

# A Quantum Reconnecting Education

An Education to rebuild  
an inner and outer  
world of peace  
and solidarity

---

# Credits

Author: Noemi Paymal

Design: Sergio Laura Villca

Cover: Sergio Laura Villca

Noemi Paymal

ISBN: .....in process

Legal deposit:

Publisher: Ox-La Hun and P3000

La Paz, Bolivia, March 2022

English edition:

Translation: Verónica Gómez Porras

Proofreading: Cecilia Sbarra

Copyright: Pedagogooogia 3000 ® /

Educatiooon 3000 & Noemi Paymal

This material may be freely  
reproduced for educational and  
non-commercial purposes as long  
as the author and source are  
acknowledged. Thank you very much.

# Who are we?

We are an international multidisciplinary team co-creating in synergy a new, more human, more fun and more active Education that promotes the integral multilevel development of the human being and the society. We open paths with affection and enthusiasm:

- for happy, proactive, creative and responsible children
- and also, for more stress-free teachers and families.

In this way, we prepare ourselves, all together, to co-build a new society of Peace and Solidarity, as well as to responsibly take of our Planet.

# Dedication

For the co-creators of a new world of  
peace

A united and bright world

A multi-level world

A conscious world

A world of wisdom and harmony

A world where we are all family

A world for those who come  
and for those who left

A world for you

A world for me

Now.

# Index

7	Foreword by Virginia Badillo
11	Introduction
17	Chapter 1 Changes and a Historical Opportunity for Humanity
24	Chapter 2 Some Relevant Quantum Principles
31	Chapter 3 Neuropedagogy
47	Chapter 4 From the 7 Petals to the 13 Pillar Society for Peace
56	Chapter 5 Quantum Educational Space 4000 5000
63	Chapter 6 Application to Post-2020 Education
70	Conclusion and invitation

73	Glossary
78	Bibliography
87	About the author
88	Contacts

# Foreword

The stage of educational transformation and re-evolution -as Noemi Paymal defines it- that we are privileged witnesses is, for this author, a dream long cherished and finally manifested, thanks to her firm determination and conviction that the impossible is possible. What a better example could we have of what quantum means!

It has been more than twenty years since Noemi Paymal started this transformative movement called Educatiooon 3000 / Pedagogooogia3000. At that time, perhaps, quantum physics was not clearly linked to education and its different areas of study; however, Noemi from her intuitive clarity already understood much more about quantum than she could name. It is only enough to take a look at the books she has written and the great contributions she has made to the study of the educational phenomenon and the multidimensionality manifested in each of their components and processes.

The present work fulfills precisely the purpose of conceptualising and clearly

---

linking the laws and forces that, based on quantum theories, allow us to understand the wide range of possibilities that we can manifest in education. It places education in a dimension beyond the simple cognitive processes to which teachers, parents and educational psychologists traditionally pay attention to. That is why Education is written with capital E, it transcends the classroom, the educational institution and the curricula. It leads us to contemplate the student as a human being with infinite possibilities whom we can accompany to rediscover and reconnect with his or her true essence always in constant expansion.

This work is an invitation to walk through "a field where everything is possible". How much could our way of living and seeing life change if we understood that this is real? - whether we are aware of it or not. Now, imagine what a future - and what a present - our students could have if this understanding of reality were part of their daily lives in the classroom. What a great gift of life! What a great future for humanity and all generations to come!



Many of us who carry Education as a vocation in our hearts already suspected that there was magic and mystery in the classroom. I have had the good fortune to witness extraordinary cases. Specialists decreed that it was not possible for a child with only twenty percent of her brain to lead a “normal” and functional life. The love of her parents was able to manifest a different reality. The girl not only regained all her functions and abilities, but I met her at the age of fourteen as a sweet, cheerful and luminous being. Another case. The neurologist determined that a five-year-old boy, diagnosed with autism spectrum disorder, was incapable of learning English since he could not communicate even in his mother tongue. Before the end of the school year, he not only enjoyed entering his English class, but had become the best in his class. His teacher trusted him, not the prognosis.

Surely you, who are reading this book, could fill entire pages of your own extraordinary cases, because there is no exclusivity in this kind of magic. It is for everyone.

This book is a gift of life. It is the door that opens to new understandings and invites us to the expansion of consciousness and the co-creation of blissful realities.

My deep gratitude to its author, Noemi Paymal, for putting a name to what we used to call “miracles” and considered unattainable. Now I know that everything is possible.



Virginia Badillo Márquez, PhD in Teaching and Social Research, and Master in Systemic Pedagogy.

# Introduction

Welcome to the great changes in Education and the new Society that is now emerging.

As we mentioned in our pocketbook Education 4000 5000, we are heading towards a **Quantum Reconnecting Education** today.

## What does that mean?

For now, we understand it simply as an Education that:

- attends to the different levels of development of the human being. It is also called Multilevel or Multidimensional Education;
- proposes a harmonious transition from old paradigms to new ones;
- aspires to a transformative circular education (or rather spiral), where we all learn from everyone and realize that everything is linked in an **energetic field of unified consciousness**.

This Education (with capital E) is based on the discoveries of quantum physics, quantum psychology (Isaac R.

---

Betanzos, 2020), ancestral worldview or cosmovision, metaphysics, energy anatomy, and the latest research in neuroscience tools and neuro education.

Quantum Reconnecting Education, in summary, involves the following:

- It introduces the new paradigms of a new society of peace and solidarity.
- It involves caring for the new generations in a higher octave of Consciousness.
- It invites us to a constant inner development and growth/ understanding of the adults who accompany this process of the new Education. That is why **it concerns us all.**

### Definition

Quantum Reconnecting Education is an Education that recognizes the multidimensionality of the human being, that is aware of the interrelationship among elements (quantum entanglement) and that promotes peace, wisdom and harmony, helping the human being, at

an individual and collective dimension, as well as the planet and all beings.

In short, it is an Education that seeks a quantum leap of consciousness at a personal and group level. That is why it is written with capital E.

It recognizes the valuable legacy of the great initiatory schools of the past, actively projects a society into a higher octave of consciousness, which is renewed and transmuted, and invites us to live fully in the present. It is based on the Law of Resonance which postulates, as Viviana Gaviria says, that:

*Everything in the universe communicates with itself through vibrations. All things and living beings have a vibration of their own, as do our organs and cells in our bodies.*

<https://sumnoticias.com/que-es-la-ley-de-la-resonancia-te-la-explicamos/>

## **Why is it Reconnecting? Reconnecting what?**

This Quantum Education is called Reconnecting because it proposes reconnecting the human being to who they really are, connecting mind, heart and life purpose within a context of expanded consciousness that is part of a higher Plan. It is a deep and vibrant frequency, and conscious re-recognition.

## **How does it work?**

It works by “information package” of encoded light. This Light (or information/light) “comes” from various times/spaces (past, present and future), and different dimensions. It reaches, so to speak, our neo-cortex, pineal gland and DNA, which decode that data according to our level of consciousness, and make us act accordingly.

What “reaches” the neo-cortex is a small part of the whole (only more pixelated so that it can be endured by a being in a “dense” physical dimension) as explained by the physicist Inés Urdaneta Santos, member of the Resonance Science Foundation.

It is a holographic fractal of a fragmented Universe. So every knowledge and understanding mean that one “recovers” and “integrate” pieces of oneself, in fractals of fractals, and hence the transcendental value.

### **Step by step**

To understand these concepts, in this pocketbook, we will begin by analysing what the current transcendental changes and their importance are, as well as some remarkable quantum principles. Then, we will study the novelties in Neuropedagogy explore - what exactly Quantum Reconnecting Education consists of.

After that, we will see how this Education naturally gives way:

- to the proposal of the 7 Petal School for Peace;
- to the 13 Pillar Society for Peace, as well as,
- to a profound personal transformation.

Finally, we will collect the steps to co-create a beautiful and comfortable **Quantum Reconnecting Educational Space or Educational Spaces of Resonant Education** for students of any age, and what that means for the “Post-2020” teaching methods.

We wholeheartedly invite you to this extraordinary journey, the journey of ourselves towards our total freedom and full consciousness.

Welcome.



# Chapter 1

# Chapter 1

## Changes and a Historical Opportunity for Humanity

### A radical paradigm shift

In these times (2020-2022), we undoubtedly observe an unprecedented acceleration of the socio-cultural events of humanity, accompanied by a broader and sharper awareness of them. This favours a conscious leap from old paradigms to new ones.

Briefly, we will summarize what they are about in the table below.

	Old paradigms	New paradigms
1	Matter is placed over energy.	Through energy and intention matter is manifested.
2	Time is linear, it flows only in one direction. Space is fixed.	Time and Space are relative. Time goes in several directions, and we can have parallel times/spaces.
3	Space is three-dimensional and perceptible only by the 5 usual senses.	There are several dimensional levels, and the human being can pass from one to the other (Plank).
4	Everything is matter and matter is immutable.	The facts are uncertain and unpredictable. Only probabilities could be measured.

	Old paradigms	New paradigms
5	Cause and effect are linear and static.	Cause and effect are bi-directional.
6	Waves and particles are clearly different.	Waves and particles alternate with each other. They are the manifestation of the same thing (Double Slit Experiment).
7	The observer does not change the results.	The observer changes the structure. (Double Slit Experiment) Pygmalion effect.
8	Organisms are born, develop and die linearly. After death there is nothing.	Births and deaths occur holistically. Energy does not die.

	Old paradigms	New paradigms
9	Energy and information are dissociated.	Information is immersed in Energy.
	Energy is a simple instrument for an end. Energy is limited.	There is Energy in everything (included in the void), it is Light and Love. There is Energy in "nothingness" (Zero Point energy and Tunnel Effect).

Comparative table of the old paradigms and the new ones (post-2020)

## **A new historical cycle**

In other words, we are starting a new historical cycle post-2020, where desires for peace, harmony and solidarity emerge, at personal and collective levels. This cycle will be characterized by changing all sectors of society, starting with the sector that concerns all children and young people in the world: Education.

## **Responsibility**

This implies that we are all involved. In other words, it is up to each one of us to respond to these changes, listen to children and young people and transform education accordingly. It means being attentive to the real needs of our children, grandchildren, and students, considering that they are the ones who are going to co-build the future society. They are going to use new technologies, they are going to need transformative, ethics and circular leadership, as well as require adequate caring for our Planet, all in a higher octave of consciousness as it corresponds to the Law of Evolution.

## **Waves / particle, co-creation**

Such changes are based on the quantum laws of manifestation which recognize us all as co-creators of our individual and collective destiny. Consciousness, responsibility, and inner peace must, therefore, be our basis for living together.

## **Law of Resonance**

Here the Law of Resonance intervenes (Pierre Franck, 2021) which states that:

*The time to explore one of the main secrets of life has come: The Law of Resonance. We can only attract to our lives what is in energetic resonance with ourselves. Each thought is embodied in a sensory plane: those that promise beauty and abundance, as well as the darkest and negative ones. The Law of Resonance acts constantly. Its strength has been known since the dawn of humanity.*

# Chapter 2



## Chapter 2

# Some Relevant Quantum Principles

**What are the most significant changes to this Education (written with capital E)?**

We can summarize them in 10 new paradigms (that we have developed in the pocketbook What is Education 4000 5000?), which have great implications for both Education and oneself:

1. Matter is manifested by energy, attention, and intention (Law of Manifestation).
2. Time and space are relative. Time is running in several directions. We can have parallel space/time (Weinberg, Steven and Stephen Hawking). Jean Pierre Garnier Mallet develops it with his concept of the quantum double (scientific theory regarding the unfolding of space and time, 1988).

3. There are several dimensions and the human being can pass from one to the other. For Bohm, the larger universe is the one that develops in space-time and in an implied non-local (non-temporal, non-spatial) order with additional dimensions, as predicted by the string theory (David Bohm: A Life Dedicated to Understanding the Quantum World).
4. Holographic nature of the brain and the universe. The brain can access several dimensions (Karl Pribram and Michael Talbot).
5. The facts are questionable and unpredictable, that is, we are in a world of infinite possibilities. Indeed, the quantum world is like a “field” where anything is possible. One can enter this field of possibilities and choose other avenues, literally co-creating the future. In the old paradigms, a person could not change their reality, they had to endure and “suffer” (Dr. Amit Goswami, in the film *What the bleep*

do we know). As Joe Dispenza also explains, we have the power to reprogram our lives.

6. Waves and particles alternate. These are two aspects of the same thing, as demonstrated by the double slit experiment, conducted by Thomas Young in 1801. He established “wave-body” duality, also called “wave-particle” duality, which is a quantum phenomenon, well proven today, in which particles can exhibit typical behaviours of:

- waves in some experiments,
- while appearing as particles in other experiments.

7. The observer modifies the observed and, therefore, the results. See the Pygmalion Effect (Rosenthal and Jacobson, 1966), and again the double slit experiment (Thomas Young, 1801) which shows that:

- when the electron is observed, it behaves like a particle (matter)
- when the electron is not observed, it behaves like a wave (light).

8. Cause and effect are interrelated; they cannot be distinguished from each other (example: Bullying) which corresponds to the Law of Attraction.
9. Everything is related, "We are One". For example, by the phenomenon called "quantum entanglement," the quantum states of two or more objects must be described by a unique state involving all objects in the system, even when the objects are spatially separated. The property underlying the physical property of entanglement is called "non-separability" (Einstein, Podolsky, & Rosen, 1935).
10. Information is immersed in energy (Edwin László) and energy is in everything (Fritjof Goat).

Ervin László, in his book published in 2004, *Science and the Akashic field: an integral theory of everything*, postulates the idea of an information field that is a substance of the cosmos. He names this field of information as the "Akashic Field" or "A-Field". He postulates that

the “quantum void” is the field of energy and information carrier that not only provides information about the current universe, but also about all past and present universes (collectively referred to as the “metaverse”).

### **What does that mean at an educational level?**

These statements invite us to transform Education, and provide students with classes and research on:

- quantum physics and the Laws of Co - creation
- the handling of energy
- the Laws of the Universe and life purpose
- energy anatomy
- handling of metalanguages or “information package”, for example, Sacred Geometry
- Emotional Intelligence Management
- Intuitive Intelligence Development Techniques
- Ethics
- Etc.

As well as “co-producing” new materials that will help them rebuild

a new society. Here, please, we must understand that the current childhood/youth is not going to be inserted in the old society. No, they are going to establish their own society with the new emerging paradigms that we are analysing in this pocketbook. This implies (with all due respect) that current education simply does not serve them anymore.

### **This concerns each one of us**

Quantum Reconnecting Education concerns us all - and greatly- because

- It allows us to recognize ourselves.
- It broadens our knowledge, wisdom, heart and consciousness.
- It, therefore, connects us to different higher levels of existence.

# Chapter 3

## Chapter 3

# Neuropedagogy

In this chapter, we will explore what neuroscience reveals to us and what its contributions are to this educational and evolutionary transition.

### The fourth brain

The fourth brain corresponds to the activation of the frontal lobes.

*The prefrontal cortex is the maximum expression of brain development in the human species, being responsible for the ultimate control of cognition, behaviour and emotional activity, which is called executive functions (Ricardo Castañón-Gómez, 2005).*

It also occupies a role of social relevance towards disinterested humanitarian actions; the more developed it is, the more outstanding **empathy** is observed in people.



The pedagogue and writer Michelle Fournet (cited in Juncos, C. and Sosa, R., 2021) discovers that today's children and young people have attitudinal patterns that corresponded to over-activated frontal lobes (a fact not recognized by current science that states that young people have complete development of their frontal lobe only after the age of 20 (Facundo Manes; 2020, BCC). This is a fundamental discovery that explains the new paradigms of childhood and youth, as well as their crucial need for another education.

### **Pineal-hypothalamus-pituitary glands**

The glandular system or endocrine system is considered of vital importance. Its main function is to release hormones that help control mood, growth, and development. Today we mention the activation of the pineal, hypothalamus and pituitary glands, which favour the stimulation of the frontal lobe, the activation of extraocular vision, empathy, as well as the connection with telluric-cosmic forces.

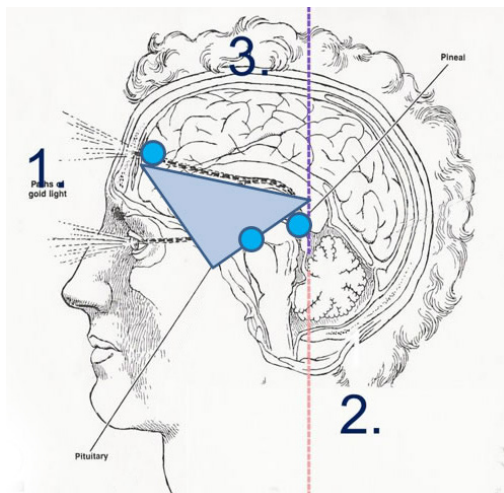


Image: The Pineal-Rhymus-Pituitary triangulation.

3 pathways: frontal lobe, crown and earth connection.

### **33 Intelligences (or more?)**

Teachers observe that today's boys and girls easily use almost all Multiple Intelligences. Research carried out in 2018 by P3000 and the University of Maracaibo in Venezuela allowed us to identify about 33 Multiple Intelligences/ Skills which give us access to many more functions of our brain and open Education to infinite possibilities.

### **Collective Intelligence**

Collective Intelligence refers to what emerges from two or more individuals or a larger group, such as the society of a country, or even all of humanity. The concept was introduced by Rupert Sheldrake (The Morphic Fields) and James Surowiecki (The Wisdom of Groups) among other authors. Let us think that it is an Intelligence that we will use a lot in the future and that must be reinforced in the school context, for example, by systematically encouraging teamwork and reinforcing transformative circular leadership.

Morphic Resonance  
By Rupert Sheldrake

# The Wisdom of Crowds

## By James Surowiecki



Image: Illustration of Collective Intelligence

## **Intuitive Intelligence and Direct Access to Information**

Barbara Ann Brennan, an American researcher, commented thirty years ago:

*Direct access to information has many implications for the future. Everything seems to indicate that we, as a species, are learning to access information directly, which will affect our education system as a whole and, of course, the society in which we live. (Brennan, 1987:147)*

This access to direct information corresponds to the tenth intelligence, called intuitive or energetic intelligence, which we introduced in the first book by Education 3000 in 2006. It opens the perspective of an Education that we could call multidimensional and that can be achieved through bio-intelligent, bio-morphic and bio-reconnecting tools (described in the same book), together with a lot of love and openness from facilitators.

## The Resonant Intelligence

This Resonant Intelligence was born from the vision of José Argüelles (Book: *The Mayan factor*) and the concept of synchronicity. José Argüelles discovered that the synchronous order is a living intelligence matrix; it is a four-dimensional order of reality based on the Law of Time. In his book (*Time and the Technosphere*, 2002), he states that the future of human evolution is to become a means of cosmic consciousness that travels back to the stars, but through higher knowledge of the current laws of time. He writes:

*... They (the Maya) came here specifically to show two things: one, that it is possible to live in harmony with all life with minimal technology as we know it (now); and two, to leave us a code that unlocks the keys to how our life - DNA - is in resonance with galactic forces and energies. This code also works like the calendar. Everything works holographically.*

For this reason, the Education of the future will be resonant by nature.

## The holographic brain

According to Karl Pribram, a neurologist and neurosurgeon at the University of Chicago, a holographic brain can:

- process the information in parallel,
- recognize the information very quickly ("flash" process), and
- store the information associatively.

Karl Pribram and his colleagues discovered that:

- *the brain speaks to itself and the rest of the body through the language of wave interference (holographic language), not through electrical impulses or nerve endings. We perceive an object by "resonating" with it. To know the world, Pribram theorizes, is to be on its wavelength.*
- *The holographic model is the answer to how the brain is able to store a lot of information. It explains the vastness of memory considering that waves can contain unimaginable amounts of data, much more than quintillions (280,000,000,000,000,000,000) of information bits, which is the amount of information a person*

can store during their lifetime. This model would also explain instant memory retrieval, often in the form of a three-dimensional image.

Source: <https://www.revistaesfinge.com/2014/01/el-cerebro-holografico/>

## Synesthetic Brain

A **synesthetic** brain could be our first step to the holographic brain. According to anthropologists, this phase could correspond to the *Superior Homo Sapiens*, and then we would jump to a new homo.

The synesthetic brain automatically and involuntarily corresponds and activates several sensory or cognitive regions at once in response to specific stimuli. This means that sounds can have colour, music can have flavour, lyrics can be associated with certain shades, etc. According to experts, synaesthesia can improve cognitive skills such as creativity and even memory. The reason for this lies in a much more skilled brain for making connections.

Source: <https://lamenteesmaravillosa.com/cerebro-sinestesico/>



## Unified Field of Education

Mario Vargas Rodríguez PhD. in Education Sciences - Chiclayo – Peru (2006) proposes the concept of a “unified field of education”.

*It is a proposal to be applied to concrete reality: the complex and multidimensional thought of the human being, science, physics, mathematics, biology, systems, dialectical holism, cybernetics, autopoiesis and sociology; a multidimensional and woven conception of physical, human, and social reality, philosophy of multidimensional human complexity.*

Source: <https://www.slideshare.net/sugo2001/la-teora-del-campo-unificado-de-la-edu-cacin>

## Other factors

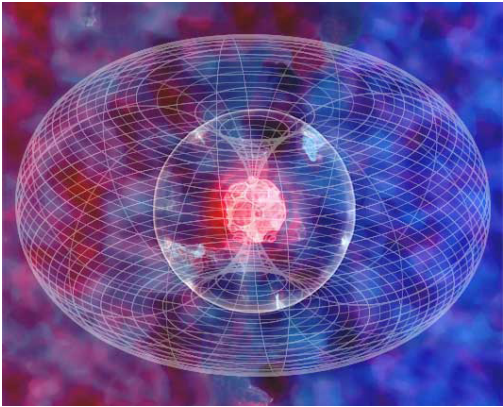
There are many factors involved in awakening the human being, and in the changes in learning processes, which we invite you to explore. We can name the influence of gamma waves (understanding of certain knowledge by “flashes”), the function

of microtubules and their role in consciousness with quantum principles (1), as mentioned by Cristiane de Morais Smith (2021), the role of the spinal lobe and the renewal of the Central Nervous System, the role of DNA / GNA (Editorial Irdin, Brazil), the increase of the Earth's Hertz (Schumann frequency), among others factors, which indicate a "passage" from the human being to a multi-level or multi-dimensional being.

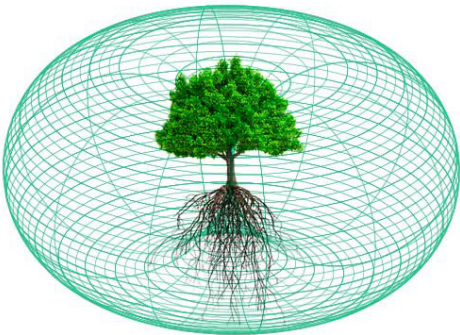
(1) Penrose-Hameroff's theory of quantum consciousness holds that microtubules are structured in a fractal pattern that would allow quantum processes to occur. (Cristiane de Morais Smith, 2021).

### **The Electromagnetic field**

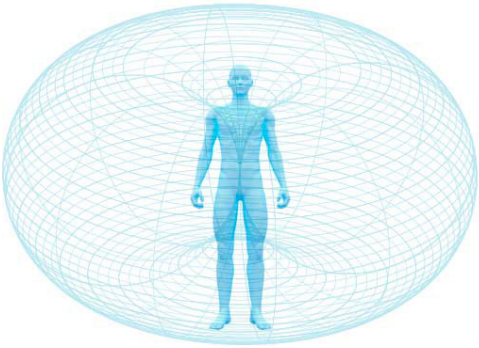
Thanks to our electromagnetic field, the human being, by Law of Resonance, can "resonate" -worth the redundancy- with all living beings, the Earth, the galaxy, the cosmos. This electromagnetic field is activated by our heart/thymus complex (Heartmath Institute).



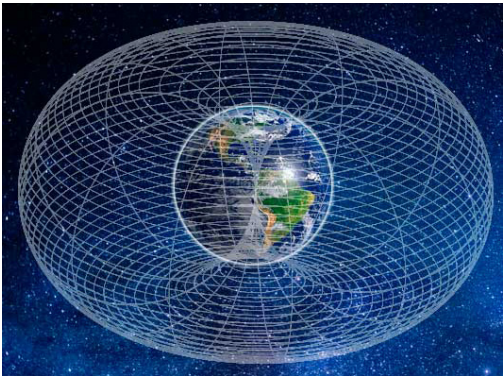
Human cell toroidal representation



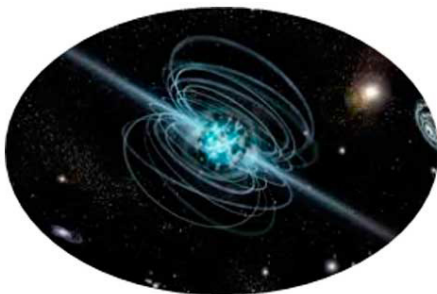
Tree toroidal representation



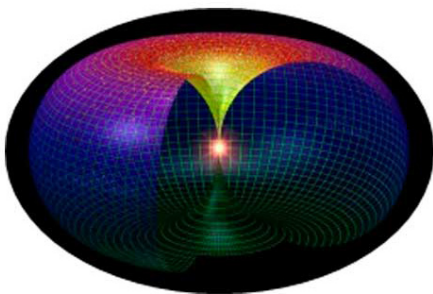
Human being toroidal representation



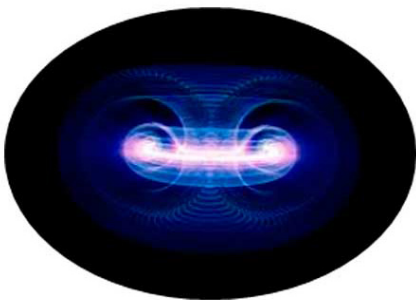
Planet Earth toroidal representation



Galaxy toroidal representation



Sun toroidal representation



Galaxy toroidal representation



Cosmos toroidal representation

# Chapter 4

## Chapter 4

# From the 7 Petals to the 13 Pillars for Peace

**From the 7 Petal School for Peace to the 13 Pillar Society for Peace in a higher octave of Consciousness**

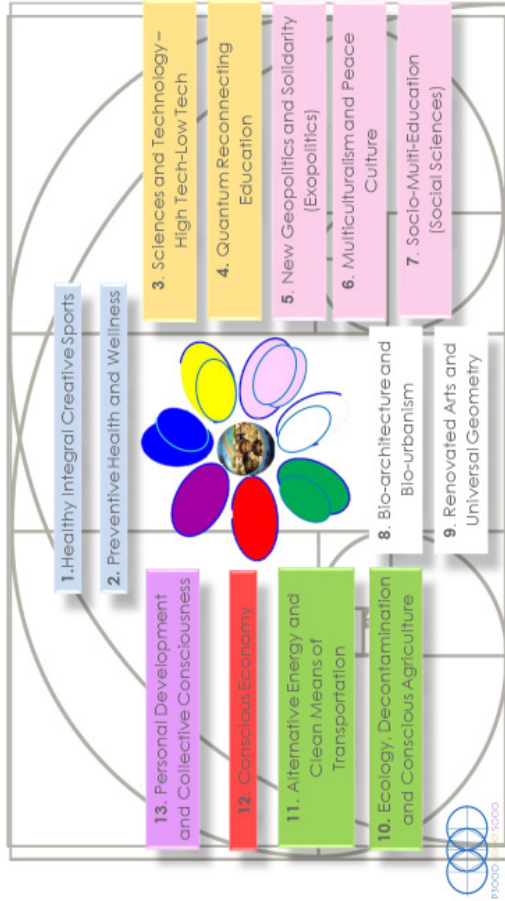
**The 7 Petal Schools for Peace** are part of a proposal of comprehensive schools for the third millennium, initiated by Educatiooon 3000 in 2014. It attends 7 indispensable levels of development of the human being –that is why the name of 7 Petals or 7 pedagogical areas

Please see the two volumes on this topic on our websites:

in Spanish:  
[www.p3000.info](http://www.p3000.info)

in English:  
[www.educatiooon3000.info/home](http://www.educatiooon3000.info/home)





## The 13 Pillar Society for Peace

Briefly, what the 13 Pillar Society consists of (and where we want to go) are developed in the following pages.

From the **Blue** Petal of the 7 Petal School for Peace, two pillars emerge:

1. **Healthy Integral Creative Sports.** It consists of developing awareness through body and movement. It allows a healthy body, balanced emotions and a clear mind.
2. **Preventive Health and Wellness.** Preventive health implies that everyone is responsible for their own health, both physically and emotionally. This pillar includes mass education on integral health by the media, humanized childbirth, conscious treatment of babies and breastfeeding, integral care of the elderly, humanized “death”, “energy” health research, among other programmes.

From the **Yellow** Petal of the 7 Petal School for Peace, two pillars also emerge:

3. **Sciences and Technology – High Tech-Low Tech.** It includes both the development of alternative and ethical High-Tech technology, Low-Tech, traditional Tech and quantum Tech and their respective transition programmes.
4. **Quantum Reconnecting Education.** The first steps are presented in the book Curricula 4LIFE. A curriculum for the third millennium... towards an Education in a higher octave of consciousness, book by Pedagoogia 3000 (Spanish version) that can be downloaded from [www.P40005000.info](http://www.P40005000.info)

From the **Pink** Petal of the 7 Petal School for Peace, three pillars emerge:

5. **New Geopolitics and Solidarity (Exopolitics),** with a new kind of inclusive, circular and transformative leadership.
6. **Multiculturalism and Peace Culture,** with programmes for cultural reconciliation (intra and inter-cultural ones), Peace culture, self-empowerment, circles including women, children, youth and elder

circles, and establishment of Ministries of Peace and Welfare, disarmament, among other proposals.

7. **Socio-Multi-Education (Social Sciences)**, which promotes a solidarity and ethical Society, at the local, national and international levels and a new restorative justice system.

From the **White** Petal of the 7 Petal School for Peace, two pillars emerge:

8. Bio-architecture and Bio-urbanism, based on bioclimatic, biomorphism, bionics, biomimicry, intelligent buildings, green architecture and bio-smart-cities.
9. Renovated Arts and Universal Geometry, including creativity, all “renewed” Arts, Universal or Sacred Geometry, music and all kinds of self-expression with heightened consciousness and beauty. It also aims to transform trades and work into arts, that is, “to do things consciously”.

From the **Green** Petal of the 7 Petal School for Peace, two pillars emerge:

10. Ecology, Decontamination and Conscious Agriculture. It includes sustainable bio-agriculture, healthy nutrition, superfoods (together with Pillar 2 Preventive Health and Wellness) and the creation of bio-gardens in schools, neighbourhoods, condominiums, pavements, parks, companies, green roofs, etc.; as well as vertical farms in cities.
11. Alternative Energy and Clean Means of Transportation, with advanced technology and clean energy source, clean transport and alternative technology.

From the **Red** Petal of the 7 Petal School for Peace, a pillar emerges:

12. Conscious Economy. It proposes a conscious economy, sustainable and rational production, and the renewal of the banking system.

From the **Purple** Petal of the 7 Petal School for Peace, a pillar emerges:

13. Personal Development and Collective Consciousness. This

pillar includes a wide range of activities and proposals for intra-personal growth, self-knowledge (Self-Sciences), healing and self-improvement.

## **Triad (Passage formula)**

The formula for this leap of consciousness is the following triad: knowledge, love, and service.

1. Knowledge is the key to opening the door of consciousness. It means searching, getting, and assimilating true information. In effect, each piece of information corresponds to “reintegrating a piece of oneself” and, therefore, it expands awareness. It connects us to the Truth.
2. Affection, empathy, kindness, and generosity (according to the degree of reliability) are what allow us to enter through the door (which was opened by knowledge). It connects us to unconditional Love.

3. And finally the earthly/cosmic service is what keeps us moving forward safely and in peace. Thus we are aware that we are one because of the “quantum entanglement”. It connects us to the Purpose.

# Chapter 5



## Chapter 5

# Quantum Educational Space 4000 5000

In this proposal of Quantum Educational Space, also called Educational Spaces of Resonant Education, the role of the teacher is reconfigured entirely. Their role is no longer to teach, design or direct activities, says Dr. Virginia Badillo, PhD in Pedagogy, in the book *CurriVIDA* (Curricula 4LIFE) by Pedagooogia 3000 / Educatiooon 3000, but rather to become a learning process companion.

### Then what?

One of their most important functions, the author continues, is to be a creator and facilitator of harmonious and motivating educational spaces. The educational space is not limited to the classroom, the sports court or the science laboratory, or the home in case of homeschooling or diverschooling.

From the perspective of Curricula 4LIFE, **the Quantum Educational Space 4000 5000** is the **time-space** in which the opportunity to learn from Life and the Universe itself is presented. Life is the school and the teacher-companion is able to generate the conditions for the student to organically interact with the object of knowledge. That is his/her Art.

In order to carry out their creative function, it is essential that the teacher-companion knows and becomes familiar with the aspects and different dimensions that affect them.

The main features of the Quantum Educational Space 4000 5000 (extracted from the book CurriVIDA by Virginia Badillo and Noemi Paymal) are as follows:

1. It's **energy and vibration**. In the universe, everything is energy and vibration, and both are transmitted to us. Students are highly perceptive and receptive to energy. The energy state with which the teacher enters the educational space is detected by the students.

As a result, it is not surprising that the same group of students behave differently with different teachers.

2. It is **systemic** because the student does not show up “alone” to the classroom; they bring with them their family and cultural baggage: beliefs, loyalties, values of belonging, blind loves, etc. For the student, their parents and their family system make up a constant reference. It is essential that the teacher-companion looks at all this with respect and acceptance, without judgments; only then, the student will be able to take what the Curricula 4LIFE offers to him. Like the student, all participants in the educational phenomenon go hand in hand with their family/ cultural system.
3. It's **quantum** because EVERYTHING is possible, and those possibilities are endless. Students' development and learning do not respond to Newton's law of cause and effect. Development does not occur in a simple and continuous progression;

it occurs in “leaps.” It goes beyond any forecast and the teacher-companion needs to be open to these infinite possibilities.

4. It is subject to the **Power of the Observer or Pygmalion Effect.**

Closely linked to the previous point, it is the enormous impact of any label or belief that the teacher has about the student. The observer transforms the observed, inevitably. Therefore, it is essential that the teacher-companion is aware that, in a large proportion, the results obtained by their students will be closely linked to their beliefs and prognoses. “We don’t see things as they are, we see them as we are.”

5. It is **holographic** because a part represents the whole. Students will often be able to understand a process or a phenomenon by just knowing one of its parts and it will be boring for them to have to go through the whole process, when in fact they have already reached the requested result. They are able to create “shortcuts” to the goal.

6. It is **epigenetic** because the quality of the environment in which the student learns is much more impactful in their development than merely didactic knowledge or techniques. A nourishing environment at a psychological and emotional level is capable of exponentially enhancing the development of any student.
7. It is governed by **Universal Laws** and, of course, the educational space is no exception. The teacher-companion who is familiar with these laws has many more tools and strategies for the creation of educational spaces that enhance the development of their students and their own. They already work with this data, vision, and love.
8. It gives rise to **Resonant Education**.



Facilitating and loving  
are the new roles of  
teachers.

# Chapter 6

## Chapter 6

# Application to Post-2020 Education

### Today's children

Today's children learn by leaps; that is, their learning process is similar to the process of electrons preparing for a quantum leap:

- First, there is excitement, in the form of an intellectual stimulus and/or impulses of the emotional brain, for example, through play, a challenge of any type, a strong emotion, an ancestral ceremony, etc.
- This, in turn, causes chaos, turmoil and apparent disorder.
- Then comes a quantum leap; that is, it is not gradual but instantaneous, similar to an insight phenomenon (or instantaneous understanding in a fast flash of gamma waves supposedly) to which psychologists allude.
- And a new order is established,



new knowledge is gained, new information is assimilated, a new level of consciousness is acquired.

To understand (and properly care for) today's children and young people, it is necessary to understand that:

- Their way of learning is nonlinear.
- Their need for chaos (which reflects the paradoxical nature of their need for proper order - 'Don't touch my stuff!').
- Their speed to acquire knowledge simultaneously.
- Their constant need for movement.
- And their demand for alternative and creative stimuli that are of an emotional-intellectual, playful-holistic and/or sometimes sacred-mystical nature.

A Quantum Reconnecting Education is based on new axioms including the fact that:

- There is instantaneous cellular information, based on photonic light. That is, information is immersed in energy, and the human being has the bio-molecular-energy mechanism to perceive and process it.

- Young children innately have access to complete complex data in bursts, or flash, using and training their right hemisphere from an early age.
- Most children today, especially those born after 2003 (although there are also isolated cases before this date), have innate psychic gifts that must be considered and addressed holistically in education.
- Today's children open unexpected paths towards multidimensionality (Paymal, 2006).

Argentinian researcher Luis Ángel Díaz, founder of the CMR, Cellular Memory Release, reveals that:

*Each point within the cellular memory contains the complete information of the holistic whole. This information is infinitely accessible to every cell of the body. If we reduce a cell to the level of the atom, we would see that it is made up of subtle beams of what has been called info-energy. This info-energy includes the physical, mental, emotional and spiritual*

*information that comes from every life experience, genetic inheritance and past generations. Nothing we experience escapes from being printed and engraved inside the cellular hologram. What we commonly call cellular memory is the collective cellular energy field, generated by these individual cellular memories. (Díaz, 2001)*

### **Neuro-aesthetic, a bridge to the leap of consciousness**

Neuro-aesthetics (Zeki, Semir. 2008) shows that artistic phenomena favour neuroplasticity, creativity, problem solving, and facilitate learning processes in general, with a sense of fulfilment and harmony.

It is important because art, as well as Universal or Sacred Geometry, can help the collective unconscious move from the field of duality towards integrating morphogenetic fields of **quantum uniqueness**, explains Dr. Semir.

In this sense, we could pose that the Right Hemisphere (Hemisphere of Arts

and Creativity) would function as a portal to infinite possibilities.

Some multi-level educational tools are: Sacred Geometry that can be multidimensional (i.e. learning geometry in 2D, 3D, 4D, 5D...), the Flower of Life and Merkaba studies, symbology, metalanguages, harmonics in music, blindfolded exercises, Self-regulation on emotional/mental level (activating/deactivating hormones by thinking), dream group where the imaginary world is discussed, Laws of co-creation, studying quantum models, visualising the desired future daily, practising positive affirmations, discipline, focus, responsibility and collaborative attitude, etc.

We can also use mathematics embedded in the immense variety of life forms. It underlies subtle mathematics beyond everything around us, from the growth pattern of a fern to the trill of birds, the arrangement of petals in flowers, the shell structure of certain molluscs and the spiral of a galaxy in the universe, to name just a few among hundreds of examples.

The so-called **Fibonacci** succession is one of the mathematical ways to find the common denominator between patterns and designs of nature.



## Conclusion and invitation

### Quantum or not quantum?

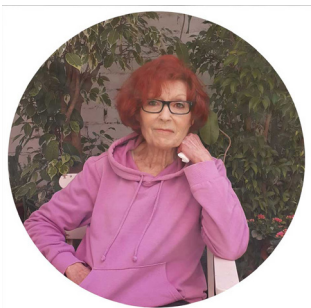
It does not matter what label we put on: quantum children, quantum education, quantum reconnecting educational spaces, etc. The intention is to transform education and help humanity raise its consciousness, and flood our homes and educational spaces (formerly called classrooms) with love and affection (even if we do not understand everything that is happening, or if we do not fully understand children).

**Unconditional love is the great “wild card”** because it always raises our consciousness and energy levels, which allows us to understand something spontaneously (cognitive level), order our emotions (emotional level) and to take the right decisions in practical actions (service and physical level).

This concerns us, the adults, greatly:

- Firstly, because we have a duty and a responsibility to rapidly and radically transform the educational system today.
- Secondly, because it implies a change for us as well. Deep inside, we have to learn to reconnect with our heart, with our essence and awaken the dormant gifts in our DNA.

The Quantum Reconnecting Education innately brings the new codes of the new society and its **Peace Culture**.



Ray Sorigué, Catalan researcher,  
with her broad vision and sensitivity,  
shares the following:

*Being a child now involves a great  
deal of responsibility. We are the last  
time travellers.*

*Living in harmony with the Universe is  
our desire.*

*For this, we need your help, your adult  
vision.*

*Give us a hand and together let us  
make a world of Light, Peace and  
Love. (Sorigué, 1998)*



# Glossary

## Autopoiesis

The term autopoiesis (from the Greek 'Self', and 'creation, production') refers to a system capable of producing and maintaining itself by creating its own parts. The term was introduced in 1972 by Chilean biologists Humberto Maturana and Francisco Varela to define the self-sustaining chemistry of living cells.

## Curricula 4LIFE

Comprehensive and flexible curriculum proposal, presented by Educatiooon 3000 4000 5000 in 2021, which offers innovative methodologies and content adapted to the post-2020 period and which promotes the creation of a new society with specific/down-to earth, creative, fun, multilevel and conscious pedagogical tools.

## Diverschooling

This term refers to various ways to facilitate learning for families and teachers who have decided to

be outside the traditional system. It includes different resources and innovative tools from the past, present and future.

### **Educatiooon 3000**

Educatiooon 3000 is known in Spanish as Pedagoogia 3000.

### **The 7P School or the 7 Petal School for Peace**

A proposal for comprehensive schools for the third millennium initiated by Educatiooon 3000 in 2014. It serves 7 indispensable levels of human development -that is why the name of 7 Petals or 7 pedagogical axes (See the two volumes on this topic on our website [www.p3000.info](http://www.p3000.info) / [www.educatiooon3000.info/home](http://www.educatiooon3000.info/home)).

### **Flower of Life**

It is the name given to a geometric figure composed of 19 complete circles of the same diameter and 36 circular arcs that form a set of hexagonal shape.

### **High Tech**

High technology, avant-garde

technology or advanced technology.

### **Low Tech**

Low technology, simple technology, local technology or/and ancestral technology. Low-technology is often traditional and non-mechanical, with low environmental impact, such as handicrafts and tools prior to the Industrial Revolution.

### **Multi-U or Multi-University 3000 4000 5000 for Peace**

It is a proposal by Education 3000 4000 5000 for the co-creation of a multicultural and multilevel University that researches and offers innovative and complementary subjects, oriented to the re-construction of a society of peace and solidarity, with responsible, pro-active and collaborative citizens.

### **P3000**

Abbreviation for Pedagoogia 3000, both in English and Spanish.

### **P4000**

Abbreviation for Pedagoogia 4000. It corresponds to the period 2020-2030.

## **P5000**

Abbreviation for Pedagogooogia 5000. It corresponds to the period 2031-2050. It includes the implementation of Socio-Multi-Education.

## **The 13 Pillar Society for Peace**

It is a project by Educationoon 3000 4000 5000 and the Educationoon 3000 International Network that proposes that Education leads to a society based on paradigms of solidarity and peace, with joyful, pro-active and harmonious citizens who actively and lovingly care for their planet and all the beings who live on it. It is divided in 13 pillars, or departments, or ministries, each with a specific function in synergy with the other pillars. The actions of all pillars reinforce the Peace Culture, individual and group well-being as well as environmental care in consciousness.

## **Socio-Multi-Education or SME**

It is a project by Educationoon 4000 5000, eMe (Global Link for New Education) and the Educationoon 3000 International Network which proposes to expand Education to all sectors of society and all ages, massively

supporting the population with updated information, based on new paradigms of solidarity and peace as well as on the 13 areas of the 13 Pillar Society for Peace.

## **Universal Geometry or Sacred Geometry**

An expression that refers to a set of extremely harmonious and perfect geometric shapes, geometrically and mathematically speaking, which are linked to a series of symbols, mega-knowledge and Universal Laws. These can be flat (2D), in volume (3D) and surely linked to more dimensions that we are invited to decode.

## **Vesica Piscis**

The Vesica Pisces (fish bladder, in Latin) is a symbol created with two circles of the same radius intersecting so that the centre of each circle is on the circumference of the other. This form is also called almond or mandorla in Italian.

It is the symbol of Education 3000 4000 5000 logo (in total there are 5 circles representing the number 5000).

## Bibliography

Betanzos, Isaac R.  
2020. Psicología Cuántica: Reformulando Tiempo, Espacio y Conexiones Interpersonales (Spanish Edition) Kindle Edition.

Del Socorro Mora, María.  
2014. Reflexiones sobre Neuroestética, Arte e Investigación. Revista del Instituto de Investigaciones Museológicas y Artísticas de la Universidad Ricardo Palma, Mana Tukukuq.

Franckh, Pierre.  
2010. La Ley de la Resonancia – Sbs, Librería Internacional.

Català Ferrer Lua.  
2011. Una nueva pediatra para los niños de hoy. Barcelona, España.

Capra, Fritjof.  
1975. The Tao of Physics: An Exploration of the Parallels between Modern Physics and Eastern Mysticism. Penguin Random House, USA.

Castañón-Gómez, Ricardo.  
2005. Cuando La Palabra Hiere. Grupo  
Internacional para la Paz. España -  
México - Argentina - Colombia - USA

Doman, Glenn and Janet Doman.  
2005. How to multiply your baby's  
intelligence. The Gentle Revolution  
Press. USA.

Dong, Paul y Thomas Raffill.  
1997. China's super Psychics. Marlowe  
& Company. New York, USA.

Fernández-Vidal, Sonia.  
2021. Desayuno con Partículas.  
2018. Las puertas de los tres cerrojos, I  
y II. Editorial: Destino Infantil & Juvenil.  
Grupo Planeta, España y Portugal.

Franckh, Pierre.  
2021. La Ley de Resonancia. Obelisco,  
España.

Goleman, Daniel.  
2001. Inteligencia Emocional. Editorial  
Kairós. España.

Laslov, Ewin.  
2008. Quantum Shift In The Global Brain:

How The New Scientific Reality Can Change Us And Our World. Rochester Vt: Inner Traditions (traducción en español, "El Cambio Cuántico", Editorial Kairós, 2009. España)

2007. El universo informado: La respuesta a los enigmas de la ciencia actual mediante una nueva teoría integral del todo. Ediciones Nowtilus, S.L. España.

2004. Ciencia y El Campo Akáshico: Una Teoría Integral De Todo. Ediciones Nowtilus, S.L. España.

Lipton, Bruce H.

2007. La biología de la creencia: la liberación del poder de la conciencia, la materia y los milagros. La Esfera de los Libros. España.

Manes, Facundo.

2020, BCC. <https://www.bbc.com/mundo/noticias-54719567>

Nogués, Inma.

2011. De lo físico a lo sutil. Ed. El siguiente paso. Barcelona, España.



Pribram, Karl H.

1991. Brain and Perception, Holonomy and Structure in Figural

Shichida, Makoto.

1995. Right Brain Education: The Education of Mind and Affection. Japan.

1994. Science of Intelligence and Creativity, Shichida Child Education. Japón.

1993. Right Brain Education in Infancy: Theory and Practice: Shichida Child Education. Japan.

1993. Babies Are Geniuses, Shichida Child Education. Japan.

Rosenberg, Marshall.

2006. Comunicación No Violenta - Un Lenguaje de Vida. Gran Aldea Editores. Buenos Aires, Argentina.

Zeki, Semir. 2008. Splendors and Miseries of the Brain. Love, Creativity, and the Quest for Human Happiness. Oxford: Blackwell.

# Educatiooon 3000

## Bibliography

Paymal, Noemi.

2022a. La Multi U. La Universidad de Mañana Hoy. Ed. Ox La-Hun / P3000. La Paz, Bolivia.

2017b. La Educación del Futuro ¡Ahora! Ed. Ox La-Hun / P3000. La Paz, Bolivia.

2017a. La Escuela de los 7 Pétalos, cómo implementar una Escuela para el Tercer Milenio. Tomo II. Ed. P3000. La Paz, Bolivia.

2016. La Escuela de los 7 Pétalos, para los niños/as de hoy y de mañana. Tomo I. Ed. Ox La-Hun / P3000. La Paz, Bolivia.

2015a. Pedagogooogia 3000.

Tomo II: Pedagogooogia 3000. Herramientas educativas bio-inteligentes y otras para el Tercer Milenio. Ed. Ox La-Hun / P3000. La Paz, Bolivia.

2015b. Los niños y niñas de hoy y de mañana: Aportes científicos fisiológicos, psico-emocionales y

neurológicos en los niños/as de ahora y la educación que necesitan (Compiladora: Noemi Paymal). Ed. Kier. Argentina.

2011. Cuadernos pedagógicos aplicados. Serie “La educación holística es posible”. Números 1 al 33. Ed. Ox La-Hun. La Paz, Bolivia, versión electrónica.

2008. Pedagoogia 3000. Guía práctica para docentes, padres y uno mismo. Quinta edición, revisada y ampliada. Versión interactiva. Ed. Ox La-Hun. Barcelona, España y La Paz, Bolivia.

## **Educatiooon 3000 Bibliography (various authors)**

Badillo, V. y Paymal, N. y colaboradores. 2021. CurriVIDA. Una currícula para el tercer milenio... hacia una Educación en una octava superior de consciencia. Ed. Ox La-Hun. La Paz, Bolivia.

Martinho Cláudia y Paymal Noemi (preliminary versión. 2020. Architecture

3000, Geometry and Consciousness for learning spaces. Design your school of the future, now... Ed. Ox La-Hun. La Paz, Bolivia, disponible en Amazon.

2013. Pedagogooogia 3000, en Pedagogías para la Práctica Educativa del siglo XXI. Tomo I Pedagogías integrativas. Universidad Autónoma del Estado de México. Grupo Editorial Miguel Ángel Porrúa. Toluca, México.

Espinosa Manso, Carlos, Walter Maverino y Noemi Paymal. 2007. Los niños y jóvenes del tercer milenio. Guía práctica para padres y educadores. Ed. Sirio. España. Segunda edición, 2013.

## Pocketbooks

2021a. Qué hago con mi hijo/a. ¿Cómo educar a los niños/as de hoy y de mañana? Educación post-2020. Ed. Ox La-Hun / P3000. La Paz, Bolivia.

2021b. Qué es Pedagogía 3000 4000 5000. Ed. Ox La-Hun / P3000. La Paz, Bolivia.

2019. Qué es Pedagogía 3000. Ed. Ox La-Hun / P3000. La Paz, Bolivia.

2017. Anku y Anka. Ed. Ox La-Hun / P3000. La Paz, Bolivia.

2016. Paz 3000. (Chavarría Licón, Nelly y Noemi Paymal). Ed. Ox La-Hun / P3000. La Paz, Bolivia.

2011. La Escuela de los 7 Pétalos. Ed. Ox La-Hun / P3000. La Paz, Bolivia.

2010. Pedagogía 3000 y la Expansión de Conciencia. Ed. Ox La-Hun / P3000. La Paz, Bolivia.

2009. ¿Cómo recibir a los bebés de hoy? Ed. Armonía. La Paz, Bolivia.

2008. Kiero Kambiar y... ahora sé cómo. Ed. Ox La-Hun / P3000. La Paz, Bolivia.

2007. Pedagoogia 3000 en 13 pasos fáciles. Ed. Ox La-Hun / P3000. La Paz, Bolivia.

2006. ¿Qué hago con mi hij@? Ed. Armonía. La Paz, Bolivia.



## About the author

Noemi Paymalisa is a French anthropologist and founder of Educattion 3000/Pedagooogia 3000. She lives in Bolivia. She has given lectures and workshops in more than 56 countries. She is the author of about fifteen books (some translated into more than 7 languages) and about 550 videos on a new, conscious, comprehensive and collaborative education that makes children and young people happy, proactive, creative and responsible, thus co-creating, among all, a new society of peace and solidarity.

# Contacts

## Websites

In Spanish

[www.p3000.info](http://www.p3000.info)

[www.p40005000.info](http://www.p40005000.info)

In English

[www.educatiooon3000.info/home](http://www.educatiooon3000.info/home)

[www.pooortal.info](http://www.pooortal.info)

(under construction)

## YouTube Channels

In English: Educatiooon 3000 in different languages

In Spanish: Pedagoogia 3000

## Facebook

In English: Educatiooon 3000 4000 5000  
in English

In Spanish: Pedagoogia3000 oficial

## E-mail

[info.pedagoogia3000@gmail.com](mailto:info.pedagoogia3000@gmail.com)





