifying. Light of spirituality underlying one’s religion dispels darkness of division resulting from its ignorance compounded by unexamined acceptance of articles of belief. Once the truth of underlying oneness is understood and embodied, we treat each other and all existence with love and respect.

SHEN has been working on creating learning resources for the envisaged education. Recently published book below entitled *The Common Ground Volume 1: A Unified Basis of Existence* is a learning resources for the conceptual content while its companion *The Common Ground Volume 2: A Unified Basis of Health, Harmony and Purpose* is currently being worked upon.

In addition, SHEN is currently focused on working with individuals and organizations dedicated to peace and harmony on a project to draft a proposal for instituting research and education to cultivate lived feelings of unity in diversity of existence in order to address the grave global problems facing humanity today.

About the Task Forces

The task force to consider and draft this proposal was struck in 2019. Its work started with a video conference on Zoom on **May 4, 2019**. It met in person for the first time for two days on **September 28 and 29, 2019** at the *Renison University College, University of Waterloo in Waterloo, Ontario* at the 10th annual reflective conference.

Original Members of the task force 2019:

- | | |
|------------------------|------------------------|
| 1. Sanjeev Bedi | 10. Emi Miller |
| 2. Susan Brown | 11. Kamran Mofid |
| 3. Darrol Bryant | 12. Sami Rafiq |
| 4. Mitra Doherty | 13. Rodger Ricketts |
| 5. Christine Grauer | 14. Vijay Solanki |
| 6. Garima Talwar Kapur | 15. Sanjiv Talwar |
| 7. Fred Lawlor | 16. Shiv Talwar |
| 8. Robyn Lebron-Anders | 17. Anne Quinn Wallace |
| 9. Louise Mangan | |

Then in **September/ October of 2020** the Second “Working Conference” was held virtually due to CoVid-19 limitations. Over a period of four weeks, the vision and purpose for Holistic, Contemplative Learning was discussed. There were discussions on how it could successfully be integrated into the current education models to create a more embracing “worldview” approach to today’s growing problems.

Sample Curriculum was begun, and training slides and videos. All of which are available on the SHEN Website:

<http://spiritualeducation.org/work/conf2020/procs>

Contributors of 2020 event:

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14. Rajendra Dubey
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17. Swarn Talwar
18. Thamayanthi Cellathuri
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**NEED TO GET OTHERS' WEBSITES IF THEY HAVE ONE.
It adds credibility.**