

# **MULTIFACETED DIVERSITY-DISCRIMINATION-DIVIDE DISPARITIES DILEMMA AND 20|20 EDUCATION FOR ALL**

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## **ABSTRACT**

Diversity is both a celebrated and controversial issue affecting human life and wellbeing notably in the education arena. It is a celebration when people and partisan parties recognize and respect the multifarious human diversity factors to assimilate them into an integrated society living, learning, and sharing in peace and prosperity. It is a controversy when these multifarious diversity chains and linkages are broken through discriminatory differences and divides leading to disharmonious disparities and potentially endangering sustenance and survival. HEIs or governing parties have strived to recognize and respect diversity in the education playgrounds through a set of myopic lens leading to a set of myopic policies that deal with a specific diversity variable as opposed to a multifaceted approach. This myopic approach has consistently been a “pretense” of actions that leaders and governing parties address diversity albeit on a specific diversity variable. To address this issue, this paper proposes to convene an academic discourse of (1) the contemporary Diversity and 20|20 Education; and (2) by re-looking at the diversity interplays with intermediating multifaceted diversity-discrimination-divide multifaceted variables of an often overlooked 4 human-systemic external personal-personifications, psycho-pretense, political-pretense, and power-posture dimensions and 20|20 Education. These interweaving and interlocking relationships across all these human-systemic based variables are discussed with 4 sets of the hypothesis that can lay the groundwork of future researches into the contemporary diversity factors that are complicated by the multifaceted relational variables effects. While there can be multifarious relationships across variables, coming up with a set of findings, implications and recommendations is still within the context of the realities of these operands within a set of unique societal constraints and accepted norms, of which this paper will not venture into due to the complexity of the human-systemic multifaceted factors.

**Keywords:** Contemporary Diversity and 20|20 Education Framework, human-systemic factors of personal-personifications, psycho-pretense, political-pretense, and power-posture dimensions

## **Introduction**

William Shakespeare's 1599 "All the world's a stage, and all the men and women are merely players" is as apt in the past as in today's local, national and international stages showcasing of splendors and turmoil whereby humans are the manifold stage actors with multifaceted and exceedingly diverse demographic credentials. The stages and actors are still as diverse as in the past but more drastically and dramatically painted due to the availability and access to confounding and bewildering successes and sufferings of the through multiple diverse stage actors' acts in a different hemisphere of the world.

Genetically, every race has the same coloring pigment, melanin, in their skin. Regardless of being Africans, Europeans, Americans, Asians, Black, White or Yellow heritages, all have the same skin pigment. All people have about the same number of melanocytes with the main difference being people with darker skin had more melanin present in their skin, thus the skin great variety amongst population groups and individuals. (Just Facts, 2020; World Book, 2019; Wierzbicki, 2015). This shall mean that mankind is the same species, and regardless of the multifarious diversity factors, they shall live harmoniously as brothers and sisters. But history has told of many stories that these very diversity factors are the very reasons for discriminations and divides across the human life spectrum.

Human's fundamental equality right is echoed by the U.S. governance framework in "... government of the people, by the people for the people" and "... proposition that all men are created equal" as enshrined by U.S. President Abraham Lincoln's Gettysburg Address. Over the centuries, the 1863 Gettysburg's lofty ideals of governance and equality have given way to the 21<sup>st</sup>-century discriminations and divide of diverse people across the disparate scale and scope of age, gender, race, religions, income-wealth, ethnics, and others. These disparities and inequalities affecting the norms and standards of "decent" human lives and education have paved the way to key international or national legislations. Some of the more prominent education access and equality frameworks to address the present day's diversity issues are the: (1) 9 protected areas of discriminations of "The Equality Act 2010" (EHRC); (2) 2015 UNESCO's Education For All (EFA), agreed by 155 Governments on universal primary education and gender equality in education with the SDG 4-Education 2030 focusing on increased and expanded access, inclusion and equity, quality and learning outcomes at all levels; (3) No Child Left Behind Act of 2002 (NCLB).

Diversity underpinning the cherished "Education for All" Agenda is still in disarray over the years as shown by the UN, internationally, or nationally sponsored bills. As noted by some of the key bills above, tackling the issues and dilemma is facing an uphill battle against diversity disparities, divides, and decimations. Each nation tackles diversity-discrimination-divides-decimations in its way within its context through its legislations. These have grown more difficult through internal-external migration and refugees asylum seekers compounding national

diversity issues as illustrated in the migrants' crisis in Europe that is better documented than internal migrations or those in Asia-Pacific.

In 2020, the diversity-discrimination-divides-decimations issue is compounded by a natural pandemic, the Covid-19, which is used to illustrate the human-systemic factors of the diversity-discrimination-divides-decimations affecting 20|20 Education for All in this paper discourse. Seemingly, the Covid-19 health pandemic does not discriminate against humanity as it has affected all countries, all races-ethnicity-social standing, income-wealth brackets, and all age-gender groups. Interestingly, early data showed definitive “discriminating and decimating” fatalities on the diversity demographic factors. On the race-ethnicity-colors front, April-October 2020 US data reported a disproportionate 60% to 70% death rate of “colored people” in certain states of Louisiana, Illinois, Michigan, etc., where these groups, make up only 20% to 35% of the states' population. Experts hypothesized the cause of the higher death rates due to high-density areas where the lower-income impoverished-marginalized colored groups live. In other countries, the main lower-income impoverished-marginalized racial-ethnic groups are those centered in high-density slums, refugees or migrants squeezed into limited small habitats in refugee camps seeking safety-security-sustainability from displacements-conflicts hotspots. Due to their lower social class status or racial-ethnic-political conflicts induced displacements or income-wealth marginalization, these race-ethnics-colors groups have lesser availability, accessibility, and affordability to the high cost of health care that undermines their daily livings albeit their education or their children's education prospects or aspirations. On the gender factor side, world data also showed that the females are hit harder than males as hypothesized of their biological but predominantly behaviors that fall into the personal-personified or psycho-pretense terrains. On the age factor issue, early Eastern and European data also showed that the group hardest hit are those in the higher age bracket of 65 and above with chronic health issues, but later data also showed that younger people and children are also open to the fatalities of this pandemic. Covid-19 has also resulted in 40+ million filings for unemployment in the U.S. from Mid-March to May 2020 thus furthering the financial losses undermining livelihoods where survival is the name of the game rather than 20|20 Education for All.

Most developed countries, topping the pandemic list, report higher than ever unemployment rates, highly reduced GDP moving into economic contraction or recession with economic growth missing their targeted projections. Hard-hit countries resorted to the use of fiscal and monetary policies to save and sustain their economies. This health pandemic shows that diversity issues know no boundary of discrimination-decimation due to the divides of their race-ethnics-colors and related income-wealth impoverization-marginalization. The pandemic is compounded by the BLM (Black Lives Matters) and anti-racism protests centered in the U.S of police brutality that has been taken up globally in solidarity with discriminations-divides on a race basis. On the education front, countries are fighting to find a safe and sound environment to balance the learning-life endeavors of children and universities students. These further the case that the diversity issue and its impact on the education front is a multidimensional and multifaceted issue

that cannot and should not be dealt with independently and should be re-looked and addressed at the root cause.

### Multifaceted DDDD (Diversity-Discrimination-Divide Dilemma) factors of 20|20 Education for All

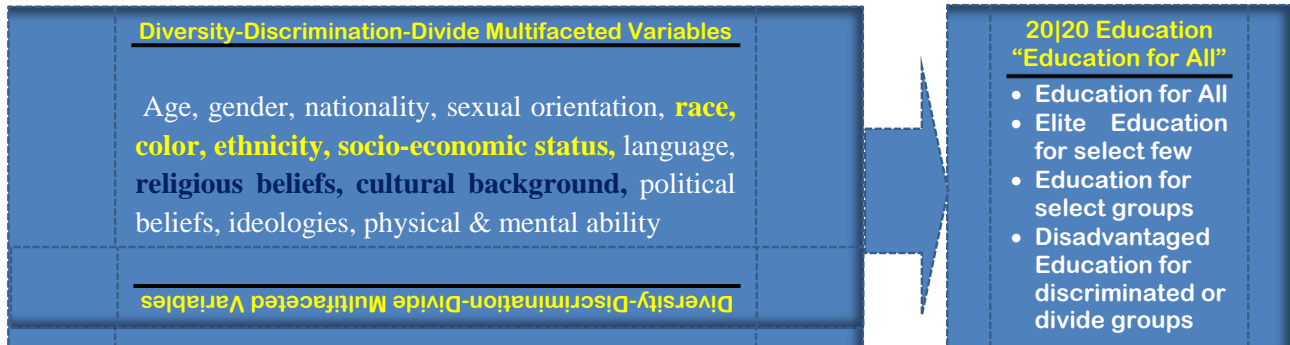


Figure 1: Proposed Contemporary Diversity and 20|20 Education Framework

Diversity is much more prevalent in the Western Hemisphere than in the Eastern Hemisphere even though diversity exists in all countries and continents. This is evidential in the diversity researches (Triandis, et.al., 1994; Knippenberg & Schippers, 2007; Knippenberg, & Mell, 2016) or of actions by governments, international organizations, or NGOs on these issues that are more predominant and documented in the Western than Eastern world societies. These researches and actions normally highlight more complex conceptualizations of diversity issues of race, religious beliefs, color, ethnicity, and gender while those related to political beliefs-ideologies, socio-economic status, cultural background, physical & mental ability are scantily covered but beginning to be given more attention. One of the issues is that most diversity factors are dealt with independently as opposed to inter-related or integrated aspects. This is especially so in the fact that the race-color-ethnicity, socio-economic status, and religious-cultural beliefs are much more related than unrelated that should be looked at from its multifaceted perspectives. This inherently means that dealing with diversity issues needs to be dealt with as inter-related and interdependent multifaceted constructs of many-to-one or many-to-many relationships rather than a one-to-one relational construct impacting on 20|20 Education for All. This serves as the rationale of the proposed contemporary diversity multifaceted variables related to the 20|20 Education for All approach of this research paper (Figure 1).

Knippenberg and Mell, (2016), highlighted two important challenges in moving the diversity research field forward in two key areas of (1) integrating diversity research with its emphasis on diversity in relatively stable attributes – *trait diversity* – with research in more state-like composition variables – *state diversity*; (2) integrating research in compositional diversity with research on *emergent diversity* – diversity in team interaction processes and team emergent

states. Based on this multifaceted interrelatedness of the diversity constructs, this paper proposes to relook the diversity issues from two main additional vectors:

1. **Contemporary Diversity-Discrimination-Divide Dilemma (DDDD)** – Diversity in itself is celebrating the uniqueness of the human species. Adding discrimination to diversity transforms it to be a disparate beast that needs reigning in, and adding divide to the diversity-discriminating beast is the divide issues pervading all levels of societies as decimating disasters. These DDDD inter-related factors are presumably undermining the success of the 20|20 Education for All, that favors elitist or special group “access” to elitist and potentially “higher quality” education due to better resources as opposed to the lofty aspirations of 20}20 Education for All.
2. **HS (Human-Systemic) Factors interplay in HS-DDDD (Diversity-Discrimination-Divide Dilemma) Equation** – Compounding the DDDD issue is the often overlooked human-systemic vectors of personal-personifications of the individual and his/her psycho-pretense innate behaviors and actions that only is known to the individual himself or herself. A simple display is the claims to the 1<sup>st</sup> Amendment of the U.S. and other countries’ “rights civil codes” as to the protection of several basic liberties — freedom of religion, speech, press, petition, and assembly. The issue is simplistic in that everyone can claim this basic right that is legally correct but often overlooked is the “selfish” psycho-pretense practices that infringe on others’ rights, thus causing personal-partisan clashes of ideologies-beliefs and societal havocs. There are still the human codes that science can never unlock through psychological or behavioral studies that can only shed light on certain assumptions to understand the human codes. When the human works within its social systemic domains of the political-precepts and power-postures, as political-partisan camps, sectarian-religious groups, and elitist-activist groups, “crowd herding” mentality rise to the forefront that can either break or help the diversity issues. These human-systemic factors, though seemingly unrelated can have potentially great effects on the DDDD and compounding the DDDD issues thus making Education for All being affected by them is mostly in destructive or negative ways.

### **Discussion and Analysis of Contemporary DDDD (Diversity-Discrimination-Divide Dilemma) factors**

Thomas Jefferson’s U.S. Declaration of Independence (1776) "all men are created equal" has been called an "immortal declaration", but in reality, “all men are born unequal” into differing spectrums of elitist-egalitarian, black-white, high-low income-economical-social status-ethnicity-caste, the root cause of all diversity issues. Due to this inequality of the human’s birth rights of being “born into differing strata of society with differing attributes-characteristics”, these

underpin the beauty-beastly-decimating aspects of diversity, as advocated in the following section.

**a) Diversity as celebrated uniqueness**

The concept of diversity encompasses acceptance and respect that each individual is unique, and has individual differences. Diversity encompasses all those differences that make us unique, including but not delimited to age, race, gender, color, ethnicity, language, nationality, sexual orientation, religious beliefs, political beliefs, or other ideologies, socio-economic status, cultural background, and physical and mental ability (Diversity.com, 2020; QCC 2020). Diversity is a reality created by individuals or groups from a broad spectrum of demographic, pragmatic-realistic, and philosophical differences that need full understanding and appreciation, and that each individual or group is unique and different that needs to be recognized and respected. It is this very unique “difference” that needs to be “celebrated” as “individualistic beauty”, so diversity in itself is an untarnished beauty.

**b) Diversity-Discrimination as disparate beasts**

“Discrimination means treating a person unfairly because of who they are or because they possess certain characteristics” (EOC, 2020). Under similar circumstances, discrimination (EOC, 2020; EHRC, 2010) (Figures 2 and 3) can occur in the following forms: (i) **Direct Discrimination** is when a person is treated less favorably than others, e.g., you have the qualifications and experience necessary for the job but your application is turned down because you are ‘too young’ or ‘too old’ or just based on the color of “skins” that automatically put you in the lowest categories of jobs; (ii) **Indirect Discrimination** is whereby a rule or policy puts you at a disadvantage as compared to others, e.g., an organization includes a clause that forces all employees to work on Sunday or Friday that is unlawful to a certain religion to work on these holy days; (iii) **Discrimination by Association** whereby one is treated unfairly because someone you know or are associated with has a protected characteristic. This may be construed as discrimination by association, e.g., being refused certain service because of being in the company of someone who belongs to a particular race; (iv) **Discrimination by Perception** is receiving unfair treatment because someone thinks you belong to a group with protected characteristics or experiencing discrimination by perception e.g., an agency refuses to provide service to a heterosexual because of perception as gay due to misconceptions about how gay people look, dress or behave; (v) **Harassment** that comprises of unwanted behavior making another person feel offended, humiliated or intimidated through physical gestures, abuse, jokes, spoken or written words or offensive emails and expressions e.g., male passing sexual comments or telling unwelcome jokes within earshot of a female; and (vi) **Victimization** whereby one is treated badly or subjected to detriment because of complaint or supporting discrimination, e.g., one is denied training or advancement avenues at work because one filed a sexual harassment complaint against your boss.

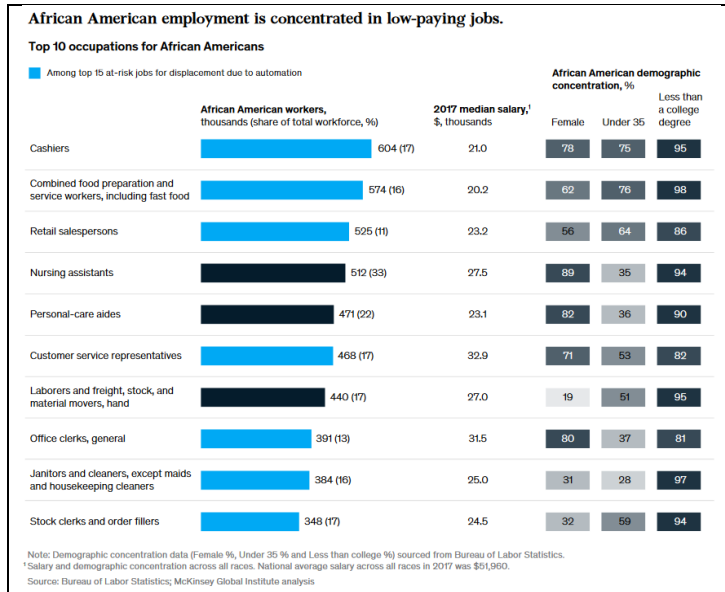


Figure 2: Discriminations of African Americans in low-paying jobs

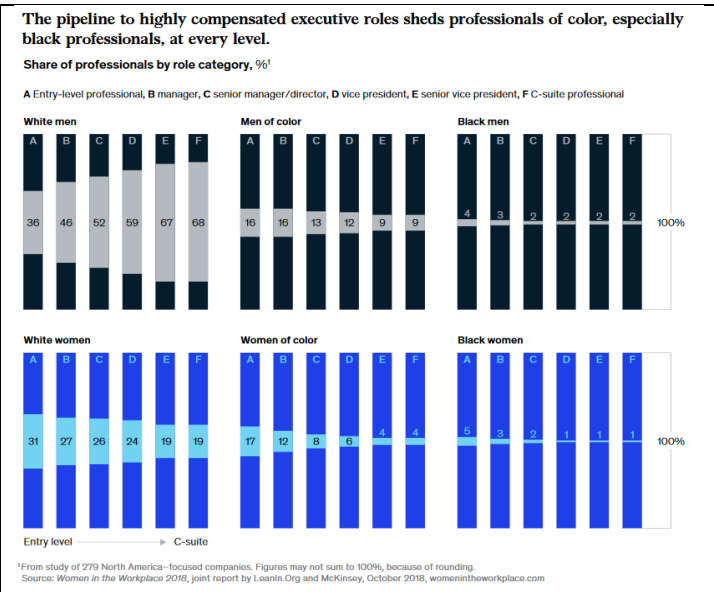


Figure 3: Executive roles based on the shed of colors & gender

A sample US statistics of the African Americans are concentrated in the low paying job (Figure 2) with a 2017 median salary for the top 10 low paying occupation as 2/10 more than USD 30,000 but below USD 35,000; 2/10 above USD 25,000 but below USD 30,000 and 5/10 below the USD 25,000, which means that 50% are in the lower 50 percentiles of the 10 low paying job. The demographics of these African Americans in the 10 low-paying jobs are 1) 8/10 have less than college education; 2) 6/10 are under 35, and 3) 7/10 of them are female. A distinctive show of racial and gender discriminations in highly compensated executive roles of men and women (Figure 3) are the profiling of jobs of (1) high 46% to 68% of managerial, senior manager/director, vice president, and c-suite professional are white men with less than 5% of these being black males; (2) less than 30% white females are in these executive roles and 5% or less for black females. As such, Discrimination added to Diversity can potentially be a highly disparate-divisive beast.

**c) Diversity-Discrimination-Divide as decimating disasters.**

Divide added to the Diversity-Discriminating factors are decimating disasters. Historical shreds of evidence of these are abundant as highlighted below from the established:

- (i) **Class divides** – This essentially is the defined but not definitely “abolished” class that a person is “born into”. A key illustration is the Indian caste system compounded by the colonial suppressions resulting in 4 castes with the lowest being the “Shudras”, with other “caste” systems documented in other countries like the old Japan, Korea, Balinese, Pakistani, Nepalese, Sri Lankans, Yemeni, African Countries, Latin American (New World Encyclopedia, 2019). A key often forgotten discriminated group based on race-ethnics are the Australian aborigines, the Borneo “Orang Asli”

(indigenous people) to the American tribal natives or Amazon tribes, and many others. This diverse race-ethnicity that is also based on minority groups from China to Europe has been the cause of countless mass murders, politicides, and genocides. In the U.S., Black families begin with lower endowments of equity capital because of differences in rates of inheritance that is 2.6 times in share of the population (8 % against the whites at 26% at the 2018 levels) and the 2016 average inheritance value which is 2.3 times (at 236,000 USD as compared to the blacks 83,000 USD) (Noel, et.al., 2019). The class divides due to race-ethnicity directly affect the types of education access impacting on the 20|20 Education for All. Time and again, these groups lack the capacities and capabilities to fight for their basic human rights and education rights.

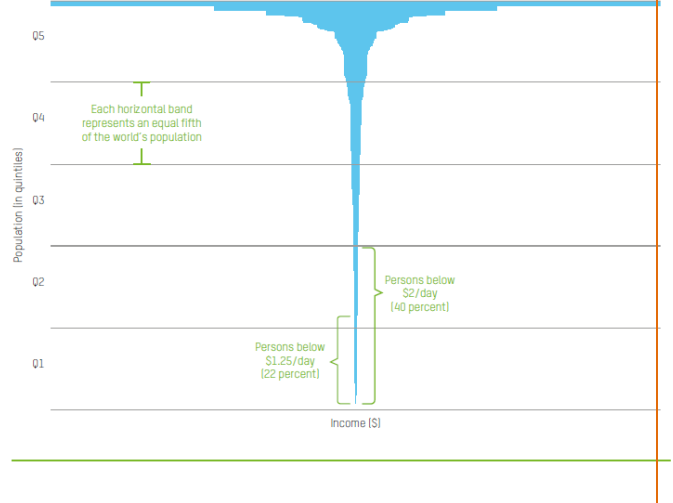
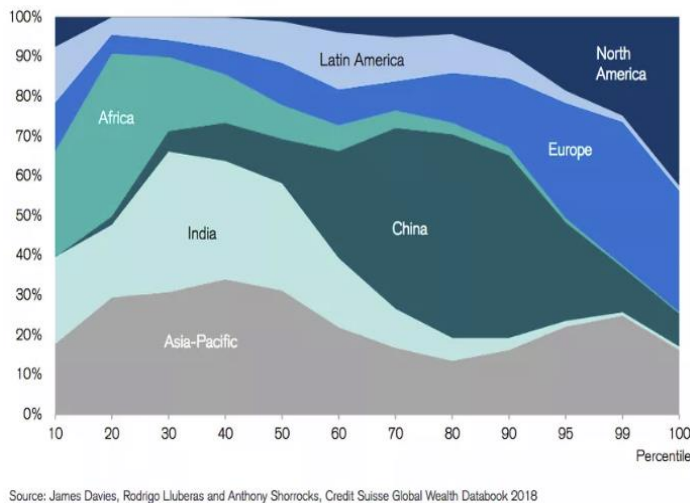


Figure 4: Regional Global Wealth in 2018

Figure 5: Global Income by Percentile of Population (USD)

- (ii) ***Income-wealth divides*** – The wealth divide has existed since eons ago where wealth & inadvertently the elitist royals that separate the poor on a racial basis (Noel, et.al, 2019) are established through war exploits. While this “old wealth” is the present-day’s royals-elites gentries, we have the upcoming “new wealth” created through legitimate-illegitimate business exploits. This is the present-day norm of the class divides of the moneyed/non-moneyed or races (Figure 4) through the economics of income-wealth classifications-distributions of income class (e.g. upper-middle, middle-middle, or lower-middle-income brackets). On the global income-wealth issue, the ‘Champagne Glass’ Global of Income by Percentile of Population (USD) shows 62% of people earning \$1.25 to \$ 2 per day (Figure 5) indicating how much global income is concentrated at the very top that is in North America and Europe, while the vast majority of people in Africa, India and Asia-pacific take a comparatively meager share of global income that forms the ‘stem’ of the glass (Cummins and Ortiz, 2011) (Figures 4 and 5). Black Americans can expect to earn up



to \$1 million less than white Americans over their lifetimes. (Urban Institute, 2017) (Figure 6). China as a growing economic giant has a greater share of the “middle class” growth. This ‘Champagne Glass’ reality in effect underscores the immediate diversity issues of discriminations and divides attributable directly to income disparity or wealth disparity across all countries.

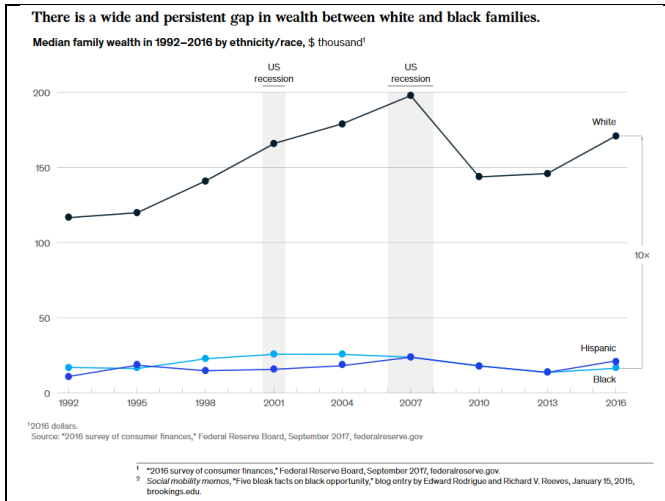


Figure 6: Wealth Gap of US Whites and Blacks

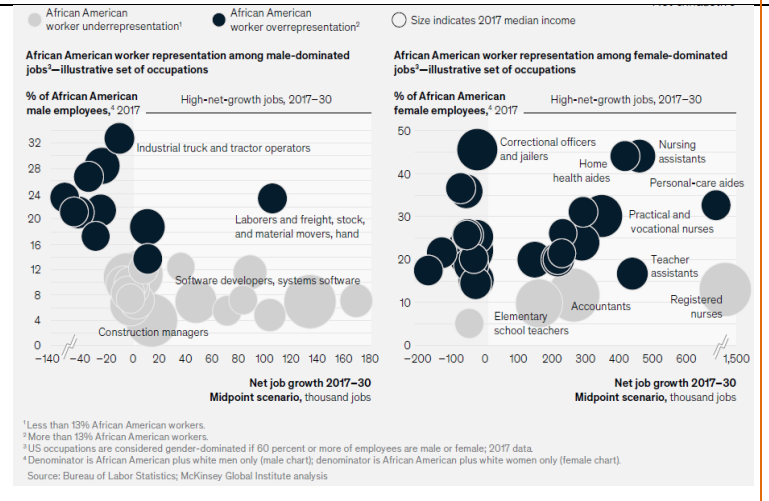


Figure 7: 2017 Median Income of African-Americans in Male-Female dominated jobs

**LGBTQ+ women are underrepresented at every stage of the management pipeline, considerably worse than LGBTQ+ men's representation.**

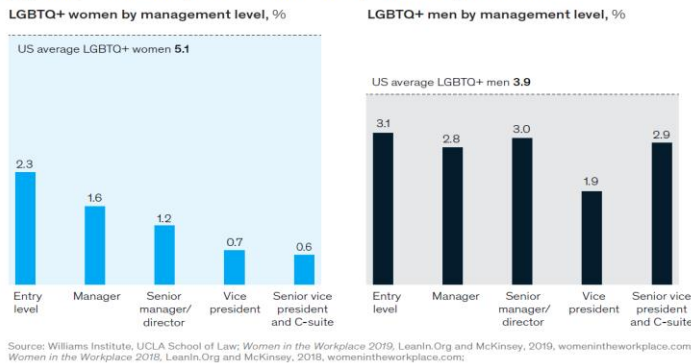


Fig. 8 LGBTQ & women representation in management

**LGBTQ+ women—especially women of color—are dramatically more likely to experience being an ‘only.’**

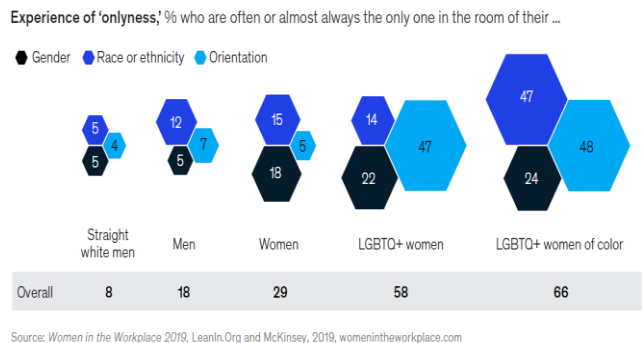


Fig. 9 LGBTQ & women “only” experience

(iii) **Gender divide** (Cook, et.al., 2019; McCulloch, 2017) – This is the running battle of the sexes of the “glass ceilings” and past suffragettes and into the 21<sup>st</sup> Century “Me Too” movements as classic examples. It has been said that it will take 280 years for women to attain gender equality. This is compounded by a new and revitalized coming out of suppressed “sexual orientation” of the LGBTQ (Lesbians, Gays, Bi, Transsexuals, and Queers) calling for equalities and equity recognitions and respects (Fig. 8). There is a disparity and potential discriminating factor of the LGBTQ of the women “onlyness” at 29%, LGBTQ & women “onlyness” at 58%, and LGBTQ & women of color “onlyness” at 58% as compared to men or straight white men (Fig. 9). In terms of management representation, LGBTQ & women are under-represented at

all levels of the management hierarchy as compared to men. Even in the Covid-19 pandemic, the women are not spared, as more women-dominated jobs in the education, human health and social services, wholesale and retail trade, accommodation, and food services are not spared in the industries that face higher decline during this period where they are the breadwinners (Fig. 10).

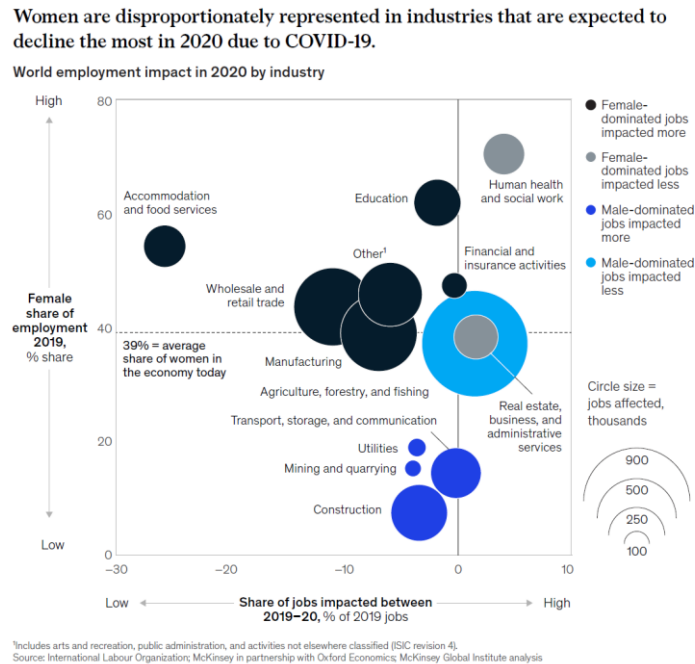


Fig. 10 Impact of Covid-19 on women’s representation in different Industry

- (iv) **Displacement as a decimating Diversity issue** – GRID (2018) reported that in 2017, 30.6 million across 147 countries and territories are displaced through disasters or conflicts of which 18,780,000 are people displaced by disasters | 11,774,000 are people displaced by conflict. Key geographic distributions of displacement are: (1) The Americas 4,476,000 | 457,000 (16.1%); (2) Europe and Central Asia 66,000 | 21,000 (0.3%); (3) Middle East and North Africa 233,000 | 4,485,000 (15.4%); (4) Sub-Saharan Africa 2,561,000 | 5,472,000 (26.3%); (5) South Asia 2,840,000 | 634,000 (11.4%); (6) East Asia and Pacific 8,604,000 | 705,000 (30.5%). The ten worst-affected countries accounting for more than a million new displacements each are China, the Philippines, Syria, the Democratic Republic of the Congo (DRC), Cuba, the United States, India, Iraq, Somalia, and Ethiopia. The number of new displacements associated with conflict and violence almost doubled, from 6.9 million in 2016 to 11.8 million in 2017 with Syria, DRC, and Iraq together accounting for more than half of the global figure. 18.8 million new internal displacements associated with disasters were recorded in 135 countries and territories. Weather-related hazards like hurricanes-typhoons induced or seasonal flooding and natural disasters of earthquakes, volcanic eruptions triggered the vast majority, with floods

accounting for 8.6 million and storms 7.5 million. China, the Philippines, Cuba, and the United States were the worst affected.

Skretteberg's (2019), "2019 will be another year of crises", noted that at the start of 2018, 68.5 million people were displaced by war and violent conflict with little evidence to suggest its decrease in 2019. The relentless conflicts areas are in: (1) Africa & Sahel regions like Sudan, Central African Republic (CAR), Cameroons, Democratic Republic of Congo, Mali & Libya (2) Europe as the key recipient of migrants and refugees, (3) the Middle East particularly Yemen, Syria, Palestinian (4) Central America like the Northern Triangle of El Salvador, Guatemala, and Honduras, Columbia, Brazil, Ecuador, Peru and Venezuela (5) Asia like the Rohingyas, Uighurs, Afghanistan, whereby these conflicted areas could be resolved by political solutions that require political will. The problematic reality is the rich countries' lack of will to stand up for the world's vulnerable, displaced people as shown by the great gap between humanitarian needs and funds made available by the international community. The number of people needing humanitarian aid in 2019 has increased by 132 million, but only 52% of promised funds were realized in 2018. The most recent commitment of funds is to the 2020 Lebanese port disaster, but with conditions that are awaiting fulfillment.

All these displacements through conflicts or natural disasters have brought about untold sufferings and shortcomings to the already impoverished people with little to no access to basic life necessities thus impacting 20|20 Education to All.

### **Proposed Human-Systemic Factors of DDDD (Diversity-Discrimination-Divide Dilemma)**

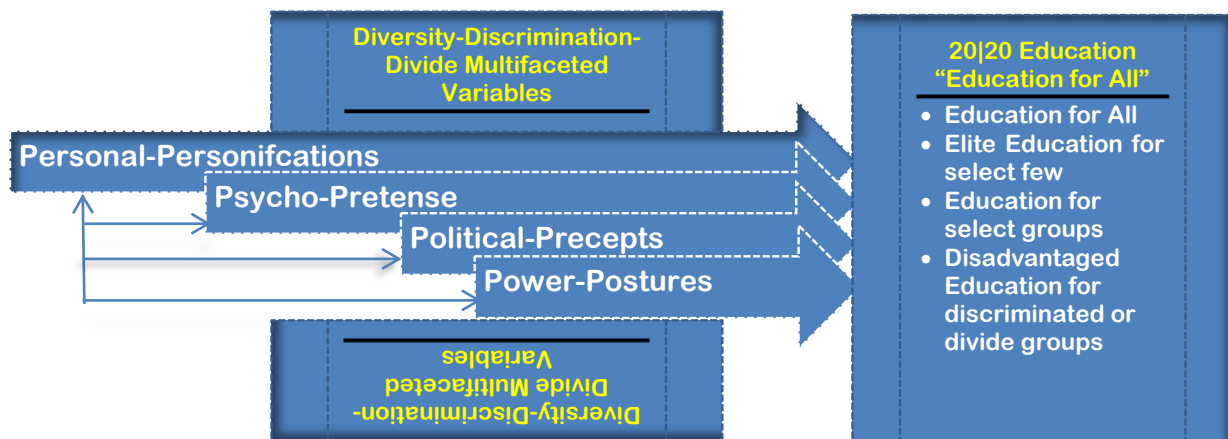


Figure 11: Proposed Contemporary Human-Systemic DDDD and 20|20 Education Framework

While the DDDD (Diversity-Discrimination-Divide Dilemma) has normally been reviewed and researched (Triandis, et.al., 1994; Knippenberg & Schippers, 2007; Knippenberg, & Mell, 2016; Cook, et.al., 2019; Cummins & Ortiz, 2011; Diversity.com, 2020) as issues, they are done as independent constructs, albeit all the diversity factors within the DDDD are inherently interdependent. These interdependencies have been discussed in the previous section defining the decimation-divide dilemma based on the intertwining diversity constructs. While these diversity issues have been addressed independently through governmental, international organizations especially those under the United Nations Charter, independently funded international or local NGOs, and charitable or adversities groups, they are only able to provide solutions within their line of sight and operations, representing the tips of the icebergs. Often overlooked are the cause-effect issues of the root cause of the DDDD that can potentially be the mitigating factors compounding the DDDD issue. This paper intends to look at four potentially human-based leading to systemic-based constructs that can potentially compound the degree or prevalence of the DDDD issues. In addition, it uses the Covid-19 pandemic to illustrate the interplay of the four sets of Human-Systemic factors with diversity factors that affect the 20|20 Education for All agenda.

Based on these four human-systemic based constructs affecting the DDDD (Fig. 11) and ultimately the 20|20 Education for All, this paper proposes four main hypotheses:

**Hypothesis 1:** There is a multi-directional relational effect of the 4 external personal personifications, psycho-pretense, political-precepts, and power-posture factors on the intermediating diversity-discrimination-divide multifaceted variables.

**Hypothesis 2:** There is a direct relational effect of the intermediating diversity-discrimination-divide multifaceted variables on the 20|20 Education for All.

**Hypothesis 3:** There is a direct relational effect of the 4 human-systemic personal-personifications, psycho-pretense, political-precepts, and power-posture factors on the 20|20 Education for All.

**Hypothesis 4:** There is an effect of the 4 human-systemic personal-personifications, psycho-pretense, political-precepts, and power-posture factors on the intermediating diversity-discrimination-divide multifaceted variables on the 20|20 Education for All.

This paper recognizes the fact that these hypotheses cannot be “realistically tested empirically” in the real world environment as most people, nations, and leaders go into a state of denials, live in their elite bubbles for their self-interest when alleged of doubtful integrity, ethics & honesty. They ensnare and enlarge their opportunistic fortunes, exercise their power through positions or monetary favoritism through partisan politics and groupthink, and the creation of conspiracy theories and fake news. This does not mean that there is no evidence, as the everyday happenings of these discriminations-divide-decimations are real happenings in the daily life of all nations

and people who are next to being powerless to fight against them but “forced” to accept them as part and parcel of human sufferings in their short life span and journey on earth. But at the same time, there is also optimism with few cases that shine through these 4 human-systemic Personal-Personification, Psycho-Pretense, Power-Postures, and Political-Precepts interplaying foggy factors. As such, this paper aims at highlighting and providing an academic discourse rather than an empirical measure of the recurrent diversity issues that are supported by the vast real-time happenings affecting diversity and the potential interplay of these 4 human-systemic factors, that is potentially herculean and impossible to be tested in empirical studies. This academic discourse is provided below.

## **Academic Discourse and Analysis of the Human-Systemic Factors influencing diversity and affecting 20|20 Education for All**

### **(a) Personal-Personification Dimension**

As scientific DNA has proven, no two individuals are the same and each person has his/her own sets of genes, genetic beliefs values, and convictions-commitments that dictate their actions. Though these actions can be influenced by others, human genetics and thinking ultimately lead them to do what their instinct-innate decide for them which is beyond the fathoming of all psychiatrists in this world. This personal instinctive-innate can lead to the personification of a greater self than one is, and these personifications are manifested in “leaders” who demand total unquestioned blinded loyalties from their fellows’ believers or followers. These personifications seek “glorified” high profiled exposures of their bigger than life stature, shameless infamies, “above the law mindset”, as chief law enforcement officer to protect their agendas with high disregards of judiciary independence, politicizing and kneecapping governmental agencies, twisting facts to meet their twisted wantons that they are “above laws”. History has shown many of these leaders of historical crusades, civil wars, bi-lateral skirmishes or border wars, and world wars. The modern-day manifestations take the forms of the present day’s presidents, prime ministers, religious-sectarian-partisan-cult leaders, charismatic leaders-warlords and tycoons-millionaires-billionaires, from the Eastern to the Western hemisphere as documented in high profiled real-life actions. They deem themselves as the “chosen ones” or “cult-like figures” to lead and guide their people regardless of legitimacy or otherwise.

These personifications, if good, will benefit a certain group and go down in the history as legends who lived and fought for their kinds. On the other hand, the greater groups have set the devilish norms of lying through poker faces, calling every other thing “hoaxes or fake news” that they propagandize through their actions or social media. These personifications have created a more divided society and country promoting discord-destructions across the whole social and societal fabrics of creating left-wings, right-wings, moderates, and centralist ideological groups that have amplified the Diversity-Discrimination-Divide Dilemma. These are now more manifested in hate crimes that have increased over the decades. Hate Crime is not delimited to

race as shown by the Hate Crime Statistics Act (28 U.S.C. § 534, 1990) that defines hate crimes as “crimes that manifest evidence of prejudice based on race, gender or gender identity, religion, disability, sexual orientation, or ethnicity.” The 2018 US Victims of Hate Crime Incidents showed 7,036 single-bias incidents involved 8,646 victims and 84 multiple-bias hate crime incidents, which involved 173 victims with a more detailed profile across different diversity factors in the 2018 US Statistics (Figure 12).

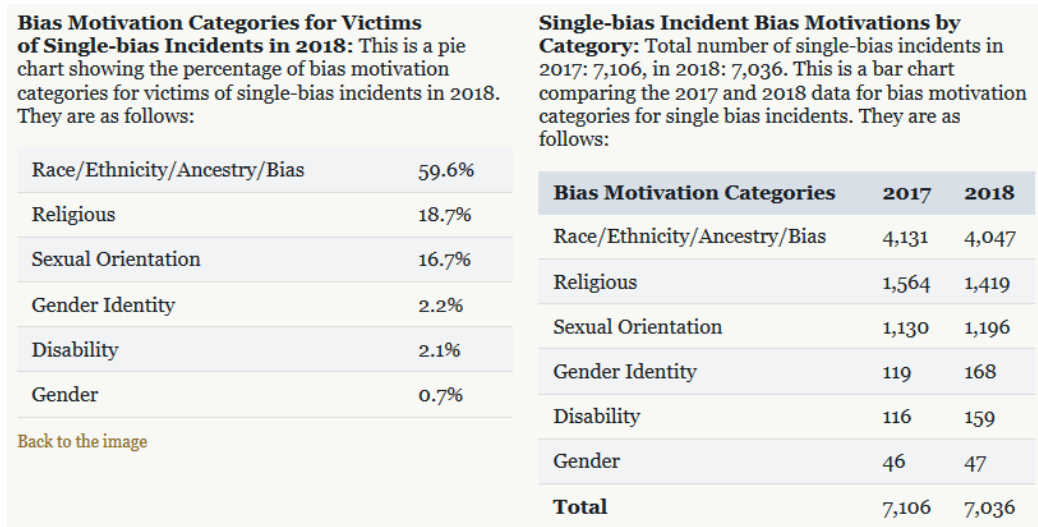


Figure 12: 2018 US Hate Crime Statistics across different Diversity Factors  
 Source: US Department of Justice, <https://www.justice.gov/hatecrimes/hate-crime-statistics>

**(b) Psycho-Pretense Dimension**

As noted earlier that each human is a unique DNA sample, personifications coupled with the psycho-pretense construct go into the potentially dark and uncharted territories. These personifications as influenced by the individual psycho-pretense behavior cannot be discerned nor interpreted by others except by the individual himself/herself. This is where the danger lies as ultimately the psychotic human mind dictates the personified actions. This is where the mass tries to interpret and understand, be it puritanically good or bad is beyond what a normal human tries to decipher over the centuries and by the newer psychological and behavioral studies that potentially cannot unlock the individual human psychotic-personified codes in totality. A leader with unquestionable-questionable, good-bad, or benevolent-malevolent individualistic highly deciphered-undeciphered human psychotic-personified codes will take actions within these human genetic codes.

The individualistic Herd behavior and the human psychotic-personified codes in collective forms is the systemic behavior of individuals in groups acting collectively without centralized direction. Raafat, Chater, and Frith (2009) proposed an integrated approach and mechanisms of transmission of thoughts or behavior between individuals and the patterns of connections between them. They suggested that bringing together diverse theoretical approaches of herding

behavior illuminates the applicability of the concept to many domains, ranging from cognitive neuroscience to economics (Raafat, et.al., 2009; Burke, et.al., 2010). These same-similar psychological behaviors of individuals will gravitate to each other into “group think” that can lead to polarization of the personification-psychotic human-systemic actions that can be based on diversity affecting increasing-decreasing the discrimination-divide diversity dilemma.

### **(c) Political-Precepts Dimension**

Whether we want it or not, or trying to avoid it, there is little in escaping politics as politics is everywhere and political games are played consciously or sub-consciously or intentionally or non-intentionally. While people accept that politics are in the realm of politicians, human beings are “political animals” playing it in their social-family life and their work-private life. People shying from politics are inadvertently brought into political games whether they like it or not. A key and high-profiled premise are that the business world is also a political playground for “profits” of which HEIs are moving or has been moving towards. Politics are politics whether these political games are being played in the political world or business realms or even the “philanthropic” or “non-profit” entities. Historical examples from the western to the eastern hemisphere are copious cases of people in the highest offices that have been prosecuted or escaped prosecution or indicted for high crimes or abuse of powers while in offices. By 2020, some high profiled examples of the changing political landscapes from the western to the eastern worlds are that of: (a) an impeached President who is acquitted through partisanship politics whereby witnesses are withheld by the defendant himself, (b) an indicted Prime Minister fighting in a third election to have a strengthened political base with political clouts to make decisions against international laws, or changing or manipulating the constitution to prolong one’s term of office or just to remain in power, (c) presidents or prime ministers changing the constitution and supported by the appointed court system to extend their “life of office”, again with the political-power clout they wield, (d) warlords and sectarian leaders using their bellicose army-congregations for self-interest, self-centered sharing of spoils of war to extend and sustain their political-precepts of doing it in the interest or the name of or for the “pretense good” of the masses.

Underscoring this political-precepts dimension is the key outcome of the 21<sup>st</sup>-century political strife is witnessing the highest levels of displacement on record with nearly 1 person being forcibly displaced every two seconds as a result of internal conflict or persecution. This displacement of the people underlying the diversity of “who they and where they come from” is more important than ever before. An unprecedented 70.8 million people (UNHCR, 2019) with over half of whom are under the age of 18 around the world have been forced from home. Among them are nearly 25.9 million refugees fleeing from wars like the Syrians, Palestinians, Yemenis from internal strife like the Angolan, Congolese, CAR, Libyans, Somalians, Sudanese, or persecutions like the Bosnians, Romas, Rohingyas, Serbians, and Uighurs to name a few (Fig. 13). According to the United Nations Guiding Principles on Internal Displacement, IDPs are

“persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border”. The 2019 Internal Displacement shows that South Asia has the largest urban displacement at 92.2%, followed by East Asia & Pacific (80.1%), sub-Saharan (76.1%), Europe & Central Asia (62.7%), America (50.7%), and the Middle East & North Africa (75.6%) (IDMC, 2019) (Fig. 14).

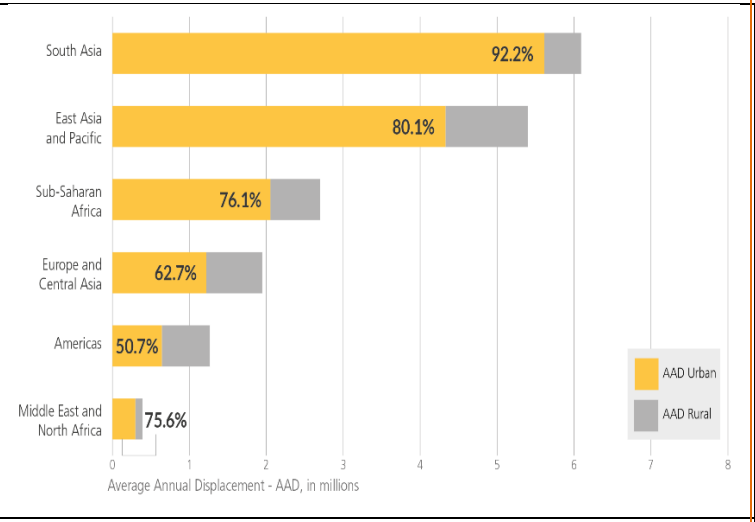
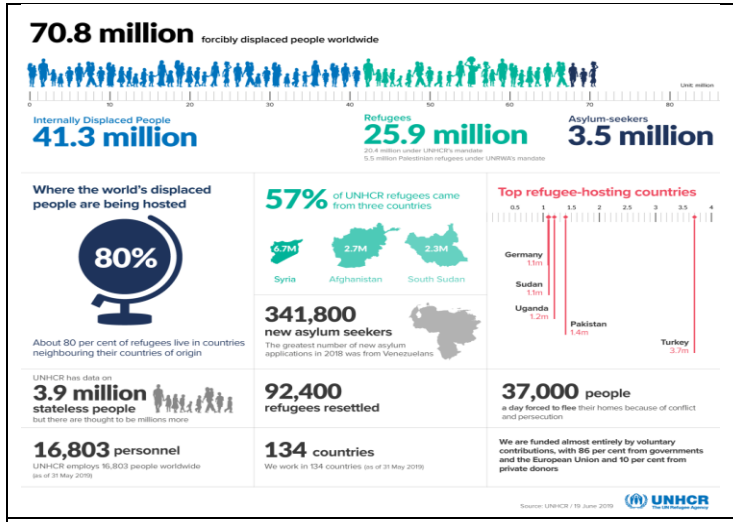


Figure 13: Forcibly displaced people worldwide in 2019

Figure 14: IDMC | GRID 2019 | Global Report on Internal Displacement 2019

On the education front, children in fragile, conflict-affected countries are more than twice as likely to be out of school compared with those in countries not affected by conflict; similarly, adolescents are more than two-thirds more likely to be out of school (Source: GEM Report, Policy Paper 21, June 2015, p.2). Each year of education reduces the risk of conflict by around 20% (Source: World Bank, Doing well out of war (Paul Collier), 1999, p.5). In countries affected by fragility and conflict, the number of girls completing school for every 100 boys rose from 74 to 88 for primary, and from 67 to 83 for lower-secondary between 2002 and 2015 (Source: GPE estimate based on UIS data). There are also millions of stateless people, who have been denied nationality and access to basic rights such as education, healthcare, employment, and freedom of movement. In 2016, 132 million girls worldwide are out of school. This includes 34.3 million girls of primary school age, 30 million girls of lower secondary school age, and 67.4 million girls of upper secondary school age. (Source: UIS/GEM Report Fact Sheet 48, p.5). One additional school year can increase a woman's earnings by 10% to 20% (Source: World Bank, Returns to Investment in Education, 2002).

Another political-pretense illustration is the United Nations’ definition of acts of genocide as “acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group”. This covers killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring



about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; [and] forcibly transferring children of the group to another group. (Office of the UN Special Adviser on the Prevention of Genocide (OSAPG): Analysis Framework). Roser and Nagdy (2020) highlighted three mainstream theories of the causes of genocide broadly:

1. **Fractionalization, grievance, and dehumanization:** Kuper (1982) argued that genocide can be predicted by higher ethnolinguistic or religious fractionalization within a country combined with grievances between groups leading to the dehumanization of the victim group.
2. **National crises:** Catastrophic war, economic depression, or revolution that trigger genocide-mass killing is motivated by: (a) particular group causing crisis and eliminations of others, (b) crisis that creates the opportunity for a group to consolidate their power.
3. **Government power:** Rummel's (1997) power principle argues that "The more power a government has, the more it can act arbitrarily according to the whims and desires of the elite, and the more it will make war on others and murder its foreign and domestic subjects. The more constrained the power of governments, the less it will aggress on others." He further classified different states violence as (a) **Genocide:** the killing of people by a government because of their indelible group membership (race, ethnicity, religion, language), (b) **Politicide:** the murder of any person or people by a government because of their politics or for political purposes, (c) **Mass Murder:** the indiscriminate killing of any person or people by a government, and (d) **Democide:** the murder of any person or people by a government, including genocide, politicicide, and mass murder.

A distinction is made between acts of genocide and politicicide, the first being motivated by ethnic or religious differences, while the second is motivated by political opposition to the dominant power. Another important distinction is made between genocide/politicicide and state repression or terror. In genocides, the victimized groups are defined primarily in terms of their communal (ethnolinguistic, religious) characteristics. In politicicides, by contrast, groups are defined primarily in terms of their political opposition to the regime and dominant groups. Genocide and politicicide are distinguished from state repression and terror. In cases of state terror, authorities arrest, persecute or execute a few members of a group in ways designed to terrorize the majority of the group into passivity or acquiescence. In the case of genocide and politicicide, authorities physically exterminate enough (not necessarily all) members of a target group so that it can no longer pose any conceivable threat to their rule or interests.

Figures 15 and 16 show Russel's definitions, documentation, and estimates of genocides by countries, and the number of active genocides and politicicides around the world.

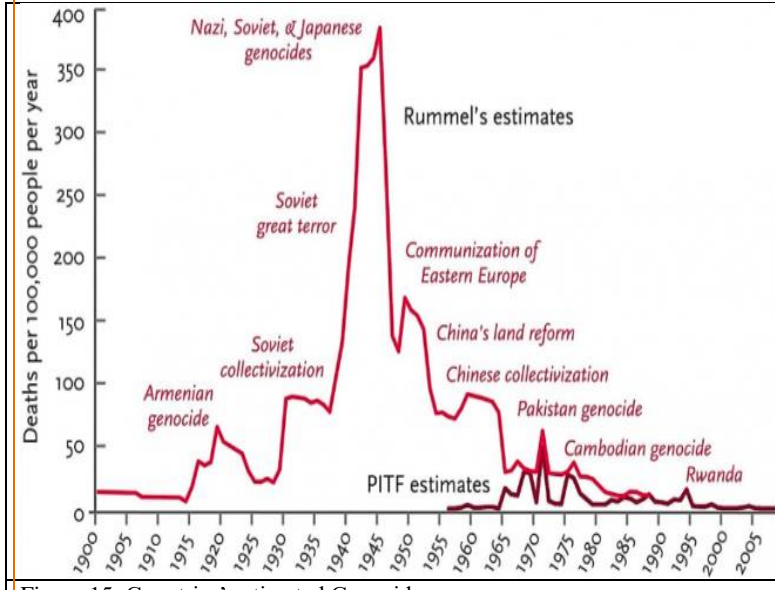


Figure 15: Countries' estimated Genocides

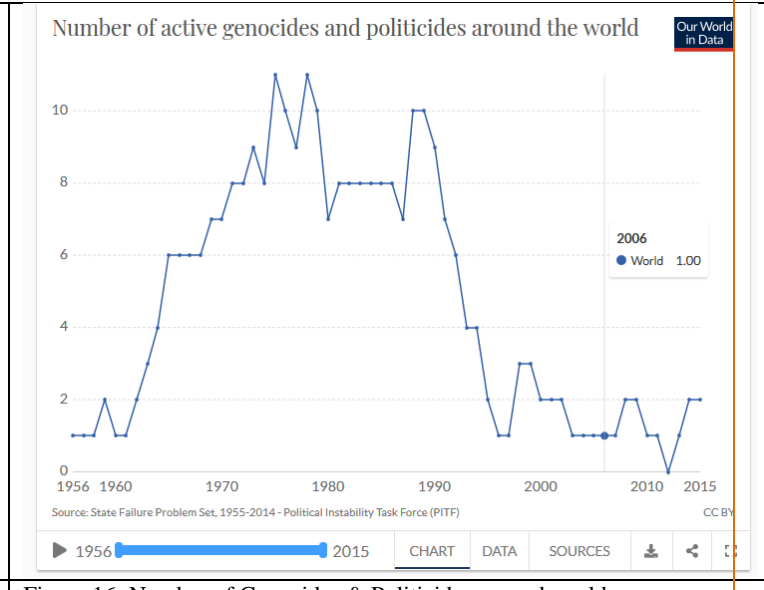


Figure 16: Number of Genocides & Politicides around world

#### (d) Power-Postures Dimensions

Personifications of self, powered by the political-power dimensions creates multifold amplifications of the Diversity-Discrimination-Divide Dilemma. Two eminent types of power are discussed here as, (i) **Moneyed Power** – This is the accepted human norm whereby money is the king and rules all and get all. With money, anything can be done, albeit being legal or legitimized through politics or just accepted norms of society willingly or unwillingly. In the education field, these are in the forms of “tea monies, donations, gifts, etc., etc.” that easily get the moneyed easier smoother acceptance into the elite schools. It is such a common practice in Asia that it has become a cultural norm that monies can get you the school of selected few, regardless of whether you are from the top crop or the lowest in the Multi *Intelligence* or Quotient spectrum of IQ (Intellectual Quotient), EQ (Emotional Quotient), PQ (Physical Quotient), AQ (Adversity Quotient) and SQ (Spiritual Intelligence). The most recent scandal is illustrated in the U.S. corrupted practices of “payment in exchange for college entries” of the better-off groups. (ii) **Positional power** – This power is derived from being in a position that wields the power of influence and control over others who are subjugated to accept as part of the group or silenced to accept as norms. This includes the whims and fancies of the exercise of government power leading to genocides, mass murders, politicides from the eastern to the western hemispheres that have been identified by Rummel’s (1997) power principles in the previous section. These governmental power are manifested in dictatorial regimes in the guise of populist democratic elections to legitimize. Over the last few years, current administrations in some countries have gone to the extent of modifying the nations’ constitutions to extend their continued power grasp or extending their dynastic power. Once passed, their strangleholds on the country and its people are cemented and strengthened. These are also manifested in the groupthink and herd mentality to exercise power as a “power group” based on similar or forced

or coerced acceptance of these power abuse manifestations. At the institution level, this is manifested as “you scratch my back and I scratch yours” clutch on groupthink institutional, departmental or divisional power. At the personal level, this is manifested in the forms of “forcing” the students to do something in exchange for grades. These are clearly illustrated in the group partisan exercise of legislative or senatorial power, or even in the U.N.’s five permanent members’ power play of “You propose, I veto” mentality that cause discrimination-divide gaps of the wellbeing of all nations and the distribution of world income-wealth and socio-economic structure and poverty gaps affecting the 20|20 Education for All agenda.

### **Overall Academic Discussions and Implications**

The 20|20 Education for All is composed of 4 main sets of education options that are (1) Education for All; (2) Elite Education for Select Few; (3) Education for Select Group; and (4) Disadvantaged to No Education for discriminated or divided groups. In the best-case scenario, regardless of the diversity factors and highly dependent on the national policy of “universal education access to all”, there exists evidential structural access to education based on the socio-economic status of a family standing based on wealth or political status-connection of the family and gender-race-ethnicity. As there are two main groups of constructs of diversity factors in itself, and the influential factors affecting diversity, the academic discussion will be separated into three main clusters:

- a. **Diversity factors are taken independently without consideration of the Human-Systemic Multifaceted DDDD (Diversity-Discrimination-Divide Dilemma) factors –**  
The first scenario is in taking the diversity factors independently without considerations of their inter-relations or interactions. In the first scenario, for most countries and in most cases, there are “outright” structural barriers or “accepted norms” of structural barriers to education access based on key diversity factors that are considered independently of the race, color, ethnicity, socio-economic status, language, religious beliefs, cultural background, political beliefs, ideologies, physical & mental ability as there are so many different types of schools for these different types of diversity factors. There are fewer evidential cases of disadvantaged education access based on age, gender except for segregated schools, nationality-race-ethnicity, or gender-sexual orientations. In the first case scenario, there exist schools based on gender segregation, special schools for those with physical & mental abilities, more prominently shown in the blinds and deaf schools. Then there are specialized religious schools based on religions, language, or even cultural beliefs. In most countries, since there are different groups with differing social-economic standings, this is the bane of the existential elite schools for the privileged few and the general public or private schools that cater to the middle to the lower strata of society. The very lower-lowest strata of society or disadvantaged groups have no choice but to opt for free public education for the masses. Education access in Asian or Middle-Eastern countries that have not been “colonized” and that have a more common language or race

denominator is freer of the diversity factors effect on education for all. Schools segregation based on racial, color, ethnicity, and religious factors are much more prevalent in American or European countries due to the century-old “early settler” migrations-mentality mindsets from the African or Latin American continued who claims first “rights” to the country as early founders’ establishment. The more recent immigration or refugees due to political and socio-economic factors make these newer groups of migrants feel or fit in as “second class” citizens as opposed to the earlier groups that claim first rights to the country's founding establishment and belonging. The U.S. and European countries that are supposed to have more advanced education systems and are in major education frontiers or changing paradigm shifts will find the diversity factors more prevalent and highly discussed than in the developing or under-developed third world countries that are more open to political, natural disasters and highly disparate socio-economic issues and strata.

- b. **Diversity factors are taken inter-relatedly without consideration of the Human-Systemic Multifaceted DDDD (Diversity-Discrimination-Divide Dilemma) factors –** Taken independently, each diversity factor in itself has brought about a diverse set of education options. Taking the interplays of the key diversity factors like race-ethnicity-income-wealth and socio-economic factors into consideration, the issue of education for all shows a greater discriminating disparity in the expensive elitist education for select few, paid private education for specific groups, and free public education for the masses. On the other side of the continuum whereby the deprived condition of the nation, the economic downturns, its human rights abuse, the persecution of its people, the self-centered self-interest of personified self, partisan politics with groupthink towards national exploitations, there is little left to its educational endeavors. Education for all is meaningless due to a lack of human capacities and capabilities that underscores the drove of displaced people or migrations to start a better life. The so-called American dream lacks the luster of the past and the migrations to Europe are bringing higher levels of racisms, white supremacy, or narcissistic movements through hatred speech for self-protection that affects 20|20 Education for All.
- c. **Human-Systemic Multifaceted DDDD (Diversity-Discrimination-Divide Dilemma) factors intersection of the Diversity factors –**
- (i) **Personal-Personification, Psycho-Pretense, Power-Postures, and Political-Postures interplaying factors –** Unfortunately, the Covid-19 pandemic has been politicized. The Covid-19 pandemic is used to illustrate the classic case study of the psycho-pretense of the “I” leaders’ personal-personification issues of developed and developing nations. Through their personal-psycho-personification behaviors and thought processes guiding their political guts-gains, they have

miscalculated, misplanned, misinformed, and misguided the public against sound scientific health advisories from a data-grounded scientist or just plain common sense. Their tendencies to “believe only in themselves, the “I” mentality or supra-nationalist mentality” have led them to discount scientific advisories leading to sluggish and slothful containment-mitigation strategies and potentially undermining the balancing of life-economic decisions. These are further undermined by the increasing blame games, fingers pointing, disinformation-misinformation, and conspiracy theories to “cover-up” for their wrongs. The personification-psycho is illustrated through the “I” of being the greatest and can do what I want by taking its country out of the Paris Climate Accords, the 2015 Iranian deal, the WHO and by putting the pandemics blames as a “Chinese Virus” and so forth. This included putting sanctions on countries, companies, and people who the “I” personifications deem fitting or on fancies or conspiracy theories. Supplementing this is the political-power and partisan politics of power grabs in using emergency powers to consolidate their political-power positions by politicizing the pandemic that further undermines national-international cooperation, coordination, and sustainability or national priorities as against personal, political, and partisan selfish gains that potentially do not benefit the diverse masses. The “open the schools at any cost” and “open up the economy as the pandemic will pass as in ordinary cases of flu”, have led a few of the countries’ great increase of cases and deaths, which they are still not acknowledging or just go into plain denials. On the contrary, these actions potentially cause greater divisiveness across the diversity factors and issues, and indirectly affecting the future of education as 1.3 billion children’s education across the globe are affected by this pandemic and the way they learn if they have the opportunities regardless of in-class or online sessions. Compounding the 20|20 Education for All issues are the interplays of these human-systemic factors on key diversity income-race-ethnic-gender-socio strata groups that are adversely affected exponentially.

- (ii) **Political-Precepts and Power-Postures interplaying factors** – *Groupthink*, a term coined by social psychologist Irving Janis (1972), occurs when a group makes faulty decisions because group pressures lead to a deterioration of “mental efficiency, reality testing, and moral judgment”. Gurteen (2014) defines Groupthink as a “psychological phenomenon that occurs within a group of people, in which the desire for harmony or conformity in the group results in an irrational or dysfunctional decision-making outcome”. The group members try to minimize conflict and reach a consensus decision without critical evaluation of alternative viewpoints, by actively suppressing dissenting viewpoints, and by isolating themselves from outside influences. The *groupthink* symptoms (Janis, 1982) fall into three clusters of (1) overestimation of the in-group (as strong, smart,

invulnerable, and morally superior), (2) corresponding negative stereotyping regarding the out-groups (as weak, immoral, vulnerable, stupid, and wrong) close-mindedness (e.g. rationalization of doubt), and (3) pressures for uniformity (via mind guards, self-censorship, an illusion of unanimity) potentially leading to several *defective decision-making processes* (Janis & Mann, 1977). Gurteen (2014) also defines Group polarization as “tendency for groups to make decisions that are more extreme than the initial inclination of its members” that results in more extreme riskier decisions if individuals' initial tendencies are to be risky and towards greater caution if individuals' initial tendencies are to be cautious. These flawed decision-making processes are hypothesized to lead to grossly inadequate, polarized (i.e., extreme) and premature group solutions, absence of insight, and lack of concern with the consequences and likelihood of failure. Examples of groupthink “fiascoes” studied by Janis include US failures to anticipate the attack on Pearl Harbor, the Bay of Pigs invasion, the escalation of the Vietnam war, and the ill-fated hostage rescue in Iran. The 2020 fiasco of the Covid-19 pandemic mismanagement is illustrated in some leading countries’ administrations that believe in operating under high levels of secrecy with leadership failures due to personification of self. These mentalities underscore the countries’ incoherent inconsistent ill-advised non-transparent communications, misinformation and disinformation, finger-pointing blame games, denials, cover-ups to avoid responsibilities and accountabilities, and illusionary ego-centric “total authority” and “I” expertize ignoring scientific advisories leading to two of the highest fatalities and infections in the world. The most recent case of the Political-Precepts and Power-Postures interplaying factors is demonstrated in the August 2020 destruction and devastation of Beirut in Lebanon whereby their economic pains are amplified through the horrendous port explosions of highly inflammable ammonium nitrates, that were stored for years with no actions taken or resolved by governing elites. The 170 dead, 5,000 injured and 300,000 displaced have added to or increased the already affected families-children income-wealth and socio-economic diversity issues access to education to most children, and primarily, 20|20 Education for All.

## **Recommendations**

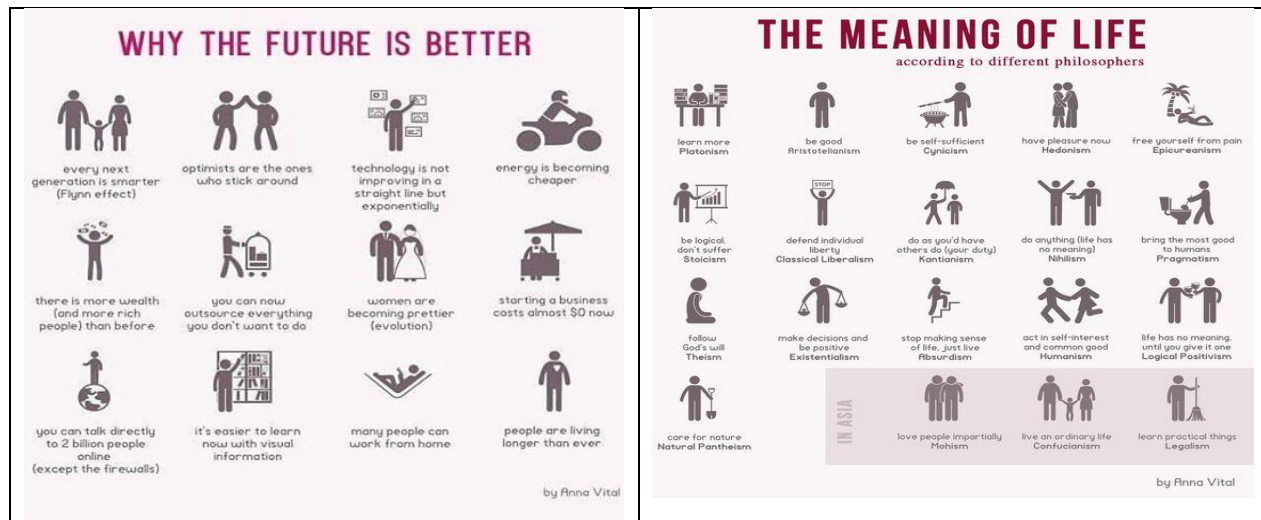
A quote potentially misattributed to Nelson Mandela, fact-checked in 2020, as “Our world is not divided by race, color, gender, or religion. Our world is divided into wise people and fools. Fools divide themselves by race, color, gender or religion” aptly describe the multifaceted Human-systemic factors influence of the diversity dilemma It is human foibles and actions like “the fools” who deviously and unmercifully abuse diversity that divide and rule the powerless for personal or political benefits.

While international agencies like the UN, UNESCO, UNHCR, IMF, ADB, and leading NGOs have progressively worked toward life, education, race-ethnicity, income-socio-economic “equality” with poverty eradication and education for all policies and programs, these are just touching the tip of the ice-berg of diversity issues. Sample of two leading G7 countries like France and U.S. with lofty ideals of the French motto of “Liberté, égalité, fraternité” (liberty, equality, fraternity) and U.S. government “of the people, by the people and for the people” have values grounded in equality and people, all of which are promises made and broken at the end of political rallies and by governmental regimes. The question at hand is whether the world, the nations, the governments, the leaders, and their people can come together to re-establish the fragility of a more diverse and divided world based on the 4 human-systemic *Personal-Personification, Psycho-Pretense, Power-Postures, and Political-Precepts interplaying factors*. If the world stage is not working based on the present-day and futuristic geo-politics, all is not lost, as each nation or its people can re-envision and rebuild better through:

1. **People, People, and People** – Each nation and its people has to decide its future for its future generations. It should re-envision and re-build the fragile fabrics of its societal values and citizenship that call for valuing people, appreciating diversities, and embracing differences. It is a slow journey but once walked, it makes a difference to its people’s future survival and sustainable livelihood and prosperity. The bottom line is that the source of evil is in the human itself. The people of a nation should rise above these evils and vices to fully “Value People” to be “People First”. While it may not completely break down on the diversity barriers and obstacles, taking the very first step to slowly build a “people focus value and practices system” is the beginning where the whole nation and people believe in and work as a nation for its people. It is “people power” and it is not the battle of sexes or races-ethnicity-colors-income-socio economics but the real battle of the good against the evil.
2. **Provide a “real government that walks the talks”** – The records of governments having their people as their “top priority” throughout the world have been talked about for many centuries and decades in election pitches. Once in power, for the duration of their term of office, the infightings for a slice of the cake and spoils, the nation’s budget that lack a united front against corrupted partisan politics working together towards tangible results for the people, is the norm. All is still not lost as the beginnings of the “people power” through demonstrations and civil disobedience is beginning to take forms during the pandemic that showed the self-centered selfishness of self-personified leaders playing partisan or autocratic politics, exercising “illegal” politicides and genocides citing legality of elected government “supreme” executive power. What each nation needs and agrees to work toward as a nation is a government that walks the talk, and this is in the future of each nation and its “people power”.
3. **Provide Leadership at all levels** – It is a lifetime blessing that a country can get an emphatic leader and care for its people's real well-being. This is a selfless person as exemplified in very few monarchs that exude real care for their people even though they

live a life of wealth. Very few governmental or national or tribal leaders in the present-day world exude such charisma as sooner or later they are entrapped by its very own actions, enticed by power lust, and ensnared in partisan politics, so much so that they fall prey to self-gains and give in to these vices. While governmental leadership is easily ensnared in these vices, at the institutional and personal levels, there exist rare gems who live and fight for equality in normal times and learn to give in troubled times. As illustrated in the Covid-19 pandemic and the BLM movements, some corporations and the elitist wealthy are heeding these calls for equality and recognize that human life matters through commitments of positive actions and donations to raise the discriminated groups to a higher level of better livelihood.

4. **Prepare and Provide policies and plans that are acted and executed with resources capacity and capabilities** – Once there are good people, good government, and good leaders who are really “of the people, by the people and for the people”, the real executable policies and plans should be put in place. The success of these policies and plans is based on the capacities and capabilities of the nation and the people. The base of all failures is not the systems but the human capacity and capability that creates and implement these systems for the good of its people.
5. **Principle-based life** – If all else fail or all else is lost, then, each individual must decide on his/her life principles as there is still light at the end of the tunnel as this is what has driven the continued success of a certain individual who has risen against all odds. They believe that life is not all evil. If people do not live life positively and healthily, then the “I” should take actions into our own hands to believe in Anna Vital’s info graphic depict of the new future that can be better within the “meaning of life” of some great philosophers” and work on it as pictured below.





## **Conclusion**

The Diversity-Discrimination-Divide Dilemma (DDDD) has been practiced over the past centuries that are more enhanced and recognized over the last 20<sup>th</sup> century into the 21<sup>st</sup> century through the opening up of education access to the disadvantaged-discriminated genders-race-ethnicity groups. Over the last few decades, the human rights movements of equality to formal education availability and access is more pronounced with the recognition of some of the more prominent international and national acts of the United Nation's Sustainable Development Goal 4, the 2015 "Education for All", "The Equality Act 2010" and the No Child Left Behind Act of 2002. There has been progress and drawbacks due to international geopolitics maneuvers and national personification-psychotic politics-power agenda that are existential in the diversity discrimination-divide-decimation issues, all of which ultimately affect the universal 20|20 Education for All agenda.

This paper has propounded an in-depth academic discussion of the diversity issue itself and the interplays of the diversity constructs. It proposes that there is an overlay of the human-systemic factors of *Personal-Personification*, *Psycho-Pretense*, *Power-Postures* and *Political-Precepts* interplaying with the Diversity factors, all of which affect the 20|20 Education for All agenda. Though played down or ignored, the 21<sup>st</sup> Century diversity issues are still very real in the forms of modern-day man-women-child slavery-labor; genocide-politicides; migrations and human trafficking; internal-external displacements through politics and/or natural disasters, all of which compounded the diversity factors affecting 20|20 Education for All.

To eradicate or just to mitigate issues affecting justice and equality of education availability and access, it needs to start from the international to the national commitment of the governments and leaderships. On the other continuum, the individuals should not wait but rise above the ashes to equip themselves and fight for their survival for their education rights through laborious ethical and legal ways and means. On the positive side, albeit all the existence of illegal and unethical practices of the four key constructs of the human-systemic and diversity interplaying factors affecting 20|20 Education for All, many countries have made real or pretentious efforts and positive actions to reduce poverty of the different groups. The bottom line is a "total person" with Multi *Intelligence* or Quotient spectrum of IQ (Intellectual Quotient), EQ (Emotional Quotient), PQ (Physical Quotient), AQ (Adversity Quotient), and SQ (Spiritual Intelligence) to rise above the human-systemic and the DDDD factors affecting 20|20 Education for All.

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