

The Enlightenment Revolution in Educational Policies by Jalal Khawaldeh

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Abstract:

Controlling defects in educational policies established by the state is a formidable challenge. The state invariably believes that the solution lies in developing and improving educational outcomes. However, evaluating and monitoring these outcomes is not a straightforward process that unfolds over a year or two; it requires a span of 14–16 years, encompassing two years of preschool, 12 years of basic and secondary education, and four years of university education. Despite this extensive period, the discovery of “the quality of educational policies” and subsequently “the quality of education” often proves elusive, amounting to mere rhetoric without tangible impact.

In the realm of educational philosophy, drawing upon Immanuel Kant’s Enlightenment principles from December 1784 emerges as both necessary and urgent. This approach could guide us back to the foundational infrastructure and core principles of learning design, where reason and critical thought commence a critique of current educational policies in any context. With greater freedom, this enables the innovation of new concepts. Traditional education policies rendered obsolete across generations, bear striking resemblance to the religious institutions that Kant, along with scholars before him during the Dark Ages, found constraining. The critique of existing educational frameworks and the advocacy for freedom and autonomy in learning draw on the foundational work of Heckman, James and Carneiro, Pedro, (2003), who delve into human capital policy, suggesting that education systems need to be more responsive to individual needs and potential (Heckman & Carneiro, 2003).

The paramount question arises: Have traditional education policies succeeded in making students subservient to their systems, structures, and models, burdened with theories of educational reform and development? It is evident that from early childhood through the stages of basic and secondary education, students are deprived of the choice in systems, structures, and curricula that suit them best. This limitation extends to university education, which is contingent upon high school grades and reliant on inadequately designed, intimidating examinations. Furthermore, it is ineffectively tethered to public policies, socio-economic conditions, and linguistic competencies (as determined by TOEFL, IELTS, etc.), or

international assessments (e.g., PISA). The focus on the individual — his or her abilities, skills, aspirations, hobbies, and concerns — remains conspicuously absent from the calculus of all educational policy considerations.

This research endeavors to revisit foundational questions: Why do societies necessitate education initially, followed by policies governing it? It then delves deeper into examining the relationships between educational policies and the future job market, which remains ambiguous and unknown.

Keywords :Enlightenment, Educational Policies, Kantian Philosophy, Critical Thinking, Human Capital, Strategic Insight, Artificial Intelligence, Educational Reform, Lifelong Learning, Global Citizenship, Technological Revolution, Equity in Education, Educational Philosophy, Intellectual Freedom, Skill Development, Inclusive Education.

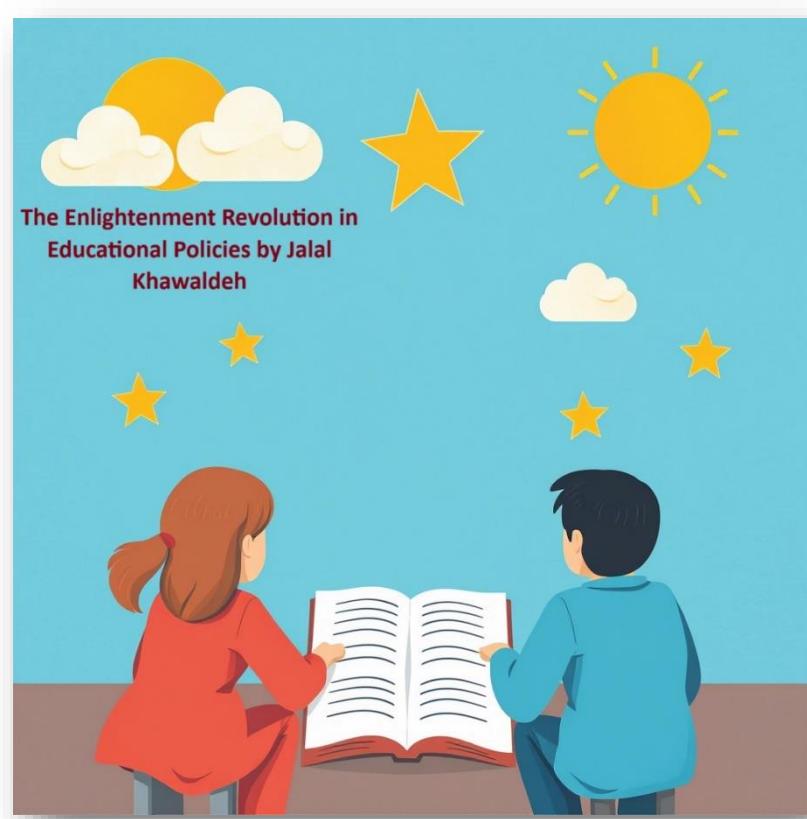


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Introduction:

The Kantian Enlightenment, rooted in reason, logic, candid criticism, and an innate freedom conducive to revolution, mandates that enlightenment in educational policies be similarly grounded. Discussion on the enlightenment of educational policies is moot unless it encompasses rationality, revolutionary zeal, critique, and freedom concurrently.

Educational systems suffer comprehensively from flaws and gaps in their policies. To date, no global model has claimed perfection in conceiving and evolving fully mature and comprehensive educational policies for children and students from birth through to university graduation. The educational policies formulated today are subject to numerous short-term and long-term variables, including state and global challenges, as well as unforeseen variables like the Coronavirus pandemic. Moreover, the ambiguity of the future constrains the development of effective and enduring educational policies. Even if a country manages to develop such policies comprehensively and completely, it must establish a parallel mechanism for their constant evaluation, modernization, and necessary reform. Herein lies the ‘trap of reform,’ discussed in this research with unequivocal frankness.

We posit that science has assumed a pivotal role in the discourse and thought of human enlightenment. Consequently, the “philosophy of enlightenment education” cannot settle for moderate thought aimed merely at reforming traditional educational policies and systems. Instead, it calls for a philosophical-educational revolution that demands societies be founded on reason, freedom of expression, and critique. Such an education respects and nurtures the rights, mental capabilities, and talents of every individual, irrespective of nationality, race, or socio-economic status. The need of the hour is for this global movement to effect change in existing educational policies worldwide, which currently fail to deliver efficient outcomes, driven largely by apprehensions regarding the advancement of artificial intelligence.

Philosophy and Reality in Structuring a Human

Exploring the gap between the philosophical ideals of education and the practical realities, Angrist, J., Bettinger, E., and Kremer, M. (2006) demonstrate the long-term benefits of targeted educational interventions, suggesting that thoughtful policy can indeed mold individuals capable of contributing significantly to society (Angrist et al., 2006).

Therefore, we question the state: What are your objectives in education? The initial response should articulate a desire to shape well-rounded individuals. Further inquiry asks: Why shape individuals in this manner? The answer lies in correctly shaping individuals to advance the state, thereby enhancing its political, economic, social, cultural, and other capacities. A crucial question emerges: How can one effectively shape an individual? What are the benchmarks, foundational principles, and standards for being 'correct'? The answer may be stated thus: the 'correct' individual is one capable of competing and excelling internationally across various domains.

A distinction exists between philosophy and reality in correctly shaping an individual. This distinction suggests that an individual shaped in the right way embodies national identity and societal values, possesses high moral standards, boasts a superior education, and demonstrates proficiency in various linguistic, literary, and artistic skills.

In reality, creating the 'superior' human, one who achieves everything, is conceptually straightforward but exceedingly challenging in practice. Crafting such a 'superior human' requires not only significant financial resources but also the establishment of a 'superior society'. This returns us to philosophical debates, where scholars differ in their depiction of the 'ideal society'. Some envision it as a society offering maximum security, stability, and growth in economic, social, and cultural aspects. Others argue the best society is characterized by democracy, freedom, and human rights, while some view the finest communities as those maintaining their cultural identity, values, principles, and beliefs, thereby commanding respect and often enjoying security, stability, and prosperity.

The Virtuous City

One might question: Why shouldn't the ideal society achieve everything simultaneously? Philosophically, this is conceivable, encapsulated in Plato's notion of 'The Virtuous City' encapsulates an educational utopia where wisdom and virtue predominate. This concept, though idealistic, serves as a critical reference point for imagining the potential of education to foster comprehensive human development (UNESCO, 1972). In this city, philosophers' rule, their wisdom ensuring the city achieves moral, spiritual, and judicial excellence through civil structures that spread ideal values for urban development. The city provides spaces for living and well-being, transcending culture, civilization, complexity, and routine. In 'The Virtuous City', everyone, regardless of age, gender, nationality, or status, experiences the highest quality services in a civilized manner, free from complications, delays, and mistreatment. The term 'virtuous' imbues noble meanings throughout the city, evident in every aspect of daily life.

Philosophers concur that constructing The Virtuous City is unattainable. Hence, a state will not demolish its existing structures to build societies from scratch but will seek to reform communities in other ways, aligned with its visions and strategic plans, including the appropriate shaping of individuals. It is crucial to discuss the concept of reform itself. From a purely philosophical standpoint, reform does not imply modification. However, scientifically and practically, reform can encompass modification, correction, updating, monitoring, and evaluation.

Educational Policy Reforms

Regarding education and the proper development of individuals, an important question arises: Should we reform educational policies or eradicate them entirely to start anew? These policies should align with the state's visions and meet both universal human and international standards.

Some argue that completely redefining educational policies is a luxury unaffordable to all societies, even those capable of such an undertaking. Erasing all previous policies presents significant challenges due to the mindsets established in the preceding phase. Some of these mindsets are crucial for formulating new educational policies. Constructing new policies without leveraging the experiences and knowledge accumulated in educational practices proves challenging. Thus, the initial challenge for new educational policies is that certain mindsets may attempt to revert to old patterns. In the end, it resembles the tale of an old Arab war hero, Abu Zayd, who, despite fighting many battles, returned empty-handed, leading to the proverb: "As if you, Abu Zayd, had never invaded."

Education Review Panel Experts face a substantial challenge. They are unable to engage in discussions about existing education policies directly but are given studies for evaluation, accompanied by suggestions and recommendations. These committees aim to effect tangible improvements, addressing the needs of students at risk of falling behind, requiring extra support, from low socioeconomic backgrounds, with disabilities, or with linguistic backgrounds other than English. Consequently, these experts must refine their ideas to enhance and reform educational systems and policies. What becomes apparent here is that 'reform' in practice can amount to sabotage. Why? Because failing to recognize the fundamental issues is akin to patching up a leaky boat; fixing the sail does not prevent water from infiltrating the vessel's core.

The debate on educational policy reform is extensive. This research contends that the methods, means, and outcomes of educational policy reform require reforming themselves, as they invariably introduce new dilemmas. One of the significant challenges to educational policies is the multitude of bodies involved in their formulation, development, improvement, monitoring, and evaluation. Therefore, the optimal solution might be establishing an additional entity specialized in addressing challenges, introducing new ideas, or educational systems, inevitably increasing the number of institutions and leading to further chaos and disturbance. To exacerbate matters, those

responsible for these entities often appoint individuals qualified to write and review texts before presenting them at meetings or conferences. These writers cannot compose a single text on education without including phrases like 'improving the quality of education', 'developing policies', 'enhancing the education system', or 'discovering and nurturing students' talents'. These phrases become obligatory, compelling the head of the entity to echo statements made by other institutions. After meeting minutes are approved or transformed into reports, policies, or decisions, the overlapping tasks of these institutions cause further disruption.

Another issue hindering educational policy reform is the attempt to emulate successful international models. While commendable, this approach fundamentally contradicts the concept of reform. Reforming a 'Mercedes' car, for instance, requires 'Mercedes' parts, not components from a 'Tesla', despite its success. The solution then circles back to the foundation of education: the building of individuals. Ensuring that a successful educational policy or a brilliant idea that has been implemented and proven successful in educational outcomes is part of a comprehensive system, not a standalone case or idea. Therefore, replicating or developing the idea necessitates adopting the entire framework, including the foundational reasons, tools, and mindsets that facilitated its implementation, as well as the type of society that enabled its execution. For example, considering Taiwan's bilingual educational policy: is it sufficient to adopt this policy in our educational systems without understanding the reasons for its adoption, the community's acceptance level, and the policymakers' and educational system's capacity to introduce a fundamental second language into school curricula? Additionally, examining the infrastructure necessary for effective implementation and the funding required to ensure every student has an equal opportunity to acquire a high-quality second language is essential. This also involves aligning with the country's objectives and aspirations, both internationally and in terms of future job prospects. Furthermore, identifying the entities or institutions solely responsible for monitoring the implementation of this new educational policy is crucial.

This applies to all educational policy reform processes, not just those involving successful ideas from other countries but also those proposed by educational experts within the country. Occasionally, an expert might identify a specific urgent need and propose an idea deemed crucial for educational reform. While universally recognized as necessary, the rush to implement these ideas or establish dedicated bodies adds complexity, chaos, and anxiety.

Research Studies on Educational Policies

This research notes that policymakers in education rely on scientific studies conducted by reputable institutions, which yield significant conclusions and ideas for the educational process. Driven by enthusiasm, they engage with these ideas, recognizing their groundbreaking potential and the need for implementation. For instance, a study might reveal that the percentage of new students enrolling in English schools surpasses that of German students, attributed to increased education budgets, the addition of subsidiary systems to early education structures, and simplified enrollment processes. Policymakers, noting this scientific result, might use it to boost the enrollment rates in German schools in the subsequent year. While theoretically sound, the practical application must acknowledge the inherent margin of error in research studies, which remains a constant. Researchers might commit irreversible errors without subsequent retractions. These errors, often methodological, related to the research's structure, subject, and specialization, sometimes stem from reliance on seemingly reliable but not exclusive sources. For example, if a research team bases its study on a country's population according to the latest official United Nations statistics, which state a population of 10 million, but the country's own statistics, released the previous day for the same year, indicate a population of 11.5 million, the margin of error could have catastrophic consequences for establishing educational policies for that country or others in the region.

Critique and Freedom

Returning to Kant's theory, one of the most distressing aspects of current educational policies worldwide, particularly in English-speaking countries, is the extreme arbitrariness exercised against humanity. This arbitrariness is most pronounced against children in early or primary education who lack permanent and legal residency, such as refugees in Europe and other regions. These children are often deprived of education because policies, deriving from state policies, mandate the provision of documents proving the legal presence of the child's parents in the country. These policies ultimately determine whether a child receives education or remains at home. Additionally, during discussions on freedom and choice, it's notable that some countries with higher education policies allow academic universities, which claim to defend human rights, to require new applicants to specify their race, gender, place of birth, nationality, and even sexual preferences. This practice raises questions about the prevalence of racism within these policies.

Furthermore, applicants are often required to achieve certain scores on exams like TOEFL or IELTS. For instance, a talented student in Niger or Cameroon who cannot afford the TOEFL exam fee, approximately \$200, is deprived of university education in those countries. Even if she can afford the fee but lacks sufficient English proficiency, she is barred from studying in those countries. Educational policies overlook individuals like her, who may be creative and exceptional in their native language but did not receive English language education due to their country's educational policies not mandating it. Consequently, students worldwide who are not fluent in English find themselves caught between increasingly racist and brutal policies.

The rest of the students, globally, including those in European countries and all nations using English, endure extreme servitude due to their countries' educational policies. These policies can be analyzed sequentially, starting from early education, where young children are forced into schools and curricula, they might not find appealing. This continues into elementary

school, where students are placed into education systems that may not suit them, studying subjects that do not align with their mental abilities. They might also be deprived of opportunities in parallel structures such as arts, music, theater, or sports. For example, students are burdened with textbooks in mathematics, science, and physics, each weighing no less than 3 kilograms, and subjected to harsh, dry exams believed to be the best method of evaluation.

Later, in secondary school, students are forced to choose between science, humanities, or vocational paths based on their previous grades, rather than their abilities, skills, or desires. Parents play a significant role in this decision-making process, often pushing their children towards paths they prefer, regardless of the child's wishes. This problem persists into university education, where a student scoring above 90 out of 100 might become a doctor or pharmacist, but one scoring 89 might not. Parents may intervene again, forcing their child to pursue a career according to their desires, such as law if the parent is a lawyer.

However, servitude does not end there. Educational policies permit institutions to increase tuition fees, causing primary suffering in countries where basic and secondary education is not free. This opens doors wide for private schools, with tuition fees for first grade in some private schools reaching around 15,000 dollars. Although this amount is supposed to cover a student's education from early years through university, current educational policies overlook these aspects. In developing countries, students are deprived of free education and pushed towards private education, making the child, the parents, or the entire family slaves to these monstrous educational policies.

University education policies, in most countries worldwide, allow universities to set exorbitant fees, sometimes reaching 100,000 dollars or more per academic year. The real servitude lies in these universities offering limited scholarships with complicated conditions, granted to a small number of

individuals suitable for the personality and mindset of the scholarship provider, who prioritizes their agenda over humanity.

Given that this research employs Kant's critique method, based purely on philosophical grounds, it necessitates honesty and candor. Critique might be uncomfortable for some, but we must always remember our goal to build humanity, which remains the fundamental principle of focus.

Strategic Insight

The solution to the challenges presented is not merely to highlight problems. As noted, educational policies are of paramount importance, arguably laying the foundation for nation-building more than any other factor. Jinyoung Kim, Cyn-Young Park (2020) discuss education, skill training, and lifelong learning in the era of technological revolution, highlighting the need for educational policies to evolve in response to technological advancements and global shifts (Kim & Park, 2020). Therefore, we must not cease thinking and strategic planning before developing educational policies. The need for "strategic insight" involves identifying main trends and driving forces for change before formulating and reforming educational policies. The necessity of reforming educational policies to address contemporary challenges is underscored by Glewwe, P.W., Hanushek, E.A., Humpage, S.D., and Ravina, R. (2013), who review the impact of school resources on educational outcomes, highlighting the complex interplay between inputs and learning achievements (Glewwe et al., 2013). Strategic foresight in education policies may currently be the only method to address the increasing levels of volatility, uncertainty, complexity, and ambiguity faced by education policymakers in a rapidly evolving and uncertain world.

Exploring the future of education is intrinsically linked to the ability to explore and anticipate the entire future. For instance, questioning whether the world will be free of fuel-based cars in 20 years, with all vehicles being electric, leads to the realization that the answer is no, and there might not even be cars at all. One might wonder if this means there will be electric private vehicles (planes) for transportation, but again, the answer is no, as it could be something entirely different. We must consider, for example, that people and students, in 20 or 30 years, might not need to commute at all. Instead, advancements in hologram technology could allow students to attend classes through this medium while engaging in physical activities elsewhere or performing other tasks.

Can strategic insight in educational policies reach this point, or go even further, such as understanding the evolution of discussions on “**new technologies that can be used in the relatively short term to enhance the human being: gene editing to give a healthy child a much lower risk of serious diseases and conditions over the course of his life; gene editing to give a healthy child a much lower risk of serious diseases and conditions over his lifetime; gene editing to give a healthy child a much lower risk of serious diseases and conditions over his lifetime; and gene editing to give a healthy child Much less risk of serious diseases and conditions over a lifetime; gene editing to give a healthy child a much lower risk of serious diseases and conditions over their lifetime; gene editing to give a healthy child a much lower risk of serious diseases and conditions over their lifetime; gene editing to give a healthy child a much lower risk of developing diseases and conditions implanting a computer chip in the brain to give a healthy person an improved ability to concentrate and process information; and artificial blood transfusion to give healthy people speed, strength and ability on improved endurance**”^[1]. This includes gene editing to significantly reduce the risk of serious diseases and conditions over a lifetime, implanting computer chips in the brain to enhance concentration and information

processing, and artificial blood transfusions to improve speed, strength, and endurance. What educational policies can accommodate the possibility that children may not need traditional education, and the role of educational authorities may only be to monitor the content of those chips?

The role of education in shaping individuals extends beyond academic achievement, touching on the development of a well-rounded person equipped for the challenges of the modern world (Becker, G.S., 1993).

Rapid technological advancement may diminish the level, quality, and value of individual skills faster than ever before. The accelerating pace of new technologies inevitably creates disparities in workers' skills, potentially causing a gradual decline in the ability of educational and training institutions to equip students with authentic and relevant skills. This raises a critical question: What role do educational policies play in averting the inevitable catastrophe facing humanity?

Critical thinking and rational inquiry are foundational to the Enlightenment's educational ethos. The work of Kalen, D. and Bengtson, J. (1974) on recurrent education emphasizes the importance of lifelong learning as a strategy for cultivating reason and autonomy in learners.

Considering a scenario for the next twenty years, prevailing predictions indicate that educational policies will continue to focus on imparting a skill set tailored for future jobs. This set includes robust cognitive abilities, fundamental information and communication technology skills, analytical prowess, and a range of non-cognitive skills such as creativity, problem-solving, critical thinking, and communication. This approach seems logical, given the intense competition between humans and robots. However, the inevitable truth remains: the robot will eventually prevail, as these skills become trivial for it, while it cannot compete with original human abilities requiring wisdom, sophistication, and profound awareness.

These abilities led to the creation of robots, founded on visions of the distant future, an understanding of human needs and technological advancements, and profound knowledge of surrounding conditions, including political, economic, social, cultural, and security aspects. This wisdom enabled humanity to invent electricity, computers, the Internet, explore outer space, delve into the mysteries of the atom, and discover particles like quarks. Human ingenuity also facilitated endeavors in exploring galaxies, measuring their ages and history, harnessing resources like oil, gas, minerals, water, and earth, constructing cities and factories, launching satellites, combating diseases and pests, and achieving countless other milestones. All these accomplishments were rooted in human wisdom and awareness, fostered by philosophy and foundational sciences, tracing back to the times of Copernicus, Galileo, Newton, and extending to the profound insights of the German philosopher Immanuel Kant.

What should we do? If we agree that educational policies in a country are crucial for establishing state-building, more than anything else, we can also concur that educational policies worldwide will shape human beings who are not intimidated by technological development and artificial intelligence. Instead, they will advocate for the development of authentic human skills capable of correcting misconceptions about the future of humanity.

Synthesis and Call to Action

The paper calls for a comprehensive reevaluation of educational policies to better align with Enlightenment principles, informed by a broad spectrum of research including that of Hanushek, E.A. (1996) and Susan M. Dynarski (2004), who investigate the efficacy of educational interventions and savings incentives, respectively. This essay, “The Enlightenment Revolution in Educational Policies,” by Jalal Khawaldeh, prompts a profound reevaluation of our educational frameworks through the lens of Enlightenment ideals. It challenges us to question the efficacy of current educational models and the extent to which they embody the Enlightenment virtues of reason, autonomy,

and the dignity of the individual. Drawing upon the legacies of Locke, Kant, and other luminaries, it beckons us towards an educational reform that transcends mere academic proficiency, advocating for a holistic cultivation of the individual as a thinker, creator, and ethical agent within society.

The discussions and analyses presented underscore the critical need for educational policies that prioritize reason, encourage critical inquiry, and foster a culture of intellectual freedom and moral responsibility. Such policies should not only aim to equip students with knowledge and skills pertinent to the evolving demands of the 21st century but also to instill a profound sense of ethical reasoning, emotional intelligence, and a commitment to societal progress.

The essay elucidates the dichotomy between rigid educational structures and the imperative for flexibility, student agency, and inclusivity. It advocates for educational systems that acknowledge and celebrate diversity, adapt to societal changes, and prepare individuals for a future marked by technological advancements and global interconnectedness. The emphasis on student-centered approaches, equity, and global perspectives invites a reimagining of educational paradigms that are inclusive, equitable, and aligned with the principles of global citizenship. For example: Ufuk Aksigit, Jeremy J. Pearce, and Marta Prato (2020) explore the relationship between education policies and innovation, focusing on the role of talent utilization in economic growth, which is in line with the historical analysis provided by Leah Platt-Bostan, Carola Friedman, and Robert A. Margo (2012) About the American Registry for Human Capital Development.

“The Enlightenment Revolution in Educational Policies” serves as a clarion call for educators, policymakers, and all stakeholders in the educational ecosystem to embark on a concerted effort towards reforming educational policies. This reform should not only reflect the Enlightenment’s intellectual heritage but also address the challenges and opportunities of the contemporary world. Bush, Tony & Ng, Ashley & Too, Wei Keong & Glover,

Derek & Chay, Josephine. (2021) discuss the challenges of educational policy reform, particularly in the context of Malaysia, offering insights into the complexities of ensuring policy acceptability and feasibility. It is a call to action for developing educational frameworks that are dynamic, inclusive, and capable of nurturing individuals who are not only knowledgeable but also ethical, empathetic, and engaged citizens of the world.

As we move forward, it is imperative that the dialogue and efforts towards educational reform are guided by strategic insight, a commitment to equity and inclusivity, and an unwavering dedication to the principles of the Enlightenment. By doing so, we can aspire to create an educational landscape that truly empowers individuals, fosters genuine intellectual growth, and contributes to the betterment of society at large.

In embracing the ideals of the Enlightenment, let us forge a path towards educational policies that are reflective of our highest aspirations for humanity, marked by reason, freedom, and a profound respect for the dignity of every individual. The journey towards enlightened educational policies is not only a pursuit of academic excellence but a commitment to cultivating a society that values knowledge, wisdom, and ethical integrity as the pillars of a just and prosperous world.

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Conflict of Interest Statement

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest. The study is purely theoretical and computational, with no affiliations or interests that might influence the objectivity of the findings.

Ethical Statement

This research does not involve human participants, animal experimentation, or the use of identifiable biological data. As such, approval from an institutional or national research ethics committee was not required.

- The study focuses on theoretical frameworks, mathematical models, and simulations to explore interdisciplinary concepts related to quantum mechanics, metaphysics, and theology.
- No identifiable human data or biological samples were used in this research. All analyses and discussions are based on existing scientific literature, theoretical constructs, and hypothetical scenarios.

To ensure ethical integrity:

- The research adheres to ethical principles by ensuring that no harm or risk arises to individuals, communities, or animals during the course of the investigation.
- If future experimental validation involving human participants or animal experimentation is conducted, appropriate ethical approvals and informed consent processes will be implemented in accordance with the principles outlined in the Declaration of Helsinki and relevant institutional, national, or international guidelines.

For transparency:

- This study does not rely on clinical trials, and no trial registration number is applicable. However, the author acknowledges the importance of registering clinical studies in public registries when such research is undertaken in the future.

This statement confirms that all ethical considerations have been addressed within the scope of the current submission.

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The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest. No external funding, grants, or other forms of financial support were received for the research, authorship, or publication of this article. Furthermore, the author has no affiliations with organizations, entities, or individuals that could influence the objectivity or integrity of the findings presented in this study.

This work is purely theoretical and computational in nature, relying on publicly available data and conceptual frameworks to explore interdisciplinary concepts related to quantum mechanics, neuroscience, and cosmology. The author confirms that no personal, professional, or institutional interests have influenced the design, analysis, interpretation, or reporting of the results.

To ensure full transparency, the author acknowledges the importance of adhering to ethical principles and guidelines in academic research. Any future experimental validation or collaborative efforts will be conducted in accordance with established ethical standards, including obtaining necessary approvals and disclosing any potential conflicts of interest.

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