Para Bellum - Rough Draft Points

ToCs:

* REASONING SYSTEM
* EDUCATION SYSTEM
* SECURITY AND PEACE-MAINTENANCE SYSTEM
* RELIEF SYSTEM

<! -- Default format:

* {SIGNIFICANCE OF A {system\_name}}
* {CURRENT SYSTEM}
* {PROs}
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* {NEW SYSTEM}
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II - REASONING SYSTEM:

* SIGNIFICANCE OF A REASONING SYSTEM: {Explain a bit about what exactly you mean by the “Reasoning System”.}
* IMPORTANCE OF LEGAL SYSTEM: Ask Reader to imagine a society without any sort of law and order, how risky and difficult it would be, how would people get justice, the threat to peace and prosperity, give reference to the village/horses/fire in the previous book; by imagining such a world the Reader can possibly realize the importance of law and order. Explain the role the legal system plays in maintaining peace in the society (it affects the decision-making of people as they know they will have to face the consequences if they harm anyone, it protects the rights of the beings and deals with anyone violating them, it is a sort of beacon of hope for people that they have someone to turn to if they are wronged or feel like their rights are being violated). This is why we should respect law and order, and making a perfect society is impossible without proper law and order.
* IMPORTANCE OF GUIDING THE PUBLIC AND OTHER SYSTEMS:
* IMPORTANCE OF ANSWERING QUERIES:
* CURRENT SYSTEM:
* PROs: {Remember to mention that you are referring to Democracy here by “Current System” and that you do not wish to concern yourself with other systems like Dictatorship, Feudalism etc.}
* CONs: Explain that there can be some flaw in the reasoning of the Reader or yourself. Explain that in democracy we take decisions according to the voting system (or at least make it seem like that), even though we will be respecting the say of the majority, it is possible that the reasoning/decision-making of the majority is flawed. \*Give reference to philosophers like Plato and Socrates pointing out weaknesses in democracy (state that you understand that history might not be what it seems but at least we can understand something here), also give reference to the sweet shop owner and doctor example in a video by The School of Life.
* Doesn’t take into account the determinism phenomenon (more punishment-driven/fear-dependent than improvement-driven/love-based): Give reference to the cause-effect phenomenon (determinism), explain it here and how & why the legal system should account for it, giving reference to how it should focus on maximizing desirable effects and minimizing undesirable results by dealing with the causes and not just the effects (give examples, like how can we deal with the firing/shooting in schools which is a very undesirable effect -> find causes: availability of guns, poor mental health, lack of security -> suggest possible fixes: ban manufacturing of lethal weapons except for the use of peace-keepers and implement proper authorization procedures with strict government oversight (people should be able to rely on the peace-keepers for their protection), taking proper care of mental health of individuals: providing free/top quality counseling, relief/pleasure centers where they can also use guns on non-living things, enhance security of schools and other places where public accumulates in larger amounts by making more peace-keepers work there -> deal with remaining effects in an improvement-driven manner rather than punishment-driven manner). Explain why we should focus on improvement rather than punishment, explaining that the purpose of laws is not to hurt anyone but to make sure no one hurts others (or themselves).
* Doesn’t respect the right of mature individuals to make their own decisions: Laws should help people make better decisions, not make the decisions for the people. At the end of the day, we don’t want individuals to think that the law-makers have effectively taken control of their life, rather they themselves lived their life and are responsible for whatever decisions they themselves made. This is basic freedom, the ability to think for yourself and make decisions accordingly without being forced by anyone else. The purpose of having laws is that no one takes decisions that are harmful for others or that in some manner violate the rights of others, its purpose is NOT to take away the right of mature individuals to take decisions for themselves.
* Influenced by religion and public opinion: *Explanation and reasoning:* Briefly discuss the problem and then explain why it is a problem. Ask Reader to think how it would be like if the law-making was influenced by a religion that the Reader does not believe is true (give example like, idol-worshipping and making of idols be banned by law-makers influenced by Islam, that would be intolerable for a Hindu, similarly eating meat and slaughtering of cows be banned by law-makers influenced by Hinduism, that would be intolerable for a Muslim especially on Eid-ul-Adha). “Don’t let religion be the law so that the law can be followed religiously” For these reasons, the above point of letting individuals decide for themselves is so important. (That if you let law-making be in accordance with your beliefs you should also consider bearing the law-making be against your beliefs). That and the fact that the right of freedom of thought and religion is a basic human right.
* “The oppressed are allowed once every few years to decide which particular representatives of the oppressing class are to represent and repress them.” - Karl Marx
* THE NEW SYSTEM:
* EXPLANATION: (explanation (who can join this, how to join this) In order to be a part of the reasoning system, the individual must show extraordinary reasoning skills and affinity for logic and constructive-criticism, this could be verified by complex entry tests, interviews, and interests/character evaluation of the individual. The evaluation should be objective, so it should be done by unconnected/professional parties with the process being clearly documented. It is not necessary that their reasoning is perfect but that they want to improve themselves and help the reasoning system. Scientists and mathematicians should join the reasoning system because of the need to carry out scientific research and evaluation in accordance with the scientific method, and also because such individuals are more likely to be better at reasoning and thinking logically. Whenever some dependence on third party experts is needed, the expertise and objectivity of the third party should be considered before relying on that party.
* TASKS & RESPONSIBILITIES:
* Running the legal system: \*Analyzing laws currently in place, making sure that only those laws remain which are supported by stong reasoning (explain what you mean by strong reasoning, preferably with an example) and scientific research (where applicable). After separating the unnecessary laws and those that have weak reasons or are not supported by adequate scientific/empirical proof, only the remaining laws will pass on to the New World Order. \*Making new laws where necessary, on scientific grounds and on the basis of reasoning. E.g., where some scientific research points out certain threats or the public has proposed new laws which have strong reasoning and scientific evidence to support them. For either decision, the reasoning team has to provide the grounds for their decision i.e., what is the reasoning behind this decision and what scientific evidence has been used or is missing. \*Setting guidance for making new laws and passing judgements. This can be in the form of a book or articles which can help educate those running the legal system about how to think, what to consider when deciding something and why decisions should have strong reasoning to support them; seminars and lectures can be arranged for the sharing of knowledge between those in the reasoning system and those in the legal system so that both sides are well equipped to make proper decisions. \*Verifying the reasoning skills of those running the legal system: judges can be tested, on a sample basis, to verify how they make their decisions, and bringing improvement accordingly; law-makers can be tested to see how they make laws, guiding them accordingly; the availability, understanding and following of the guidance should be verified too.
* The new legal system should emphasize on finding causes behind illegal activities and disturbance of peace, and should focus on dealing with them with the help of other systems, any punishment should only be corrective and constructive in nature rather than painful/restrictive and humiliating with focus on improving the character of the criminal rather than alienating him/her. Purpose of judicial system should not just be to determine whether someone is guilty but also to find the cause(s) and deal with them. People should have more love for the system rather than fear, though there should be some level of respectful fear.
* Any decision which is considered as harmful for the individual him/herself or that can be a cause for very undesirable effects later on should be backed up by unbiased proper scientific research and approved by the reasoning system, and these should be made available for the public to see so anyone can know that on what grounds some decision has been made illegal. When making something illegal, some better alternative should be made available/encouraged so that people have always have some option (e.g. if you ban making and using of plastic bags then alternative environment friendly bags should be made available more readily and incentives should be given to use that).
* Instead of making laws/judgement according to some religion or being influenced by its teachings, they should be made on the basis of reasoning, scientific and empirical evidence and the reasoning should be clearly documented for better transparency. Laws should be argued upon by people with different beliefs and backgrounds to ensure there is no biasness and that laws are universal in nature. If people disturb peace in showing disapproval of it, they should be asked to refer to the reasoning behind the decision and if still peace is not maintained then peace-keepers will have to interfere.
* Guiding the public, other systems and other parts of the system about the “best practices” (especially from a reasoning perspective): Even if something is not illegal, it doesn’t mean it is completely harmless or there is no “best way” to use or do it. The reasoning team should help the public by making the research results available to them with ease, and guiding them about what the “best practices” should be and why. Counselors should be educated about the latest findings about the “best practices” to help them in providing better counseling to their subjects. Also, give reference to its role in helping the Relief System by providing reasons for the best way to help the individuals attain relief, supported by scientific research where applicable, and its role in ensuring the RM system takes decisions in the best interest of everyone (especially that no resource is misused and what basic needs must be fulfilled for every individual around the globe; also, how to reward people –with reward points or just benefits, and how much for what level of effort?). (best way means with the least harm and the most benefit) Don’t forget to mention its role in setting control procedures and best practices to help mitigate the risk of abuse of power in the armed forces (who reports to who, what documentation is necessary, etc.); also emphasize on its role in helping the Security System be free of any type of politics.
* Dealing with complaints (being openly challenged): \*Creating a portal or specific place designated for the public to point out what they think are the flaws in the reasoning of the reasoning system, and making sure maximum number of queries are dealt with properly (preference be given to queries from more educated individuals/experts in a field, and one comprehensive answer given for similar queries which can be viewed by everyone). If any flaw is identified, the individual(s) who point it out should be thanked and the flaw should be accounted for. Similar actions should be taken for any reasonable improvement suggested. \*Any unanswered questions or problems that need to be solved can be highlighted to the public so that if anyone has a solution, he/she can come forward with it and help the humans. Proposal for rewarding such individuals should be made by the Reasoning System to the Resource Management System.
* HOW THIS SYSTEM DEALS WITH THE CURRENT PROBLEMS: Explain that we need a reasoning system so that there is no law passed or a decision taken which is based on fallacious arguments or there is no proper reasoning behind it or is not supported by proper scientific research.
* POSSIBLE LIMITATIONS AND HOW TO DEAL WITH THEM: Explain how chaos/resentment is possible when people do not understand the reasoning but that we have ways to deal with that (by educating the masses, having peace-keepers deal with those disturbing the peace, bringing more transparency between the public and those involved in reasoning, and not taking control of an individual’s life but helping him/her live a great one). Explain that it is possible that there is still some flaw in the reasoning of the most skilled individuals, that is why we need to verify and oversee them (vide infra).
* VERIFICATION/OVERSIGHT: (people from different parts of the world and with different expertise challenging the reasoning so people will be more careful in their reasoning, no one in extreme power- anyone can challenge anyone’s reasoning) \*anyone should be allowed to challenge the reasoning of others (within the reasoning system); if the flaw detected or weakness found is reasonable then the individual should be rewarded with respect and recognition; it should not be thought of as something disrespectful if a flaw is detected, however, people should be careful about their reasoning as anyone can challenge it. \*Since this is a more global system, there should be independent analysis and evaluation team (like internal audit team) that should keep check and balance on the different people working in the reasoning system. This team should be completely unconnected to those working in the reasoning system so that there is no threat to independence of work performed. Rotations should be performed on a reasonable time basis to avoid any sort of familiarity threat. \*feedback should be taken from public about the effectiveness and ease of the “best practices” suggested by the reasoning system. \*feedback should be taken from public about how satisfied they are about the answers to their queries. \*checking answers to queries on a sample basis to verify whether a high standard of reasoning and professional ethics is maintained. \*assets of the prominent members of the reasoning system should be closely monitored to make sure that their objectivity is not affected by greed.
* DEPLOYMENT:
* EXPLANATION:
* WHY THIS WAY OF ACHIEVING THE SYSTEM (DEALING WITH PROBLEMS OF ACHIEVING IT):
* READER’S ROLE: Improve reasoning skills by learning and practicing. Engage in discussions with the reasoning teams, challenge their reasoning and find flaws in it. Help the reasoning system in any way possible to ensure that the overall level/skill of humans to reason to get to best conclusions/decisions is optimal. If Reader knows someone with exceptional reasoning skills, affinity for logic, they should encourage them to be a part of the reasoning system. Readers with great reasoning skills should also consider teaching others.

III - EDUCATION SYSTEM:

* SIGNIFICANCE OF AN EDUCATION SYSTEM: Ask Reader to imagine how it would be like if people were never educated: never taught how to think, how to read, how to write, how to communicate, how to take decisions, the list goes on. A system would be nowhere near perfect if it does not value education. Education is what gives us an edge over other species (other species might be better than us physically but intellectually we have surpassed them); each generation has passed on knowledge through different mediums, explain compounding effect (not needing to start from scratch, building up on the learnings of our ancestors). Give reference to being able to see, hear, and even think; specialization in different fields leading to great discoveries and inventions. Life being not just about hunting, eating, reproducing. (Education gives life a deeper meaning). “The high of enlightenment is incomparable.” Give reference to Hypatia, Einstein and other people who refused to be involved in mundane and foolish activities like war and politics, rather they wanted to find the truths about the universe and educate others.
* CURRENT SYSTEM:
* PROs:
* CONs: Ask Reader to think of the problems/limitations of the “Current Education System”, what important skills or aspects of life did it fail to teach you? how we can tackle the problems with the CES and develop a much better ES? If everyone had access to education and money was not a problem, what would still need to change?
* Isn’t interesting enough, doesn’t spark a burning desire to learn more and teach others (rather can become a burden and be hectic rather than joyful) (MOST IMPORTANT POINT). Reason: Lack of interest->Lack of seriousness/attention->Lack of understanding->Ineffective.
* Seems to be focused more on the storing of information rather than the processing of it, especially wrong in this age’s ease of access to information. (Explain properly how it deals more with the “what” rather than the “why/how?”, with examples). Reason: Explain idea that if our knowledge and understanding is at point A, then if we just keep passing the knowledge and not help them process it, we will be stuck at this point. Processing information gives rise to many other possibilities, from a fact “X” we can reach conclusions Y, Z etc. and possibly go on to find other facts which will lead to more and the chain goes on, this way we will advance way more than just by learning to memorize. Very pointless in the 21st century as most information is just some searches away. Steeper learning curve with processing rather than storing. More practical to focus on dealing with unseen scenarios and new info rather than just learning something.
* Seems to care more about field related expertise of the student rather than character development. Reason: Reference to the previous book, difference between well informed and well educated, threat of having the ability to make nuclear bombs but not being moral enough to realize what we are doing, who would you prefer: rich, well-informed king or normal person but with a great character. More useful in practical life, for career, relationships and being content. If everyone wants the best for everyone and doesn’t want to harm others then that is the essence of the perfect society, so the perfect system should be focused on that. “What good is education to me if it does not teach me to love other beings?”
* Lacks promotion of creativity. Reason: Reference to Kai-Fu Lee TED video, especially important when AI will be able to do “boring/repetitive” work much better than humans. State benefits of being creative and original: everyone has their own perspective and way of thinking, if people are original then access to more ways of thinking/approaching problems/situations is available, therefore, more likely to solve it in the best way possible than if people just copied others (add “yes in yes” of others); possibility of doing the virtually impossible because creative people would not limit their thinking to what seems possible or “normal” (ref. to Einstein and what was the norm about time) (out of the box thinking –leading to amazing inventions/discoveries and thus new helping reach new heights \*almost limitless); adds to the beauty of living: art, story-telling, poetry etc. enhance the beauty of being alive (ref. to Dead Poets Society quote about this being what we live for, tell how too). How can the ES be close to perfection if it doesn’t help enhance the creativity of the students?
* Important aspects of life not dealt with properly by the CES, e.g. sex education, how to deal with set-backs/failures and depression, how to enjoy your life and make most use of every moment (be content), explaining why doing drugs/alcohol/tobacco etc. is harmful (not just tell them to stop but the consequences), etc. (*Not to be confused with religious studies/preaching)* Reason: Ask Reader how can the ES be close to perfection if it doesn’t teach you how to be content with your life and enjoy every moment to the max (are you really educated if you don’t know how to be happy?); life-threatening issues (some brilliant minds can go to complete waste if not trained to deal with set-backs/depression or the right way to have sex (might get STDs) or how not to get addicted); we have tried punishment, fear and possibly reward too but we really need to teach them the reasons behind why we say so (what are they missing out on if they don’t care?) and the consequences of not caring so they are better able to deal with such issues/parts of life; this way they will better be able to enjoy each moment of their life and thus, be able to contribute more to the society too.
* Is the same for everyone when different students learn at a different pace and have their own different interests/passions. Reason: When 2 students learn at a different pace, the slow-learner is likely to be left-behind if the teaching style is not made flexible (too short time to learn-> concepts not clear-> frustration/feeling left behind & “loser”-> lack of interest and possible hatred-> become a liability-> wasted potential). \*Give reference of asking an elephant, a monkey and a fish to climb a tree (unfair and wasting potential). Each student has their own interests and passions: education system should not force all of them to be experts in the same field but to help them find their hidden potential and polish it to perfection. Give examples of famous achievers who followed their dreams, not what others were expecting from them. Pressure from parents is a great reason behind students “grinding” in fields they have no interest in. This pressure is likely due to financial reasons or for status and recognition. This way a lot of potential goes to waste or is not truly realized.
* Punishment system is wrong (disciplinary actions still needed but need more creative methods to help correct students) (tell why: causes fear, possible distrust and hatred/annoyance) Reason: Student didn’t listen or didn’t do his work on time -> student is asked why? -> no answer -> student punished -> next time either student does work/listens out of fear or repeats his previous mistake -> keep punishing but not fruitful, problem: work done without interest, in fear of punishment (not very effective education) and possibly start hating the ES and becomes stubborn. Can lead the students to take out frustration in other harmful ways. It is also possible that the students might not trust the ES anymore and hide important facts from those trying to help them.
* NEW SYSTEM:
* EXPLANATION:
* HOW THIS SYSTEM DEALS WITH THE CURRENT PROBLEMS:
* Solution: Use of games, art, stories, music etc. to convey the message in a more fun way; teaching them the importance of it before making them understand it e.g. by teaching them the consequences of or causes of or practical implications of something, like math can help sharpen your processing skills even if it seems unpractical; not making it a burden on them but giving enough free-time and relaxation to take it easy (especially examinations should be made as a fun and essential process, not a source of anxiety). The more entertaining and fun ways are thought of to engage with the students, the better the results should be. Verification: Getting feedback from students about their level of stress, excitement and interest in education/specific subject; surprise visits to classes to see the level of attention given by and to students; getting feedback from teachers about how interested students are and any reasons behind any lack of interest; asking experts for advice on ways to further make learning more fun and exciting, and implementing them and verifying the effects.
* Solution: Syllabus should be changed to focus more on the student’s ability to process new info rather than memorizing “unnecessary/useless” information, give examples (like it would be unnecessary to memorize historical dates/places/names etc., it would be much better to focus on teaching them the lesson learnt from that historical account; or we should not just teach them the formulas of physics but help them prove/bring about the formulas themselves and ask them what do the formulas mean and how can they be used). Teaching style should be such that the student is asked questions to lead them to the conclusions themselves rather than “giving them facts ready-made in a plate”, questioning from both sides should be encouraged and rewarded (curiosity and free-thinking promoted –teachers should be trained for this). Examinations should have professionally designed questions that don’t focus on verifying the memorizing skills of the student as much as they focus on the student’s ability to deal with unseen scenarios/information and their concepts/understanding about the topic (skills such as analysis, skepticism, evaluation, explanation/communication, attention to detail and creativity should be examined rather than just writing from the book). Any weaknesses found after examination should be dealt with in a creative/non-aggressive manner (asking questions, further explaining in easier terms, asking student to teach in simple terms etc.) Verification: Independent examination of students from different schools on a sample basis to verify whether their processing skills have improved, testing the approach they take to solve a problem or answer a question, testing their core concepts and their ability to adapt to a new scenario. Taking feedback from students about how well they understand what they are being taught. Taking feedback from teachers about the improvement in the ability of students to process new info and come up with uses of it. Finding ways to ensure no plagiarism/cheating is occurring and students are being original. Taking actions according to the findings (training of educators, spreading awareness among students about the significance of being original and not just going for the box-ticking approach).
* Solution: Teach the students about the significance of caring about morality and having a great character, not just what are good manners and what is morality but why they matter so that they can have good reasons to care about them. Especially in the early ages, they should be taught and disciplined in a loving manner to adopt good habits and develop their character to the best standard possible. They should be made aware of the consequences of failing to be moral, and the benefits of caring. (Morality and good manners should be in the syllabus which should deal with more complexity as the student matures –starting with basics at the very young age and then later on dealing with complex issues like when it is better to lie and how to maintain peace etc.) The educators should be trained for this purpose so as not to harm the students but to teach them in a loving manner, they should themselves be set as a role model for the students. Good behavior should be rewarded and bad behavior investigated and corrected in a loving manner. Special workshops and seminars/videos can help the educators to learn how to deal with bad behavior and carelessness without harming the student. Special examinations can be done to test what the student thinks is the most moral decision to make in a new scenario, complex scenarios can be used (fictional) to see whether the student understands “what is right?”, any weaknesses identified should be dealt with in a loving manner, educating the student why that decision was not the best etc. Verification: Independent examination of students from different schools on a sample basis to verify their understanding of principles, morals, ethics and especially their significance (these can be interviews/tests/MCQs etc.). Taking feedback from parents/teachers and other people about the moral character of the students and what they think are the weaknesses or where the students are failing to be morally responsible. Taking feedback from students about their understanding of morality especially in complex situations, asking them how much have these teachings helped them in their life and what enhancement would they like to see. Taking actions according to the findings. Furthermore, crime rates, interest of new generation in having a great character and the general satisfaction from interactions with each other can be good indicators of whether or not the character development is done properly.
* Solution: Explain the significance of creativity and thinking out of the box throughout the years of education (not just childhood). Spread awareness about creative people in the past and what they achieved, how creativity played an important role and why were they and their work so important. Give hope to them that they can achieve like them or even better than that. Reward any and all creativity with recognition/respect/gifts etc. Challenge the students and encourage them to deal with the challenges in their own way, and reward them likewise. Difference between creativity and profanity should be made clear, they should stay logical/moral while studying or acting, the purpose is to enhance the way of thinking but not to give-up morals and reasoning, and especially not to harm anyone. The more entertaining and fun ways are thought of to engage with the students, the better the results should be. Verification: On a sample basis test the educators’ creativity and how well they engage with the subjects to bring about their creativity, and how seriously they take the students’ creative skills. Students can be selected on a sample basis and verification can be done of: their interest in being creative, the way they approach problems (rather than just the solution they bring about), what creative activities they have had in the recent past: e.g. “music composition”, “book writing”, “script writing”, “poetry”, “artwork” etc., the quality of whatever they did and how much they enjoyed it, whether they want to do more of it or other creative stuff in the future. Other surveys like “number of smart new inventions”, “new discoveries”, “interest in new artwork”, “number of new books written that were successful”, “how many people are involved in some sort of creative activity” etc. can be good indicators of whether or not the NES is accounting for creativity properly or not.
* Solution: These new areas should be made mandatory by incorporating them in the syllabus. The teachers should be taught by experts (in workshops and seminars etc.) about such topics and how to teach the students in the most effective manner (not just the how/what but the why too) (\*no need to be shy, gender specific teachers possible to avoid awkwardness). Proper material should be made available for both the teachers and the students (so that it’s not treated as just some extra general knowledge but a serious matter that shouldn’t be taken lightly). Proper student counsellors should be available in each school whom the students can consult privately (making sure their info is kept confidential) so that they can discuss those things that they can’t in presence of others (these counsellors can be the experts or taught and placed by the experts, they should be able to consult the experts if needed). These counsellors should stay in contact with their assigned students later in life too, so that the students never feel alone in dealing with whatever they are facing (give proper reasoning here). If the counsellors break confidentiality or show other unprofessional behavior it should be investigated and rectified by all means to win the trust of the students. Awareness should not be limited to teachers and students but the parents too should be made aware of the significance of such education (they too should be educated in seminars to help them support their children better and not take such education lightly) (these seminars can be done by the experts or by the counsellors in a one-on-one session). Annually, the knowledge of students and their parents should be tested to verify whether the education has been effective. (examination should be focused on the reasoning rather than the facts). Verification: Verify, on a sample basis whether these areas are included in the syllabus (is there any material given regarding such matters? Is there any specific period for such subjects in the time-table? How many teachers & counsellors have been trained by experts, and how frequently? How many schools lack proper counsellors for students?) On a sample basis, verify the skill and knowledge of the counsellors/teachers responsible regarding these subjects (e.g. by asking them to give a demonstration of how they educate the students, or a counsellor can be asked how they would deal with a student with a certain complex problem). Any weaknesses of the educators/counsellors should be identified, communicated to them and dealt with in a professional manner. On a sample basis, independently test the knowledge of the students selected and how well they know the reasons behind whatever they have been taught, they can be asked how satisfied are they with their educators/mentors/counsellors and what improvement(s) would they like to see (in the syllabus, teaching style, anything else), and that whether they feel content with their life or not, and how productive are they? (evidence could be asked where applicable) Surveys like “how productive do parents think their children are?”, “how happy/grateful people are for their life or that of their children?”, “the breadth of knowledge and how vast the skills are of an individual?”, “how many people are aware about sex education and its significance?” etc. can be good indicators of the effectiveness of the NES in dealing with such important matters of life.
* Solution: NES should be flexible according to the interests and learning-pace of the students: This can be achieved by providing support after normal hours to better understand whatever was taught or what the students feel like they didn’t get (in these support classes the students should be encouraged to ask whatever questions are on their mind regarding the topics taught and the teacher should explain in as easy-terms as possible no matter how dumb the question might seem), the slow-learners should be made to sit in these classes without hesitation or embarrassment, if anyone makes fun of them it should be dealt with strictly but lovingly; the quick-learners can be given more challenging tasks to better polish their skills/understanding and can be requested to help their fellow students (e.g. they can be taught that they have been blessed with such amazing brains so they should use it to help those who are weaker than them in that regard, in return perhaps the weaker ones will teach them what they know the best); the interests of students can be explored by giving them exposure to a variety of fields/subjects/areas, they can be asked what they enjoy doing/reading about the most, what they feel most passionate about, and helping them in polishing their skills/expertise in that field (it should be made sure though that their interests are not immoral in nature i.e. not harmful for others or themselves; parents should be made aware about the significance of letting their children follow their dreams/interests so that they can better enjoy their work life and reach their full potential; even with this flexibility the NES should still educate the students about important aspects of life, character development and other crucial skills/qualities/facts to ensure breadth of knowledge is sufficiently maintained). Talent hunts and other events can be held where students can demonstrate their skills in some specific area/subject, they can then be rewarded/respected and told what further they can do in their desired career paths. Give reference to “3 Idiots” and “Taare Zameen Per”. If any student shows interest in a particular field or career, their counsellor can investigate the reasons behind that and properly guide them what sort of work to expect in the future, the benefits and difficulties by taking that career, and how to achieve perfection in it. (they should not be scared by the difficulties, rather, they should be given hope and encouraged) Verification: On a sample basis, ensure that schools’ time-tables include extra-time for slow-learners and that there are proper teachers for these periods, the slow-learners can be asked whether they are satisfied with the extra classes and how well they understand the subjects being taught (they can be interviewed independently so that they can complain about anything like feeling embarrassed or other students making fun of them or teachers not letting them question). Teachers can be interviewed on sample basis to know how interested the students are and whether or not the slow-learners take the extra classes seriously, they can be asked for recommendations about how we can help the slow-learners cope up with others and how to increase the level of interest students show. Surveys can be done about how many schools/students hold/participate in talent-hunt or similar events, and whether students take them seriously or not. Students’ feedback can be taken regarding how much they are interested in their studies and what are they doing to polish their own skills/understanding regarding what they are interested in, and that what is the ES doing to help them and what other ways can it help them? Act according to findings. (dealing with the cause rather than just the effect)
* Solution: Don’t punish more than once, politely reason with them, clearly explaining why they should listen/care/do their work and what would happen if they don’t; love and reasoning will be far more effective; counsellors should help their assigned students if they are facing some other issue(s) because of which they are not caring anymore. (a student should never be embarrassed in front of others; all problems should be dealt with in private). For this to be effective, the teachers’ stress levels should be low (this can be achieved by reducing work-load, giving better holidays/free-time, providing high quality counselling if needed [at least once annually]) and if any teacher takes out his/her frustration on a student, it should be dealt with strictly but lovingly so that no one else thinks of doing the same and the students can trust the ES. If still punishment seems necessary, it should only be corrective, i.e. not harming them but helping them realize that what they’re doing is bad for them and that the purpose of punishment is just this realization, not some sort of revenge. Verification: Students should be given an anonymous way of complaining any sort of violence or punishment, the number of punishments and the reasons behind them can indicate whether or not the NES is dealing with students in a loving manner. On a sample basis, interview teachers to verify how they deal with stubborn or careless students, their method/approach to dealing with such students should be compared with the best practice and any weakness should be accounted for. Feedback can be taken from students that whether or not they are satisfied with the disciplinary actions taken, and how seriously they take their education. Surveys like “how disciplined students are according to their parents?”, “how much do the students trust the ES?” can be good indicators of whether or not the NES is dealing with misconduct/disobedience properly.
* POSSIBLE LIMITATIONS AND HOW TO DEAL WITH THEM:
* DEPLOYMENT:
* EXPLANATION:
* WHY THIS WAY OF ACHIEVING THE SYSTEM (DEALING WITH PROBLEMS OF ACHIEVING IT):
* READER’S ROLE: Ask Reader what he/she can do to help achieve this NES, perhaps they have links in the CES or play a vital role in it e.g. if the Reader is a teacher/principal or works with people responsible for the education of others; tell them that they should carry out their functions as if it is the NES and do whatever is in their power to make the teaching style and syllabus more in line with that of the NES described. Give examples, like the Reader as a teacher can focus on the reasoning behind something or how something is the way it is rather than just explaining what something is, he/she can be more open to questioning and encourage the class to be curious and participate in discussions. State that we need not wait for all other systems to improve so that we can improve the ES, even in the current money-based system we can improve the ES, we just have to be willing to make a difference. Like, if Reader has expertise over something or is able to teach others, he/she should take out time to teach others for free as much as possible, or perhaps some IT experts could make the sites mentioned to make educational material available for free (give reference to YouTube and MIT OpenCourseWare and the ones mentioned earlier.)
* FURTHER IDEAS FOR IMPROVEMENT: *-* Add this point above that education should be free of any sort of biasness or propaganda. (*Reason*: threat to the unity of mankind as it can lead to acceptance of false information or to unfounded assumptions and can cause the students to hate those against whom the propaganda is or against any idea in conflict with that taught to them, can cause the student to mistrust/possibly hate the ES if he/she finds out the truth later, after all rather than just forcing our ideas on others, isn’t our purpose to find the truth? *Solution*: students should be taught to be skeptical about what they’re being taught and questioning/reasoning should be encouraged, findings should not be deemed as final facts, rather, the students should be allowed to judge what seems closest to the reality, especially in case of subjective information; teachers should be trained to encourage the questioning of whatever is being taught and not to think ill of any student who doesn’t easily believe what is being taught, and that they should be professional while teaching i.e. not to let emotions/personal beliefs interfere in the teaching process. *Verification*: Verify syllabus of schools on a sample basis to identify any sort of biasness and propaganda, such parts of the syllabus should be dealt with strictly but lovingly. Interview students to test how skeptical they are and whether or not they verify whether they know on what grounds are the things taught to them based on. Take feedback from students about how much the teachers encourage questioning, and whether or not the teachers let their personal beliefs affect what they are teaching. Teachers can be interviewed to assess how professionally they deal with aby information of subjective nature. Surveys like “how gullible is your child?”, “how much do students trust the teachings of the ES?” and “how accurate are the teachings of schools?” can be good indicators of whether or not the NES is teaching in an unbiased way.) *-* Proper lectures can be organized on a specific site according to grade and subject, these can be accompanied with commonly asked questions and their answers; a student can have an account for the site to keep track of progress. Such videos can be made by experts and approved by a relevant oversight board. Practice material can be provided alongside to help the student better understand the subject, interactive questions can be there too which will point out mistakes instantly. (like Khanacademy.com and Brilliant etc.) (should be completely free of cost) - A discussion platform can be provided where students of a similar grade can discuss similar topics/ideas and teachers/moderators can be there to help avoid any inconvenience/misuse.

IV - SECURITY AND PEACE-MAINTENANCE SYSTEM:

* SIGNIFICANCE OF A PEACE-MAINTENANCE SYSTEM: Necessary for maintaining peace. Explain the importance of peace in a society for prosperity and better quality of life (don’t need to explain in detail to reader because peace and prosperity is one of the main purposes of any good system, but stress on why we really need to focus on this: because otherwise, the system might not give enough attention to it and people might undermine its significance). Explain why a proper system needs to be in place (too risky to leave matters of security to the general public, need a proper team to help enforce law and regulations, refer to benefits mentioned ahead). \*Main purpose is to make people feel safe rather than making them feel uncomfortable.
* CURRENT SYSTEM:
* PROs:
* CONs:
* NEW SYSTEM:
* EXPLANATION: \*Everyone should be encouraged to be a whistleblower whenever necessary. \*Risk level should be explained by the RS and the allocation of different teams to different levels too.
* Basic level: (Non-lethal weapons and utilities, limited authority) Main tasks of the team on this level would be:  
   **surveillance** (patrolling, CCTV, \*not invading privacy (like social network etc.) but can ask a higher authority team to investigate suspicious activity/place)  
   **assistance** (like 911, or helping people find some place, or provide comfort to anyone in fear or alone, or stopping a fight)  
   **reporting** (any suspicious activity or crime or bringing something into the knowledge of higher authority forces).  
   **recording** (findings and reports)
* Intermediate level: (Lethal weapons and advanced utilities, higher authority) Main tasks of the team on this level would be:  
   **surveillance & response** (areas or people with higher risk need to be kept in view by a more powerful force e.g. prison, VIP’s house, school, hospital etc., keeping an eye on the basic level teams; and responding accordingly)  
   **investigation** (either giving permission to the basic level team or investigating themselves where risk is higher, tracking down suspects, investigating fraud etc.)  
   **assistance** (transportation with great risk, e.g. of prisoners, VIPs, chemicals etc., assisting the basic level team where they need assistance or if they report something)  
   **reporting** (findings from investigations, criminals, high risk suspicious activity, possible disturbance in peace (at a large scale), big threats to the proper functioning of the different systems, each to the relevant authority)  
   **recording** (keeping records of findings and individuals for better decision making in the future)
* Cyber level: (advanced utilities, higher authority) \*Explain importance in the new age beforehand. Main tasks of the team on this level would be:  
   **surveillance & response** (respecting privacy of individuals and entities, keeping the cyber world under surveillance to ensure no illegal activities are done and prevent them from happening in the first place, and that people feel safe online too)  
   **assistance** (like 911 but for the cyber world, assisting tech reliant entities in security)  
   **investigation** (tech-intensive investigations, requesting other teams for real-world investigations)  
   **reporting** (findings from investigations, criminal activity, cybercriminals, potential criminal activity, other reports to the relevant authorities)  
   **recording** (record keeping of findings and activities for better decisions in the future)  
   **educating** (with the help of the NES, people should be educated on how to keep themselves and their loved ones safe in the cyber world, e.g. by informing them about the best practices)
* Advanced level: (Advanced weapons and utilities, very high authority) Main tasks of the forces on this level would be:  
   **oversight** (of lower levels, ensuring that they don’t go berserk, keeping situations/areas with very high risk (nuclear plant, weapons factory, borders etc.) under control)  
   **risk management** (assisting in ceasefire, negotiations and peacekeeping at an international level to ensure global peace is maintained and laws and regulations are properly implemented)  
   **investigation & response** (into activities of the different teams to ensure no fraud or misuse of power goes undetected, investigating matters with very high risk and those with which the lower levels need assistance (like actions of high authority figures of systems like RMS or RS, or some very risky research work), and either taking action on their own or reporting it to the relevant authority figure)  
   **documentation** (of findings and actions and the reasons behind them, of classified information and protecting it)
* Secret level: (Highly specialized weapons and utilities, highest authority) \*Explain significance beforehand. Main tasks of the forces on this level would be:  
   **oversight** (of all levels, especially advanced level, to mitigate the risk of abuse of power, and to ensure optimal performance)  
   **investigation & response** (investigating any matter a whistleblower points to, any suspicious or high-risk action of the peacekeepers, and responding in accordance with the guidance from the RS highest authority figures)  
   **documentation & reporting** (of findings and actions and the reasons behind them, of top-secret information and protecting it, and bringing the information into the knowledge of the highest authority figures in the RS)
* HOW THIS SYSTEM DEALS WITH THE CURRENT PROBLEMS:
* Reasoning-based decisions would mean better mitigation of risk
* Documentation of important decisions means authorities will have a better idea of how decisions are taken and so there will be a stronger control over decision-making
* Chance of abuse of power very low due to fear of being caught and a better foundation (base character)
* Non-violent approach focused on justice and peace rather than punishment (so even criminals feel safe in the hands of the peacekeepers)
* Better chance at global peace when there is one global security system rather than different armies of different countries. (One uniform, one earth, one human race)
* Better trust in security globally as the highest standard is applied globally (so facilitating globalization)
* POSSIBLE LIMITATIONS AND HOW TO DEAL WITH THEM: \*main idea is that the causes behind problems should be dealt with beforehand by the RS, and everyone should be taught the wisdom behind their duties and need of loyalty; RS should focus on making the Security System free of any type of politics.
* Some or all armed forces going berserk because of little to no possible opposition, possible solutions are: \*promoting whistleblowing, \*promoting rationality and reasoning in the forces rather than brainwashing them, \*making sure the secret services’ independence is not threatened and giving them enough power to keep the armed forces under control, \*better transparency between actions of armed forces and the rest of the world, \*better policies set by RS to ensure no authority figure has too much power
* Blackmailing of authorities (e.g. Resource Managers might be blackmailed to get access to resources or rewards): \*making it easier to report such activities and the relevant person(s) to the secret services or other relevant authorities (like a higher authority figure in the security system), \*making it difficult for anyone to blackmail anyone or bribe anyone, e.g. by making it easier for them to get caught or setting a culture of honesty
* Secret services joining the armed forces instead of keeping them in check: \*making it very difficult to join the secret services by doing proper IQ and Ethics testing and background-checking of the applicants, \*setting a culture of transparency and honesty to ensure everyone is working in the best interest of the world rather than for self-interest, \*setting independent teams to listen to whistleblowers and to document any dishonesty/fraud/backstabbing, \*the RS keeping an eye on the secret teams and having the power to deal with anyone they think is suspicious, especially if they have reasons to believe that illegal work has been done, \*the RMs should ensure that individuals performing well in the SS be rewarded generously to avoid illegal means being pursued and better loyalty with the system be generated.
* DEPLOYMENT:
* EXPLANATION:
* WHY THIS WAY OF ACHIEVING THE SYSTEM (DEALING WITH PROBLEMS OF ACHIEVING IT):
* READER’S ROLE: \*Taking care of your fitness, mental health, character and knowledge level if you want to contribute to the security system, \*Spreading the idea of a unified/global security system and its significance along with criticism, \*Doing their part in making others feel safe and comfortable around them, \*Reporting any dishonesty/misconduct to the relevant authorities, \*Taking part in surveys about the performance of the Security System and giving suggestions for improvement.
* FURTHER ENHANCEMENT: \*Enhancing whistleblowing facilitation by ease of reporting, protection of whistleblowers, emphasizing on its importance and informing about the proper procedure for effective whistleblowing, \*International level and highest standard of training with main goal being achievement and maintenance of peace rather than political reasons, \*Polishing of the ability to reason and decision-making for avoidance of bias and politics in the security system, \*(Emphasize on the importance of education) Educating in such a way to promote the highest standard of ethics and helping individuals have a sound moral compass, \*Taking care of mental health of individuals with the help of routine check-ups, recreational activities, etc., \*Promoting transparency between the Security System and other systems and the public, by the help of proper documentation of decision-making and reasoning, and by being as open as possible (after all, the decisions should be taken for the better of the living beings; also discuss why it is not possible to share everything in order to succeed in complex missions).

RELIEF SYSTEM:

* SIGNIFICANCE OF RELIEF SYSTEM: \*Explain that pleasure seeking is not the purpose and true meaning of life, however, without such relaxing activities life would be very difficult, if bearable at all, and that people can fight through tough times with more strength knowing that they will enjoy the pleasures too (explain its role in maintaining better mental health, and how without proper relief system the purpose of individuals might become attaining relief by indulging in pleasure seeking activities when it should be just an enhancement or a sort of support and the real purpose should be deeper than that). Give reference to Stoicism -explain that avoiding pain and difficulties is not really the best way because they are inevitable, it is the acceptance of them and dealing with them that makes life better (so here, the pleasure system will help the individuals in dealing with difficulties). (Give reference to how filthy and nasty everything would get if there were no proper restrooms and sewerage systems, likewise the relief system accounts for the pleasure/relief needs of humans and that without it the equivalent of filth would spread everywhere. And that the frustrations and stress and “negative energy” should be taken care of otherwise it results in grumpiness, hot-headedness, impatience and general dissatisfaction, and in extreme conditions can affect the well-being/peace of others) \*Briefly discuss how this system is important for religious people too. (that they can focus more on their goals if their nerves are calm and they feel relaxed rather than if they are stressed out, that they can be more religious and have their patience level increased if they know they will enjoy the pleasures too) \*Need for standardization should be discussed in detail. \*Finally, let Reader know that you understand the risk we will be taking by letting people indulge in these pleasure-seeking activities, however, the risk of leaving it to them, i.e. without any standardization or providing a controlled environment, is far more.
* CURRENT SYSTEM:
* PROs:
* CONs:
* Health-problems: (write how this is an issue without this system (give examples like smoking, drinking, drugs etc.) and how we can deal with it.) Without any proper relief system, individuals are exposed to a greater risk of health problems. E.g. smoking can cause problems in the respiratory system, digestive system, blood circulatory system etc. because of the sticky substance tar, and other harmful chemicals in it; there is a risk of cancer too, mainly because of the carcinogens in the smoke. Extreme pleasures can affect mental health too (explain reasoning behind how “euphoria” and extreme pleasure can cause normal pleasures to not be as exciting, give reference to watching porn). State that when helping people relieve themselves with such pleasures in a controlled environment, there is still some risk of such problems, however, it is much lower than if no system exists.
* Addiction: Explain how some activities can be very addictive and why addiction is a problem (give reference to porn). Explain that it might be possible that people do productive activities alongside or even by the help of such pleasure-seeking activities, however, the main drawback is that such activities are at the expense of more real and meaningful pleasures of life (explain how being satisfied with porn is at the expense of not being truly satisfied in real life encounters and real love, and how the pleasure from porn decreases over time unless more “hardcore” or “aggressive” scenes are seen, and the effect it has on both mental and physical health).
* Laziness: Lack of will, interest and determination to improve the society and help it evolve, or just being inactive can be due to depression, anxiety and/or simply the lack of pleasure in life. By helping people attain relief, the relief system can cause them to be more active. Explain how still it can cause people to be lazier or less active than before, this can be due to addiction (e.g., withdrawal symptoms) or not being active in the absence of the relief (heavy dependence on it).
* Social-problems: Explain how addicts tend to avoid social interactions, how they are prone to loneliness, and why people tend to stay away from them (and how this leads to the alienation of the pleasure-seekers). Explain how these problems can lead to deeper problems like hatred, violence and then ultimately disturbance of peace of the society.
* NEW SYSTEM:
* EXPLANATION:
* HOW THIS SYSTEM DEALS WITH THE CURRENT PROBLEMS: (give reference to how the pleasure system could help the legal system with “harm reduction” method, and that in absence of such a system, people would be in a greater risk of harming themselves or other people (give example of races on proper racing tracks versus street races, highlighting the importance of a controlled environment for pleasure seeking activities, especially those that are risky in nature); also, briefly discuss how standardization helps deal with the problem of people becoming lazy or addicted).
* How to deal with these problems: provide services according to the guidance from the reasoning system, based on the latest scientific research and proven methods of obtaining relief in a harmless or least harmful manner; individuals should be made aware of the risk they are facing and how to mitigate it; a controlled environment should be setup to make sure no individual exceeds the “safe limit”.
* How to deal with this problem: the relief system can provide illegal material to the addicts in a controlled environment, in accordance with guidelines set by the reasoning system, to help them overcome the addiction in a step-by-step manner; the main purpose of the system is to help with the “harm-reduction” method and not the promotion of use of illegal material for relief purposes, if non-addicts are given access to such “material” it should only be for educational purposes in order to help them deal with their curiosity in the least-harmful manner.
* How to deal with this problem: the relief system can give medication and advice to individuals going throw withdrawal of addiction, proper routines can be set according to the best practices to ensure individuals perform their best, heavy dependence on the relief can be avoided by setting limits to how much and how often the relief is provided, non-addicts can be educated about the importance of being an active contributor to the society/system and that the purpose of the relief system is just to provide support for them rather than be their purpose of life, the reasoning system can be consulted about the best practices to ensure that the relief system acts as a “booster” rather than an “anchor”.
* How to deal with these problems: the relief system can provide assistance to such individuals according to the best practices advised by the reasoning system, with emphasis on making them feel loved and accepted by the society, that is, not alienating them; individuals with similar problems can be connected with one another and/or other people who want to help them out of their loneliness. Social events can be set where such individuals are encouraged to connect with others and assisted in doing so (educating them, giving them the push needed). Explain how love is the best solution to help such people. Where needed, medication can be provided to counter social anxiety. Such a culture should be set that attaining relief is not considered some sort of taboo, rather, it should be encouraged for the best results for the society.
* POSSIBLE LIMITATIONS AND HOW TO DEAL WITH THEM:
* DEPLOYMENT:
* EXPLANATION:
* WHY THIS WAY OF ACHIEVING THE SYSTEM (DEALING WITH PROBLEMS OF ACHIEVING IT):
* READER’S ROLE: Educating others about the importance of pleasure in life, and the role of the relief system. Contributing in whatever way possible (without harming or use of violence) to make this system a reality and then help in its affective running. Helping the reasoning system in research-work and formulation of best practices. Encouraging others to help in making the relief system a reality and then running it in the optimal manner.
* FURTHER ENHANCEMENT: \*Discuss how the relief system could help individuals outside the controlled environment too: that they can be helped in “staying in control” by giving reminders or warnings that they are “exceeding the healthy limits”, however, such warnings should only be to help them take the best possible decisions, rather than taking the decisions for them (so that they know they are in control of their life, not the system). (give example like: in a gaming session or streaming session, reminders of drinking water or taking rest, or warnings of playing for too long to help the individual not game in an unhealthy manner) \*Those running the system should be investigated for misuse of their position, and their mental/physical health should be accounted for too. \*Strict parents and judgmental society should be educated about the importance of such relief for the optimal performance of the individuals and for their better mental health. (E.g. by seminars, webinars, documentaries, movies, books etc.)