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Applied and Visionary Education and Community Diversification: a collaborative endeavor between the Organizing Entities and the Reverence for Life University (RFLU) – generic/adaptable model

Project leaders: Andrew Skadberg, Ph.D., Sarah Ford, Tom McClain, Craig Lee, Desmond Green, Jason Book, Sergio Nino, Cory Stover, Brad Meling, Ed Osenbaugh, Todd Statzer, Dan Pavich, Dan Davison – (many more TBD)

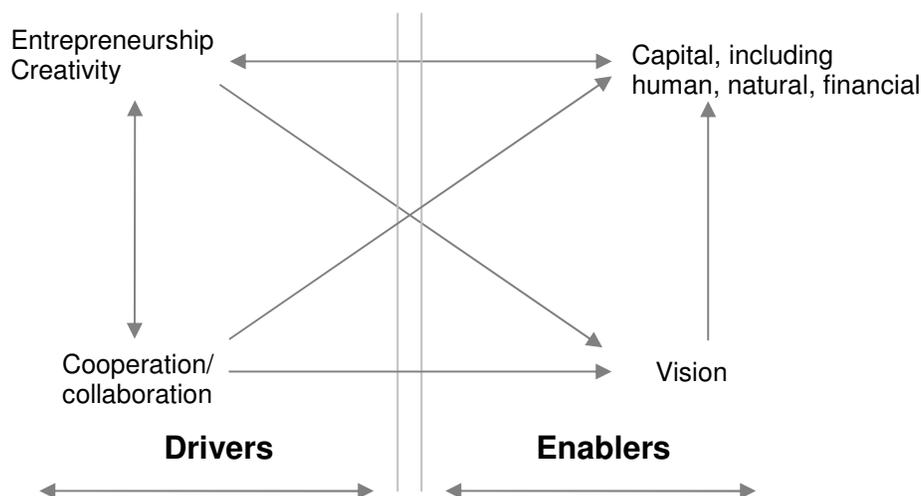
A collaboration between emerging, action-oriented groups, Vision Excelsator, Rural Innovation Institute, Global Innovative Solutions, Experience Co-Evolution Group, Reverence for Life University, Global Hemp Guild and other affiliated organizations and companies.

Develop an Applied Institute of Excellence and an Educational Resource Center (hereafter Institute) that provides access to information and assistance to local and regional sites (active pilot project) emphasizing cooperation, community and individual wellness and empowerment, and entrepreneurship.

Proposed Approach

- 1) Adapt the Technology Transfer Commercialization Initiative (TTCI) to any community, region, state or nation and the surrounding region (TTCI modeled after Texas A&M University under leadership of Dr. Richard Ewing and Dr. Robert Gates).
- 2) Adapt the King Abdullah University of Science and Technology (KAUST) institute model for creating a global network of collaborating leaders and experts (based on vision of Dr. Richard Ewing, in posterity).
- 3) Integrate *Reverence for Life University* (RFLU) skills and individual empowerment to (Place) and surrounding region and communities (Dr. Andrew Skadberg and Desmond Green)
- 4) Create a Web based distance learning resource center to be accessed through “partner” Internet cafes and/or community and school computer centers/classrooms and libraries.
 - On-site, hands-on training seminars provided by locally trained instructors (using a train-the-trainer) approach supported through a consortium of organizations and companies
- 5) Adapt *Vision Excelsator* entrepreneurial and business hatchery (Andrew Skadberg and Mike Fritsch). Elements to include, yet not limited by a) Hybrid Community Diversified Cooperative (see HCDC chapter in Skadberg’s “Vision” book), b) Reverence for Life University/Global Breath Consciousness Institute, c) Green Loaded Tablet (David Davis, Andrew Skadberg), d) Reaching Out From Within (Experience Co-Evolution Group), e) The Breath Way, Global Financial Architecture (Vision Excelsator), f) EYE AM SHARING (Collaborative Network, Skadberg).
- 6) Aim to enhance an holistic economic development strategy – agroforestry, blended wellness modalities, value-added agriculture, energy, experiential tourism, ecotourism, nature, heritage & cultural tourism (and other types), entrepreneurship, micro-enterprise development.
- 7) Develop total project in three phases based on strategy workshops with IISAC leadership.
- 8) Conduct research and project benchmarking throughout the project lifecycle.

Community Economic Development Model



Pilot Study Areas – Pending discussion

- Communities and regions in various locations and then replicating in other regions and communities as the model reveals its success for adaptation and diffusion.
- See criteria for selection listed below

Collaborators

- TBD
- Andrew Skadberg, Tom McClain, Craig Lee, Todd Statzer as part of Solomon Source Consulting (Experience Co-Evolution Group, Vision Excelerator, Global Innovative Solutions, etc.)
- Reverence for Life University
- Zoom Information Systems (Mike Fritsch, Ft. Wayne, IN) & other incubators and technology experts

Funding

Pending discussion. This project can be scaled as necessary. Each of the endeavors will be self-supporting, or deriving support from ongoing businesses and collaborations. Depending on various initiatives, and entrepreneurial activities, significant financial gains can be made. Initial expenses for Dr. Skadberg and team (TBD) to further strategize and develop plans will require some initial financial support.

Outcomes:

- Significantly increase the contribution of collaborating organization to students, the region and communities but also to create the model that can be expanded across (**insert name**).
- Stimulate/create robust rural community economies.
- Strengthen collegial environment at **TBD** (Jamaica, Philippines, Iowa, Illinois, Texas) and increase collaboration across all disciplines while building a strong bridge between the U.S. and (**insert name of country**) and academic institutions.
- With sustainability as a driver, this initiative will create sensible linkages between the various complimentary “assets” and economic sectors within the community/region
- Conserve (and/or enhance) the natural, historical and cultural assets of the community
- Enhance Quality of Life

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This initiative aims to integrate all aspects of community economic development into a centralized strategy supported by a technology based information and technical assistance service center. The collaborating organization/region will provide the leadership and expertise necessary for success (situating the RFLU Process into regional context). Publications, information, and a variety of functional tools are available to assist communities realize a more diverse set of economic development opportunities.

The (insert name) is an appropriate organization to stimulate this transformation because it is private and can respond rapidly to opportunities. Resources can be combined with new forms of assistance to address other important areas of need including: individual and community wellness/health, forest, animal and plant (ecological) protection and enhancement, leadership training & development, tourism development, community enhancement, and technology development and utilization. These areas can be supported via technical assistance and training to stimulate/enhance other economic activities that are necessary for communities to flourish, while also protecting the natural and historical resource base and culture of (name of place), and ultimately all of region (island, country, place).

The approach to be utilized will provide incentives for the adoption and diffusion of the use of new technologies and distance learning tools and information that is, essentially, universally needed for diversified economic development, agriculture and tourism activities globally. Continually developing Cloud, Web-based technologies can create direct economic returns (rewards) for businesses and communities. These “rewards” then will stimulate people to expand their use of computers for running and growing their businesses and community economic development programs.

An active outreach and “marketing branch” of this initiative will promote resources and services and also conduct in-the-field research to identify and recruit communities that are “primed” with proper leadership and a community collaborative spirit. These communities (or groups of communities) can then be “seeded” with a package of incentives to stimulate their participation.

Because this approach is designed to be market-driven, it will be economically sustainable perpetually. Driven by a successful business development model, programs will be designed to be self-sustaining over time. Initial funds will be used to “prime” the initiative, but the “Institute” will be designed to generate revenues so that the initiative will not need to be subsidized over time.

First Steps

- Reconnaissance trip (Dr. Skadberg, Tom McClain & others TBD)
- Conduct Strategy Deployment workshop – determined “pre-phase one”.
 - Identify Project Board and Key Stakeholders for the coalition
- Form working coalition
- Identify viable sized “region(s)” to initiate project
- Create short list of prospect communities (regional based preferred)
- Evaluate those communities based on a set of criteria to ensure project success (derived from other case-studies, however, identify a set of criteria for a “perfect” project setting)
- Resources for the Institute are available and some are in development, or can be adopted/integrated from a variety of sources (e.g. RFLU, Groundswell World, extension at various universities, etc.)
- Local “leaders” project principals and Dr. Skadberg’s team “contextualize” the approach based on political and social climate of proposed site.
- Identify potential funding sources (public & private)
 - Ford Foundation Private Foundations Corporations Crowd Funding Etc.

Pilot Community (Region) Selection Criteria – tentative

- Community/Regional needs (traditionally challenges based upon economics, environmental and social criteria) – the more “challenged”, the greater potential for rapid and successful uptake
- Leadership
- Creativity
- Cottage industries
- Relatively stable economic basis

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- Community forestry
- Funding assistance available
- Diversity of natural resources
- Critical mass of tourist attractions
- Linkages between communities (collaborative potential)
- Absence of contentiousness intra-community and inter-community
- Infrastructure (roads, telecommunications, service industry e.g. food, lodging)
- Access to financial support and outside funding
- Social networking - capital
- Access – to tourism attractions by visitors, distance from University collaborators
- Prior leadership training
- Volunteer/service organizations
- Prior projects that may have potential to re-start or revitalize
- Rural development models
- Etc.

Executive Summary Technology Transfer Commercialization (TTCI)

The following is derived directly from Texas A&M University's commercialization and incubation strategy called the TTCI, that adopted Cambridge University's model. An important evolution was its specific purpose to keep companies local, as compared to most of the tech companies that began at Cambridge were acquired and moved to Silicon Valley California. The following summary comes from documents provided to Robert Gates, PhD, who was President of TAMU prior to his taking the position of Secretary of Defense under President George W. Bush in 2006.

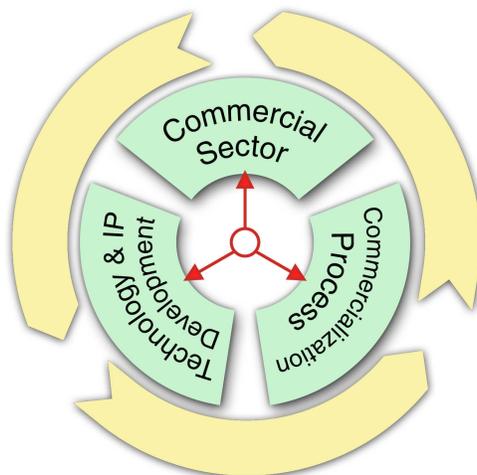
Excerpted from 2002 Executive Summary

Texas A&M University set forward a strategy for the implementation of an effective, holistic, and accelerated technology transfer initiative within the A&M System.

Via the implementation of synergistic commercialization models covering the participation of system components, colleges, departments and individual participants, the main goal of this initiative is to more than double our research expenditures within the next 7 years and become one of the top performing research programs (in both quality and resources) in the nation.

THE MODEL, A HOLISTIC APPROACH TO TECHNOLOGY COMMERCIALIZATION:

Simply stated, by increasing industry participation that then feeds research (seed ideas) we will produce "friendlier or value added technology and IP" resulting into a more agile and effective technology commercialization process. Central to our effort will be the fostering of a grassroots entrepreneurial culture for our faculty and researchers - igniting a more robust revenue generation model [A Holistic approach].



By effectively focusing on developing the proper “Technology Commercialization” infrastructure the A&M System will be able to support the already prevalent commercialization efforts at its Colleges and Research Centers. In order to deliver the needed support in all the areas of IP and Technology commercialization, the Office of VP of Research stands ready to deploy a new entity responsible for carrying forward A&M’s Technology Commercialization Initiative. This entity will serve as a coordinating office and will eventually become the Texas A&M Technology Commercialization Center (TCC). The TCC will act exclusively as a supportive and enabling center to all A&M components, as an optional service entity.

As such, the TCC will perform the following main functions:

- *Develop and support IP and Technology Management Tools (Characterization, Inventory, Performance Monitoring, and Promotion functions). In essence, aim for increasing research funding by building the proper technology and IP management and characterization mechanisms. In turn this function will help “outsource” and support TCI efforts at all Colleges (Departments and Research Centers).*
- *Create and manage the “TAMU Technology Exchange Network” to help attract resources and promote A&M’s technologies and initiatives. The underlying system will support technology commercialization designees at any of the A&M entities. The network will contain “super sets” targeting among others Financial Resources, Funding Agencies, Mainstream Media, Corporate Alliance Members, Research Institutions, International Outreach Members.*
- *Will host the CNVE (Center For New Ventures and Entrepreneurship) and its Entrepreneurial Culture fostering mission. A comprehensive plan and strong infrastructure will be put in place to rapidly and effectively foster A&M’s entrepreneurial culture. To support this effort we envision a series of seminars, the profiling of success stories, and a system that will help faculty members and researchers develop their entrepreneurial spirit (a self-driven process that assists with needs assessment and subsequent focused development tasks).*
- *Will host TLO offices and support their mission (via additional funding, infrastructure and resources)*
- *Will house multimedia and video production facilities to support the membership and physical presence of mainstream media entities like CNN, The Wall Street Journal, BBC, Time and MSNBC either permanently or on extended visiting bases.*
- *Support fund raising activities for faculty members and researchers. The main concept being that a faculty member (not unlike a highly valued artist or sport celebrity) will appreciate the help of an “agent” that will help with the intricacies involved in requesting funds for worthy causes.*

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- *Manage and recruit technology commercialization support entities like incubators, accelerators, VC groups, and angel networks. Leverage SBIR and STTR funding opportunities for the benefit of A&M entities.*
- *Develop and Coordinate formal Industry Advisory Boards as a subordinated function to A&M Colleges, Departments, and Research Centers.*

As part of this initiative a new class of research entity will be created, the “Super Center”. This type of entity will have to have the needed relevance to become a stand-alone Center with its own building at the A&M Research Park, will have at least a 10 million dollar yearly budget, and will house early stage technology incubation facilities (supported by the TCC). Super Centers will be required to be Interdisciplinary Efforts with a strong International Outreach component. Additionally, strong multi institutional participation will be encouraged.

Virtual Institute derived from Institute of Scientific Computation (ISC) at Texas A&M University

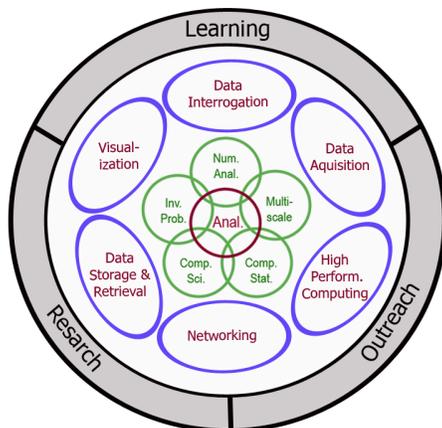
The following is a brief excerpt from the pre-proposal submitted to the King Abdulah University of Science and Technology (KAUST) in 2007 which resulted in an award of \$20 million for a five year project. Texas A&M’s ISC was chosen, under the leadership of Dr. Richard Ewing as one of six universities around the globe for establishing a center. Dr. Skadberg was a primary author under the guidance of Dr. Ewing for this proposal, his contribution being 50% of the practical side of the entire “Vision” – the two sections 1) Infrastructure: The Library of the Future, and 2) Education: The School of the Future

The following brief was the introduction to the proposal. Since Dr. Richard Ewing passed (December 5, 2007) just after this proposal was completed it made sense to utilize some of the core concepts since it was a team effort and the broader and greater impact on humanity would be a strong desire of Dr. Ewing. Here is the introduction to the pre-proposal:

PROJECT DESCRIPTION

1. Rationale and Vision

As the 21st Century begins, Scientific Computation has emerged as a third paradigm for scientific research, joining the established approaches of Analysis and Laboratory Experimentation (see Figure 1). To predict the behavior of phenomena or to optimize a process, one normally must build some type of mathematical model to help in determining and describing the behavior. Often the mathematical model is not fully amenable to classical Analysis. Sometimes the large scale of the process or the lack of access to measured data, prohibits employing Laboratory Experimentation (or even observations). In such cases, with the aid of a “computational laboratory”, one can apply numerical experiments that allow a sufficiently accurate understanding of the process to be able to reliably predict the behavior of the model and the process. Scientific Computation is becoming ever more critical in modeling and understanding complex, coupled phenomena. Figure 1: General Concept



To ensure that this Scientific Computation paradigm become a major strength of KAUST, Texas A&M University proposes the Institute for Applied Mathematics and Scientific Computation (IAMSC). We envision establishing a unique state-of-the-art, multidisciplinary Computational Laboratory and a supporting infrastructure to enable large-scale scientific computation to addressing a large number of applications in diverse areas of science and

engineering of interest to Saudi Arabia and the world. This computational laboratory begins with a multidisciplinary core of applied mathematicians, statisticians, and computer scientists, which will be supported by state-of-the-art hardware and software infrastructure. This core group is strongly connected to excellent colleagues and research centers in diverse application areas and around the world. Working together, they can produce a unique multidisciplinary international research and education institute. KAUST students will be able to expand their horizons enormously in this virtual learning environment. We will then mirror this unique computational laboratory infrastructure and multidisciplinary educational capability to Saudi Arabia to assist in the development of KAUST.

2. Strategy for Success

We propose to expand our existing Institute for Applied Mathematics and Scientific Computation with its strong applied mathematics core and to continue to develop hardware and software infrastructure to provide the ability to effectively interrogate large data sets to enable effective modeling and simulation in a wide variety of scientific and engineering disciplines. To achieve this, we will focus on four major deliverables:

- 1) *A Core Applied Math Group at Texas A&M: Center for Scientific Computation*
- 2) *Infrastructure: The Library of the Future*
- 3) *Education: The School of the Future*
- 4) *KAUST-A&M Collaboration: The Mirror*

Technology Support

Online Cloud-based Education Portal

Currently the Rural Innovation Institute, Vision Excelerator, Reverence for Life University and Global Innovative Solutions is building an educational platform aimed at innovative and transformative education. We have a stellar team of programmers in place. This resource will be adaptable to practically any type of educational content. Essentially the platform will be designed to support sharing of quality, educational content to fulfill the vision, mission and aims of our collective interests, that being to empower youth, individuals, families, organizations, educators and communities to flourish and live happy and healthy lives.

Additional Programming Expertise

Our aim will be to utilize the existing expertise in **(insert name)**, while at the same time creating mutually beneficial relations between many nations beginning with **(insert name)** and the United States. Additionally, with our team, we have the capabilities to build the networking, communication and collaboration tools necessary to empower organizations within communities to better serve their citizens, constituencies, customers and members.

Some Additional Background

It is apparent that the **(insert name of organization/community)** has a phenomenal network with strong ties to U.S. institutions. Dr. Skadberg was participant in the Technology Transfer Commercialization Initiative (TTCI) at Texas A&M University. Based upon **(insert name of project visionary)** guidance and Dr. Skadberg's first review **(name of organization) (add background, e.g. website)**, the TTCI would be a great cornerstone for moving forward.

While Dr. Skadberg was at Texas A&M University (TAMU), Dr. Richard Ewing created the Technology Transfer Commercialization Initiative, modeled after the "incubator" at Cambridge University in Great Britain which demonstrated terrific success at spawning businesses. TAMU's president was Dr. Robert Gates (he then went on to be the US Secretary of Defense). Dr. Skadberg was the first benefactor/of the TTCI, and started a tourism and technology company called AdventGX in 2004.

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The TTCl was the lifetime vision of Dr. Ewing, who passed in 2007. His vision was to create a university wide endeavor that would create businesses, but also foster greater collaboration across the university system. It would also be able to support professors and scientists to commercialize their ideas if they had potential in the private sector.

Dr. Skadberg holds all of the background information that was provided to Dr. Gates (appointed U.S. Secretary of Defense after TAMU Presidency), and he was very fortunate to work closely with Dr. Ewing for the last 3 months of his life. This information, combined with his experience working with both Dr. Ewing and the principal consultant, while being a professor, has given us a very unique perspective on keys to success. Additionally, Dr. Skadberg has been involved in business start-ups since 1981 and has vast experiences in all realms of business, government and public service institutions.

We believe combining an adapted version of the TTCl, with the project to create a virtual, global institute based upon the design for King Abdulah in Saudi Arabia (KAUST – TAMU was one of 6 chosen from around the world) will be a powerful combination. Dr. Skadberg worked closely with Dr. Ewing and was the primary author of a pre-proposal that won TAMU a 5 year \$20 million grant. It is apparent that IISAC is already preparing itself to facilitate this kind of international, cooperative education endeavors as it has established strong ties with U.S. institutions.

Of course we would begin pragmatically, with a scaled down model (like creating a seed), with emphasis on applied technology deployment, medicine, forestry and community beneficial endeavors. This will be determined by IISAC's guidance. It is apparent that the TTCl and KAUST were the life visions of Dr. Ewing, but he passed before he saw them fully realized. Dr. Skadberg is the person who can assist to carry on his legacy, but also bring benefit to places like (**insert name**), and her people.

Rural Community Leadership Training – A Vision for (Insert Name)

This program would be a natural part of this overall strategy. The aim would be to specifically serve communities and regions that are interested and prepared to participate in a rural of economic development training series. Current, tentative, topic areas could include:

- Leadership (not as an "authoritarian" model, but as team based – see Dream Makers)
- Inspiration (Self & Community)
- Determination
- Cooperation
- Community Service
- Community Sustainability
- Diversification, and creativity

Appendixes: For expanded discussion and details of the various components of the *Applied and Visionary Education and Community Diversification Project for the (Insert Name)* the following Appendixes have been included. In some cases, these are early stage "conceptual" documents, but all have been derived from over 35 years of "on the ground", practical experience and real-world businesses and projects, several in collaboration, or derived from various governmental initiatives. Since the following discussions were "stand alone" discussion, there is some repetition of concepts included.

Appendix A – Team/Project Support – and Advisory Capacity

Appendix B – Hybrid Community Diversified Cooperative (HCDC)

Appendix C – Reverence for Life University (RFLU – Jamaica)

Appendix D – Green Loaded Tablet

Appendix E – Reaching Out From Within (Experience Co-Evolution Group)

Appendix F – Breath Way, Global Financial Architecture

Appendix G – EYE AM SHARING – Collaborative Network (see www.eyeamsharing.com)

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Appendix A – Team/Project Support – and Advisory Capacity

Here are brief bios of the tentative project principles that we anticipate being involved from the United States. In addition to these extremely capable and committed individuals, we have provided a short list of Executive Advisors and their affiliated organizations that can be drawn from to ensure IISAC's success.

Project Principles, U.S.

Andrew Skadberg, Ph.D.

Dr. Skadberg's professional career and experiences have involved many roles and responsibilities in education, economic development, environmental conservation and tourism. Over time, Dr. Skadberg has gained recognition as an international expert on community issues and solutions, the development of technology tools and the use of the Internet for the development of information and educational resources to support business development, with an emphasis on the "rural - urban nexus".

Before returning to Texas A&M University in 2006, working on high level strategy with advanced education methods, new technologies and innovation in business, Andy helped found AdventGX, a start-up tourism, technology consulting company that spun out of the university. This company emerged in 2003 from his work in tourism, community revitalization and entrepreneurship that spawned an emerging phenomenon around a touchscreen kiosk (originally TexBox), and wifi, providing information to travelers while supporting communities struggling economically. Now several states have adapted a version of what he calls "the walking, talking yellow pages for travelers" that can be delivered through static and mobile technologies.

Andy's work focuses on developing pragmatic, sustainable solutions for economic diversification, environmental conservation, experiential education with an ultimate goal to improve people's quality of life, especially youth. Dr. Skadberg has had experiences in all types of businesses and organizations including private, public and non-profit. The majority of his professional experiences have been in government and educational organizations but he always was involved in cutting-edge and even entrepreneurial endeavors inside of those organizations. While an Extension Professor at Texas A&M, Dr. Skadberg was the first professor to really push the envelope in regards to the utilization of Web based technologies and has focused on creating central resource and education centers from when he was the original author of the Texas Heritage Trail Program (which received national recognition in 2006) program in 1997. Currently Dr. Skadberg is acting President of the Reverence for Life University, co-organizing the Global Hemp Guild amongst several other complimentary projects for re-creating the world, by empowering individuals and communities to take charge of their destiny through enlightened awareness, cooperation, creativity, but mostly love.

Tom McClain

Tom has worked in many industries including global banking, finance and investment. Other experiences include radio and entertainment, travel, food and restaurants, and transportation, just to mention a few. After serving in the military Tom spent almost 3 years in the Peace Corp in Nepal starting in 1988. This experience was transformational and he dreams of returning to the remote village where he lived. However, there is a greater mission that we must initiate before that can happen. Tom grew up in the heartland of the U.S. and is the descendent of a successful farming family. Founded in his deep roots in agriculture, combined with his primary mission to be of service to humanity while protecting the natural world, Tom is taking the lead in a major agricultural movement in the U.S. to re-introduce hemp/cannabis as a staple crop. Together with companion cropping systems, and the introduction of subsequent additional crops, these "old" and "new" cropping models are desperately needed for greater sustainability across America, both economically and environmentally.

With as broad of an array of experiences as Dr. Skadberg, Tom and Andrew have joined forces with the Global Hemp Guild and are part of a major shift happening in U.S. agriculture. Hemp and cannabis as a food, medicine and as an innumerable array of industrial products is sweeping several states. Laws are changing for cannabis as a medicine and now hemp laws are changing rapidly. Tom has a superb ability

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to master-mind complex systems and coordinate efforts of diverse teams. His expertise, and his passion to be of service, and to honor and support peoples from all cultures and places is a cornerstone of our vision. Our aim is to bring the best of modern science, combined with the ancient wisdoms and common-sense modalities for creating a peaceful, abundant and harmonious world for all people.

Dr. Dan Rubano, M.D.

Dr. Rubano currently is serving as a CEO of Groundswell World a project addressing needs of non-profit and other small business needs with digital, financial services. From 2005-2014, Daniel was the Founder, and CEO & President of AQUA Wellness Resort in Nicaragua, a premier wellness/eco resort. From 2001-04, he created and ran the Multidisciplinary Medical Group, utilizing a 20,000 Sq Ft Facility in Beverly Hills, CA. Other medical engagements include: Miracle Mile Surgical Group Partner, Los Angeles, CA; Viola Systems, Beverly Hills CA 1997-01, Orthopaedic Group under S. Brouman MD; Established Beverly Hills Surgical Group. As a physician, his professional talent to diagnose and establish a comprehensive plan carried into creating sustainable wellness resort as he realized modern healing modalities in the U.S. are seriously failing. He took a bold move into what we believe is not only the future of medicine, and wellness, but whole new realms in tourism which is the largest economic generator in the world.

Dr. Rubano's experience in both medical and the establishment of wellness/eco resorts are a highly sought after combination. The Aqua Nicaragua model will be an example for all of our endeavors to create quality experiences and wellness opportunities both for travelers, but also peoples seeking happier and more fulfilled lives.

Executive Advisors – U.S.

Sam Lankford, Ph.D.

Chair Recreation Dept., Fresno State Univ., California

Dr. Lankford is the Director of the Sustainable Tourism and Environment Program (STEP) at Fresno State University and the University of Northern Iowa. He holds a PhD in Tourism Planning and Development and a Master in Urban Planning from the University of Oregon, as well as MA in Recreation and Park Planning and a BA in community planning from California State University, Chico. He has been a practicing planner in both staff and consulting roles in California, Oregon, and Hawaii, and conducted over 60 market research studies in those states and other countries. Sam Lankford specializes in tourism and recreation development

Desmond Donald Green

Co-Founder, Reverence for Life University

Desmond Green is a Research Psychologist with over 35 years of experience. After graduate studies in Psychology, Philosophy and Theology he spent the next 25 years doing post graduate work with Prof. Ross Mooney of Ohio State University and Milton Senn M.D., Founder of the Yale Child Study Clinic.

As founder of the Reverence For Life Foundation (RFLF) in Jamaica, W. I., Green successfully implemented a "template for successful living" program in Jamaican penal institutions in 1994. Positive effects of the RFLF model is evidenced in the rate of recidivism, which was reduced from 90% in 1995 to 10 % in 2000 as well as the dramatic reduction in prison violence that continues to be the report from all institutions. Dr. Green and Dr. Skadberg's work with the Reverence for Life University (as espoused by Albert Schweitzer) are a foundational approach for teaching individuals how to realize their own spiritual powers, and to create and live a successful life.

Steve Simpson, Ph.D.

Retired - Dean and Dept. Chair, Recreation Dept. University of Wisconsin, Lacrosse.

Dr. Simpson is also the co-owner Wood-N-Barnes, an experiential education publishing company (www.woodnbarnes.com). Dr. Simpson is the Chair of the Department of Recreation Management and Therapeutic Recreation at the University of Wisconsin-La Crosse. He teaches courses in outdoor recreation, philosophy of leisure, research methods, and recreation leadership. His writing focuses on

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experiential education, environmental philosophy, and leadership. He is the former editor of the Journal of Experiential Education and has written over 50 articles on experiential education, outdoor recreation, and environmental ethics. His two books that provide a foundation for our experiential education approaches are: *Leader Who Is Hardly Known: Self-less Teaching from the Chinese Tradition* and *The Processing Pinnacle: An Educator's Guide to Better Processing*

Sarah Ford

Sarah Ford holds degrees in English and Philosophy, with emphasis on writing and environmental studies. She is currently The Editor of the Review, a weekly newspaper published out of Erie, Illinois. At the same time she holds the position of Editor and Chief, co-author and COO of “Yep, It’s Rocket Science” (book Copyright, U.S. Library of Congress) and YiRS (Youth inspired Rocket Science) book has now gained national attention via the ABC/Disney/Mattel TV show Toy Box. Bob Windt’s toy remote-controlled hovercraft is being featured in the fall/winter season of 2017. As of the date of this writing, November, 2017, Bob advanced to the “Grand Finale” and won 2nd place on November 19, 2017.. She also is an independent journalist, writing numerous articles on creative endeavors, environmental initiatives, and new models for individuals and communities coming together to improve the quality of life for all. Sarah in collaboration with Dr. Skadberg is the Visionary behind bringing Bob’s Vision for youth education to the world (see www.yepitsrocketscience.com and www.yirs.org). Other projects that Sarah organized and coordinated include elected and appointed public offices, volunteering with numerous environmental organizations, and serving as an AmeriCorps member for two years with Big Brothers Big Sisters.

Mike Fritsch, President, ZOOM LBS

Mike is an experienced Corporate and Program Manager with over 35 years of experience and is President of ZOOM Information Systems and ZOOM LBS. Mike also serves as the “entrepreneur in residence” at the Northeast Indiana Innovation Center (<http://www.niic.net>). Mike has been involved with implementing and project managing a diverse range of systems including embedded consumer electronics systems, state government kiosk and internet-based e-government systems, DoD database and communications systems, space-based systems, automotive information systems and many more. He has a broad technology management background and is experienced at all levels from electronic and software design to project, program and corporate management with both small and large companies. He has participated in over 70 information technology and product development projects.

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Appendix B – Hybrid Community Diversified Cooperative (HCDC)

Extracted from the book “Vision – We are Re-Creating the World: A resource manual – “tool-box” – for revitalization and empowerment through grass-roots efforts and environmental awareness.”

Andrew Skadberg, Ph.D. – authored 2011

Background

The idea for a new model for cooperatives first came to me while I was working on my Masters degree in forestry at Iowa State University in the early 1990's. I am not sure what all of the contributing factors were, but I suspect that it was a series of experiences growing up in Iowa. I had my first entrepreneurial experience in 1980 in Cambridge, Iowa with our family business Odin Associates. The grain elevator, cooperative had a dominant presence in that small community so I remember driving by it almost every day. Then in 1983 I ended up working for a construction company that built grain elevators. It was a very interesting experience.

The first time I thought of the cooperative as I am describing here was when I learned from my father that California was the number one producer of all agricultural products, including corn which was a total surprise since Iowa is almost totally covered with corn. In any case, I pondered this idea and the waste associated with growing and shipping products from California that could be grown in the region. That was combined with the knowledge that the cooperative really transformed small agricultural production, giving the farmers more power and negotiating leverage in dealing with the marketplace. However, cooperatives, in my opinion have not continued in this vein of benefits to the producer in all cases. The coffee and banana industry in Colombia (I lived there from 2008 to 2011 during the writing of this book) is a very explicit example, and I know that is the same many other places. The cooperative has been formed to be a sort of “middle-man” that is really exploiting the little producers and creating obstacles and barriers to new products, producers and ways for the farmers to get a living wage from the crops that they grow.

This idea regarding waste also came to me regarding forestry products. At the time I was working on my masters thesis (1990-92) on an alleycropping agroforestry system for the disposal of municipal waste as a fertilizer and the trees and crops to be utilized in a bio-energy application. Agroforestry systems are essentially farming trees and can be highly efficient economically and much better for the natural environment in comparison with the status quo corn—soybean disposal of municipal waste. Also, I had been studying the problems of the forest industry (i.e. single industry economies), and destruction of native forests in the northwestern U.S. and was totally familiar with the failure of that industry and the resultant destruction of some of the most precious natural systems in the world.

So, the idea came to me “why don't we develop regional based systems?” We could grow the timber for all sorts of products, including construction, right in our region. This would not only eliminate the destruction of our wild and scenic forests of the northwest, but also diversify the already risky agricultural economy of Iowa. This was the seed of thoughts that spawned what you are now reading that I am calling the “Hybrid Community Diversified Cooperative”. These ideas have been gestating for twenty years because I finally put these ideas on paper in 2009. This concept, in my opinion, is one of the most powerful and exciting aspects of the RRES (Regional Revitalization and Empowerment Strategy) and I am very much looking forward to building the first HCDC.

Cooperative Definition (from Wikipedia)

A **cooperative** (also **co-operative** or **cooperative**; often referred to as a **co-op** or **coop**) is defined by the [International Co-operative Alliance's Statement on the Co-operative Identity](#)¹ as an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled [enterprise](#)². A cooperative may also be defined as a business owned and controlled equally by the people who use its services or who work at it. Cooperative enterprises are the focus of study in the field of [cooperative economics](#)³. Cooperatives have a sponsored top-level internet domain [.coop](#)⁴, which identifies legally registered or recognized co-operatives.

“Hybridizing” the Cooperative Model

This document begins a “Master Mind” dialog for evolving the concept of a new type of cooperative. There is something incredibly powerful about the “cooperative”. It transformed agriculture. And yet in the U.S. it has really been limited in its utilization and evolution. Also, in my opinion, it tends to have a “corporate” feel. The idea of a “hybrid” would be to adjust the concept of “one vote per member”. This concept rings of democracy which may not be the ultimate form of a cooperative venture, because in “a democracy” you could have 49% of the group disgruntled. That to me is not a workable model.

An evolution of the original concept of the cooperative might be derived from Napoleon Hill’s book “Think and Grow Rich” describing the functioning of the Master Mind (see discussion later in this essay). A process built into the Cooperative could involve assurance of 100% alignment regarding actionable efforts. The key to tapping into incredible powers would be to assure “pure” collaboration. In many historical and contemporary human endeavors small percentages of dissonant opinions and voices resulted in ultimate failure.

Determining the scale for regional cooperatives

In the United States, an important foundational principle for how to re-structure to a more sustainable, rural “localized” model, as compared to trying to compete in “global markets”, is to look at things from a larger scale than individual communities or counties. This likely is the same for any location in the world. Defining a region is not necessarily constrained to pre-established geopolitical or jurisdictional boundaries. In fact, as was highlighted at the Rural Policy Conference of the Federal Reserve Bank of Kansas City in 2004⁵, the county based system has probably outlived its utility. In the U.S. counties were established in the 1700's based on how far a person could ride a horse in a day. And small communities may have been self-sustainable in those times.

However, today, a small local community can likely not survive unless they are associated with other communities in their region. This concept has been around for some time in tourism (Clair Gunn, 1970's). With Internet technologies, and networking capabilities, we can establish whole new paradigms of regional economic models. Imagine the waste of resources that are going to the county government offices – (in Texas alone there are 254 counties). Most of these government run operations are not very effective or efficient.

Building regional economies should be based on a scale that creates adequate “economies of scale”.

Production of all types of agricultural produce and products can occur regionally.

- regional delineation should be “organic” and based on a collaborative “win-win-win” spirit
- only extend to larger markets, for imports and exports, when necessary
- competing in “global markets” is not necessary except where there is some very special products.

A proposed structure for the cooperative – three legs: business, social, infrastructure

In the world today there are three primary types of organizations: *business* (financial), *non-profit* (social good) and *institution/government* (infrastructure and public services). Usually, these three types of organizations end up attempting to support all three of these societal functions within their organization, but do not succeed because the organization’s “mission” is not ultimately aligned with functions outside of their normal domain of activities. For example, government agencies are very much challenged to operate a business successfully. This is also the case with non-profit organizations, in their original form they are not really designed to be businesses.

1 http://en.wikipedia.org/wiki/Statement_on_the_Co-operative_Identity

2 <http://en.wikipedia.org/wiki/Business>

3 http://en.wikipedia.org/wiki/Co-operative_economics

4 <http://en.wikipedia.org/wiki/.coop>

5 “New governance for a new rural economy : reinventing public and private institutions : a conference summary” <http://ideas.repec.org/a/fip/fedker/y2004iqivp55-70nv.89no.4.html>

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However, over time, the majority end up becoming business oriented. In all three of these organizations the main focus of the organization does not give as much emphasis on the other activities. This equates usually to sort of “lip service” being paid, or worse yet a blatant use of these activities to garner support that is then utilized in an unbalanced, or manipulative way. Many cases can be seen by corporations that are really creating environmental problems using social programs or environmental programs to convince their customers they are doing good and thus, people should buy their products.

A balanced organization should give adequate importance to each function. For example, if infrastructural support falters, the success of the organization will be diminished. Likewise, if the “quality of life’ (social) diminishes then the whole organism suffers. Finally, if adequate financial resources are not generated and sustained, there will be a breakdown of the whole organization (community, region).

It appears that a blending of the primary functions of these three entities would make for a more efficient organization. The *institution* would be responsible for managing the infrastructure and the services of the Cooperative. The *business* would be responsible for the fiscal and financial (marketing, business development) aspects of the Cooperative and the continued monetary support/management for the other two legs of the organization. The *non-profit* portion of the organization would be responsible for the programs that ensure the continued vitality of the region, such as education, social and other community empowerment programs.

What if cooperatives became the hub of distribution of locally produced products? Whatever could be made/grown locally could be distributed locally (this includes many potential cottage industry products). Also, localized “preferred” and “quality assured” services could be supported. Ever have trouble finding a good mechanic, doctor, plumber or dentist? The cooperative could provide some form of quality assurance. This could be tied to a robust Community Supported Agriculture program (CSA) which is a growing phenomenon in the United States.

A regionally oriented assessment tool could be developed and used to determine what products/crops could be grown in the area based on soils and historical productive capacities, with special emphasis on environmental sustainability. A team of researchers from Iowa State used a very robust, and adaptable model for a project contracted by the Winnebago Indian Nation (Nebraska) in 1991.

Basic guiding principles

In order for the project to be successful and built on a solid foundation, the following principles should guide the structure, functions and programs of the HCDC.

- Community (regional) Ownership of their Own Destiny
- Education is Foundational (John Hagelin, YiRS)
- Regional responsibility
- Feed everyone (Norman Borlaug – Nobel Prize)
- Adequate housing (e.g. Envirock.net/Noah Isreal)
- Activities for youth (Boys & Girls Clubs) (Star Club)
- We are all in this together lending a hand to our sisters and brothers (Reaching Out From Within)
- Empowered individuals (Desmond Green – The Practice, Reverence for Life University)
- Arts, Inclusion and Cultural Diversity (Yvette Dubel)
- Innovation in agriculture (Rwanda SPREAD project)
- Environmental protection (Thomas Berry)
- Full-enriched “Quality of Life”
- Eliminating the Middle-man, and helping the region to realize those lost “profits”
- Entrepreneurship (various programs, Marketplace for Entrepreneurs & Kids)

Cooperative facilities / services

One of the most important parts of the HCDC will be the construction of very beautiful and functional infrastructure. The idea is to create a “center”, or place where the people of the region will be very happy to come and utilize for all of their needs as they work to improve their businesses, their farming practices,

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environmental practices and to network and collaborate with other regional citizens. Diagram C10-2 Shows a view from above of a conceptual example of the HCDC grounds and facilities.

One of the major components is to create a multi-purpose conference, education, business and community center. This would be comparable to the best of the best conference centers, but utilizing the local architecture and vernacular. At the same time as being beautiful the facilities should be efficient and effective at serving all of the region's needs for coordination of the RRES.

Another critical aspect is that the HCDC facilities be located in a beautiful natural environment giving the region's citizens abundant opportunity to experience the out of doors through recreational activities and for community programs. The variability of these "facilities" could be significant whether it be totally natural, have recreational youth sports fields, or a community theatre. The key would be to have the facilities conceived, designed and built with the regions citizen's input and support.

The following list provides a preliminary list of some of the facilities we think would be important, but of course this list would likely be modified depending on the needs of the region where it is developing (letters in parenthesis below associate with letters on Figure C10-2). (A) Housed in the Conference Center.

- Classrooms (6) (A)
- Virtual learning facilities – Computer center (A)
- Business center (A)
- Meeting facilities – conference rooms (A)
- Community center (A)
- Multi-purpose facilities (no. 3) (A)
- Social services center (A)
- Hands-on learning facility (4-H, We learn to do, by doing) (a)
- Distribution facilities (B)
- Value-added product development center (Technical Assistance) (B)
- R&D laboratory (C)
- Co-op research grounds (research station) (F)
- Energy center (B)
- Nature preserve / park (E)
- Farmers Market (G)

Financing the HCDC facilities

In most cases, because this is long-term capital investment in the region, financing or funding could be gotten in the same ways that roads, buildings, universities or any large infrastructure in our traditional way. However, if support is not available creativity and resourcefulness should guide the process. For example, if the necessary capital is not available to design and build, the HCDC initially could co-op (rent, barter) existing facilities from other organizations to save money. This would be a matter of partnering and scheduling and coordinating access.

Organizational structure and character

One of the most important ideas for the RRES and the HCDC is to take advantage of the concept of cooperation (collaboration) instead of competition. If one looks at most communities there are many organizations that could, if they took the time to investigate, discover that they have complimentary interests. The idea of the HCDC is really to capitalize on this and bring together, create, or re-create a centralized organization that serves the functions, or serves to connect the functions of the following:

- Chamber of Commerce
- Convention and Visitors Bureau
- Community/regional social programs
- Cultural organization/Arts Council
- Festivals and events
- Farmers Markets
- Community Supported Agriculture (CSA)
- Regional Environmental Assessment Program (can use model like the

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- Winnebago project)
- Service Organizations (Rotary, Kiwanis, etc.)
- 501 c (3)

Educational programs (determined by regional needs)

As the reader has already found, education is paramount in this process. What sets the HCDC apart is the nature of the educational programs. In the main they should be pragmatic, useful and practical programs aimed at the needs of the citizens, businesses, and organizations of the region. Generally, the following list would be a good set of programs to support initially, but this is only the beginning. The possibilities are only limited by the needs and creativity of the communities and people.

- Innovative and existing agriculture
- Value-added agriculture
- Marketing, packaging and distribution
- Experiential tourism (eco, nature, agri, cultural-historical, adventure, etc.)
- Web-based technologies
- Networking
- Entrepreneurship
- The Arts – creativity
- Festivals and events

The following conceptual facilities were developed for the Department of Quindio, Colombia so the architecture was designed to fit the regional vernacular.



Figure C10-1: Vision for Conceptual Cooperative Multi-purpose Conference and Education Center—architecture Quindio, Colombia

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Figure C10-2: Conceptual grounds for a HCDC

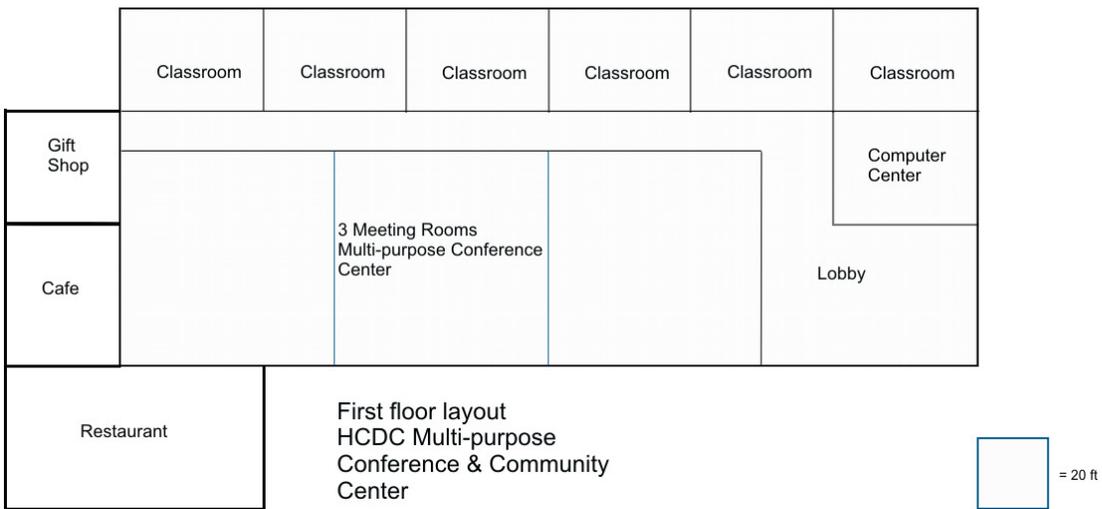


Diagram 10-1: Floor plan layout, 1st floor HCDC Multi-purpose Conference and Education Center

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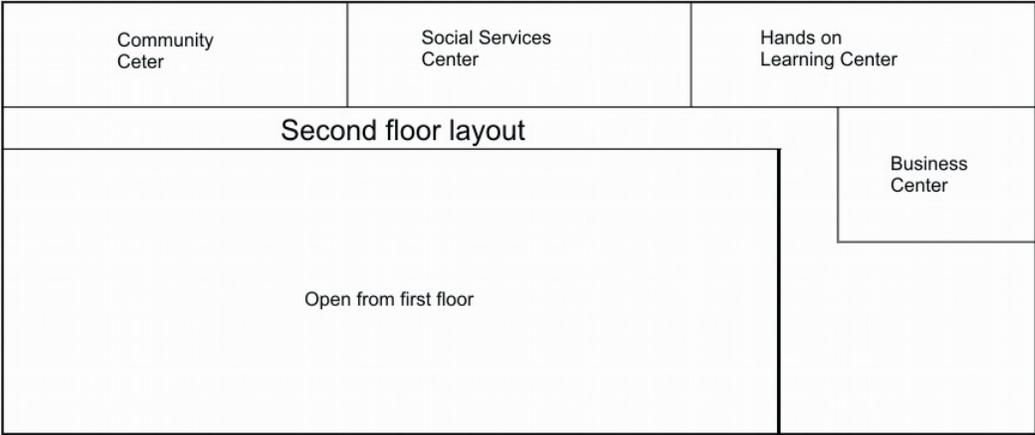


Diagram 10-1: Floor plan layout, 2nd floor HCDC Multi-purpose Conference and Education Center



Figure 10-3: Other “conceptual” images of various facilities of the HCDG (a—research station, b—energy R&D, c—fabrication center, d—outdoor rec. fire ring e—view of conference center from nature area, f—farmers market.)

Possible functions and activities of a Hybrid Community Diversified Cooperative

There are so many possible scenarios and programs that could be developed it will be impossible to cover the gamut. An entire book could be written about the HCDG. However, following are just a few examples of areas that are pretty much universal for all places.

Energy

One possible aim of the cooperative could be “self-sustainability” of each member of the cooperative. Or that the cooperative be internally *regionally* supported and not require being “on-the-grid”. However, each cooperative would be autonomous.

Bio-ethanol and Bio-diesel for transportation

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- Instead of building huge “plants” Maybe distilling ethanol and biodiesel could be done on smaller scale - like “moonshiners”, these fuels could contribute to the solution, and provide lubricants.

Other energy production – (e.g. Obayomi’s waster paper digester)

- the ultimate solution to energy is Solar, Zero Point and geothermal – the cooperative could negotiate better prices on equipment if they couldn’t be manufactured locally. Energy will be discussed in some detail later in this book.

Food

As with Energy, a possible aim could be that of regional “self-sustainability”.

- Anything that can be grown locally should be, and distributed locally. In actuality, using free energy systems and greenhouse technologies there is probably nothing that could not be grown in any place. Freedom from larger market forces controlling food production and supply would greatly benefit any citizen, community, region or nation.
- Farmers could have a broad base of diversified products to take to the local cooperative, the cooperative acts as marketer and distributor.
- Producers could diversify into many products not just grains or agricultural products in bulk, but support all kinds of value-added production.

Building - construction

- Agroforestry systems, producing a “local lumber” market with poplar tree farms, (2017, Hemp industry restoration. Hemp is part of the mulberry tree family and produces the most biomass, and can be seasonally harvested) etc, etc.
- A main function of the Cooperative could be regional “marketing and distribution”.

Other functions

- Cottage industries,
- Supporting all kinds of business, regional product distribution,
- products tied into arts, the cultural and environmental aspects of the region.
- Plus, provide membership access to all kind of education, tech-assistance, etc.

Positive Attributes

Values

1. Less fragile because system not dependent on single or limited product market (e.g. corn, timber, beef, etc.).
2. Transport vehicles could have smaller load but multiple compartments for different products - like recycling trucks, thus road infrastructure wouldn’t need to support heavy haul trucks and loads.
3. Distribution could occur on a more localized scale, create opportunities for small businesses.
4. Reduce long-haul transport and expand local support businesses.
 - eliminate corn/soybean subsidies - make the farmers and those crops support themselves based on market demand.
 - farmers can return to the “diversified” operation, becoming like previous generation, entrepreneurial and “jacks of all trades”.
 - we can provide educational materials to help farmers get access to best practices, networks and other producers.

Benefits

- Broaden / diversified economy is more stable.
- Lower fuel and energy consumption.
- Look at smaller scale processing facilities.
- Employ more people locally, and control employment within the region.
- Expand regional economy based on sound environmental ability to support without impacting local endowment a) soils, b) water, c) social, etc..

A major function of the HCDC is entrepreneurial development and innovation. This is about creative business enterprise and new processes for getting new and better products to the world. So, even though this concept has been introduced previously, it will be useful to reiterate in the specific context of the HCDC.

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Value-added Product Development Center and Research Grounds—Idea and Product Visioning & Creation Center

This section describes a second critical tangible “center” for the RRES, that which empowers entrepreneurship. In combination with the Institute, this part of the strategy is one that brings a tangible asset which results in many benefits.

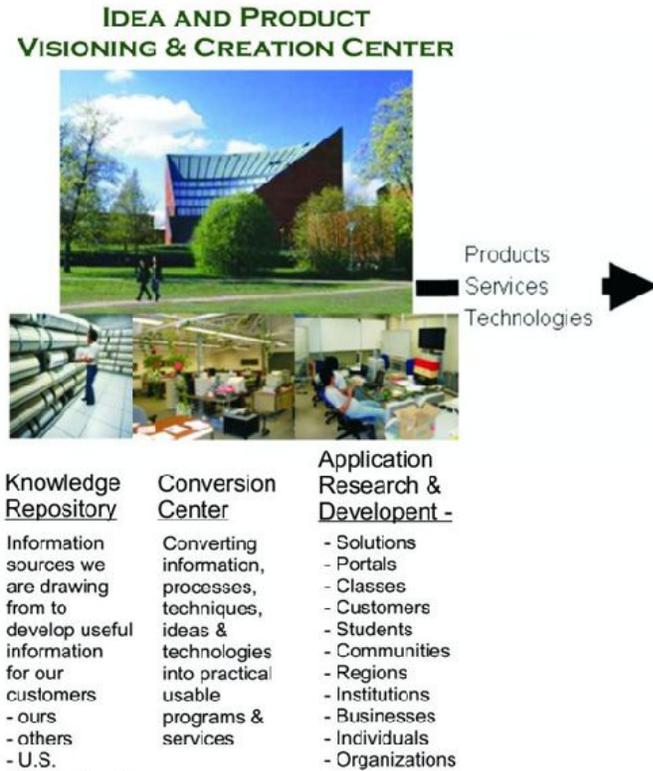
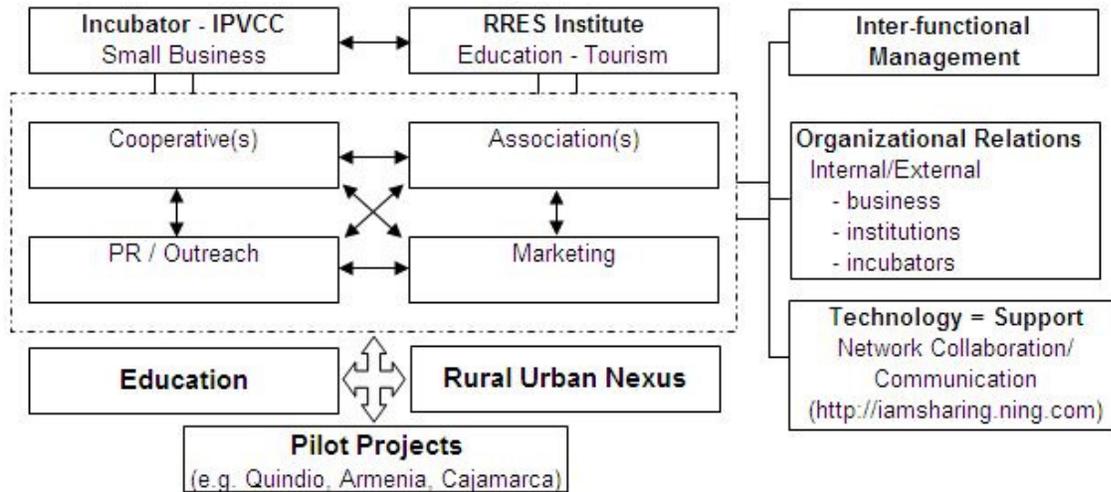


Figure C10-5: HCDC Idea and Product Visioning & Creation Center

Focusing on supporting the process of generating new ideas and products, there is a cooperative nature grounded in the ultimate aim to support regional communities, businesses, organizations, but ultimately individuals. The model is designed in a way for it to be adaptable. It includes a practical arrangement for the organization, its functions, the steps to implementation and an overview of the technologies that will facilitate completion.

Figure C10-5 provides a schematic for the overarching components of the Idea and Product Visioning & Creation Center (IPVCC). The foci of the IPVCC will be on small business (products, services) creation and support and tourism. The tourism strategy will follow the regional development model as described in detail earlier in this book with a focus on education, marketing and technology. The diagram below shows the initial structure and flows of activities and organizational functions of the IPVCC. The items “Education” and the “Rural Urban Nexus” identify the first opportunity spaces and the way the process will begin will be through the successful launching and implementation of “pilot projects.”

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RRES (IPVCC) Organizational Structure

Diagram C10-5: Functional Structure (internal & external) for the HCDC-RRES Idea and Product

Visioning & Creation Center

This description only provides a brief outline of what we see as the critical functions necessary and the steps to realize the “vision” of the IPVCC. This is a “living” document so elements can be added and expanded and adaptation will occur often, depending on the organic, evolutionary nature of this “systems” endeavor:

Facilities necessary to accomplish our Vision

The kinds of facilities that we will need to realize this vision are depicted in Diagram C10-6. Both Diagram C10-5 and C10-6 are based on the activities occurring for supporting several products and entrepreneurs and businesses. In Colombia South America “green” products are gaining market presence so supporting the invention and processes to bring these to market is important. Thus, there is a focus on the creation of the product development laboratory, testing center and shop outfitted with all the necessary tools to manufacture or fabricate first production (test versions) of the various products.

Additionally, our understanding for the success of a regional initiative is to have a physical place where the community can come and actually see the products and gain an understanding of progress for our initiative. To fulfill this it would be important to include a product and demonstration showroom. We also want to have a “business development” section: Marketing, business planning, packaging

Also necessary will be computer infrastructure for supporting online application development, a GIS laboratory, hyperspectral data storage, manipulation and product creation.

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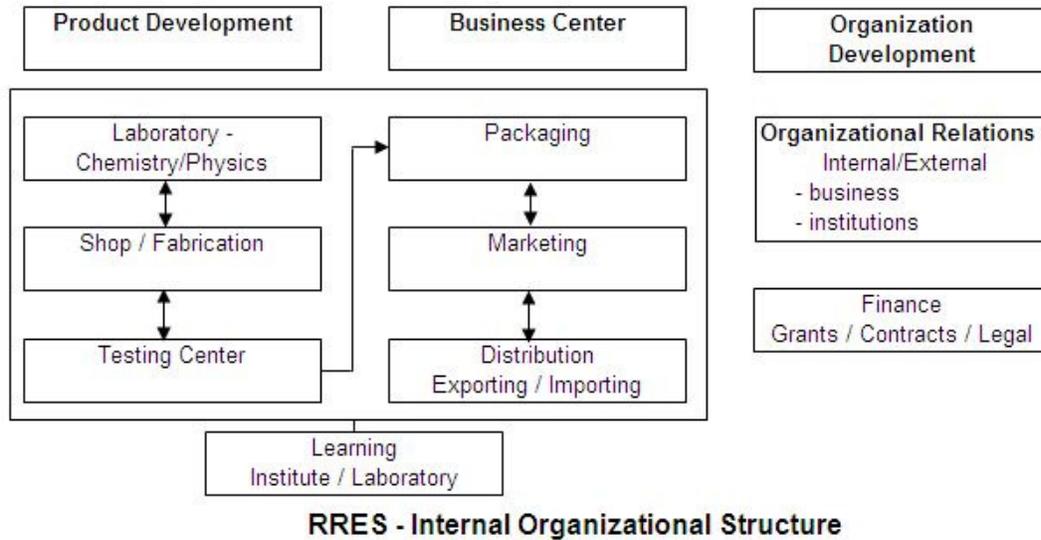


Diagram C10-6: Internal Organizational Structure for the RRES Product and Idea Visioning & Creation Center

Diagram C10-7 below illustrates the flow of an idea or product from conception to delivery to the market place. The center box, is a sort of “black box” representing the flow of activities between the product creation section (Incubation) and the business side of the IPVCC. This box is depicted in organizational details in Diagrams C10-5 and C10-6. One important additional aspect are the feedback loops from the products and services in the market place. These provide intelligence and continual quality control to assure that the process is functioning effectively and efficiently.

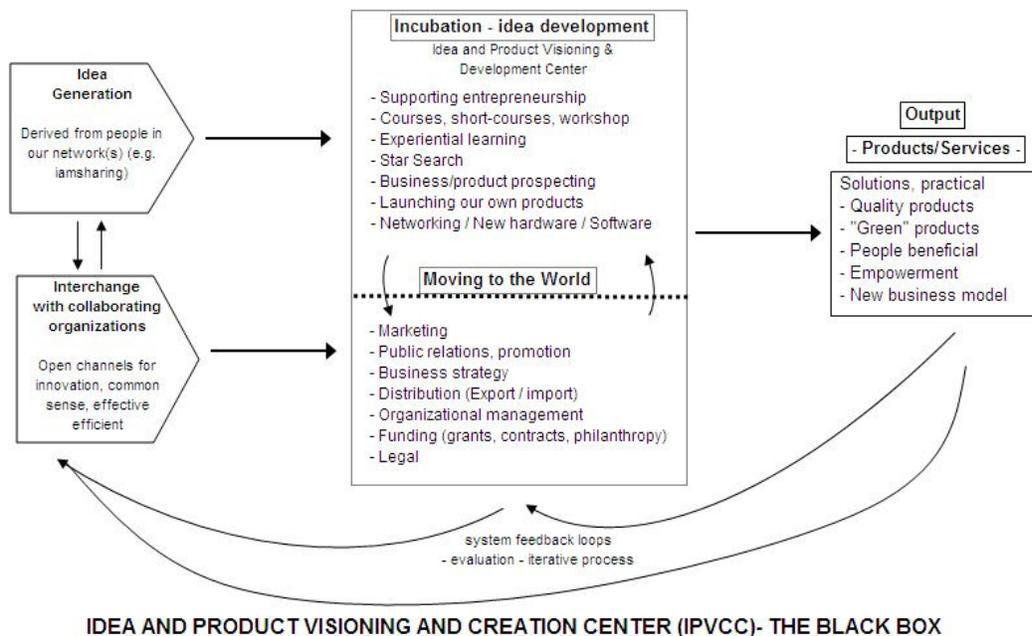


Diagram C10-7: The “Black-box”, movement of ideas from inputs to outputs.

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Case Study—bamboo, organic food farming

If the reader has not ascertained by now, I believe case studies are a very powerful tool to find good strategies, and I believe they can be adapted to the RRES. This is not to suggest that I have done anything like a total review and assessment of examples for these areas covered in the RRES and HCDC. However, I have collected a few choice examples that I believe provide enough evidence to begin the process of understanding that one of our most efficient ways to develop systems and projects that work are to find successful examples out in the world, and then adapt those to our own situation. Over the years I have kept my eye on a few friends, and projects that have come to my attention as being exceptional, and for providing me insights as I write this book and present these concepts to the world. One of the most impressive people I have ever known is David Cater. He was a very successful landscape architect in Austin, Texas and then he began to grow ornamentals and bamboo. That led him to create the Utility Research Gardens, bamboo and organic vegetable farm in Brazoria county Texas (started on 24 acres, 8 employees, profitable in 2 years). Now he is growing other organic products and selling them at a farmer's market in Houston, Texas. David is the perfect example of what one person can accomplish once they set their minds on a vision. A more detailed description is provided in Chapter 12 of the Utility Research Gardens, in addition to Community Supported Agriculture (CSA), which is another wonderful component that should be developed in a RRES.

Grass-roots – avoiding bureaucratic tendencies.

The key to success for the RRES and HCDC and all these subsequent endeavors requires "grass-roots" and a people empowerment strategy. I believe it is time to stop going to our government bureaucracies, politicians and the "powers that were'n't" to try to get things done. They have demonstrated what they can accomplish, and it is time that we, in a way "reverse engineer" ourselves out of the collective conundrums that we face, across the globe.

Our cooperative project should start with a model for development in a "pilot" setting, then have the model be "adopted and diffused" through the success of the approach. We need to rebuild rural agriculture from both the bottom and the top. Of course, we need to get better leaders, but we also need to help the masses of people to understand that they are not powerless. But we don't have to wait to get good leadership to start. If people get together they can easily change things.

Moving Forward—Norman Borlaug's "keys to success": (Nobel Prize Winner)

At this point I think it is very important to re-visit the idea that there are people who have shown us that if we put our minds and hearts to a task, we can accomplish great and profound things. The case of Norman Borlaug is one, but of course we can find many others. The Nobility project has picked up on this idea that the great minds have provided us insights, however, I think it is absolutely critical that we not get confused, or distracted, by in-depth intellectual discussions. The time to get things done is upon us. We just don't have time to wait around and hope or talk about how things need to change. We need a model by which we can move forward. That is where Norman has provided us a framework to work with. Of course, as is built into the process we can adjust, adapt, or redirect our efforts if we discover we are getting off course. But the most important thing for now is to get started, and "git 'er done". Here is a review of the Norman Borlaug approach.

Primary Attributes Vision! Spirit! Humility! Persistence!

- Examine primary issues in problem - within context.
- Develop common sense solution - create action plan.
- Implement plan - no matter what it takes.
- Recruit young scientists, specialization secondary, teach about context - instill *Spirit of the cause!*
- Grow effort, deal with obstacles, *adopt - diffuse.*
- Never lose sight of end objective!

Remember the name of the overall strategy is "revitalization and empowerment". So a key is to stay positive and find some "pilot" projects to work on. Of course it is critical to recognize the challenges we face. We do not want to be like the proverbial ostrich with our head in the sand. But we also don't want to get mired in negativity. That works against our cause.

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After implementing our vision we can find organizations to support what we are doing. We should not wait to get started in hopes that we will find an organization to support us. We need to start with a collective vision and then the resources and organizations that we need will be attracted to us. And the nice thing is that we will be "driving the boat".

Background materials supporting a HCDC

Here is a quote from Wallace Wattles's book "The Science of Getting Rich" that I think is appropriate, and supports these ideas (written in 1910):

"So the factory workers, either as individuals or as a class, are not deprived of opportunity. The workers are not being "kept down" by their masters; they are not being "ground" by the trusts and combinations of capital. As a class, they are where they are because they do not do things in a Certain Way. If the workers of America chose to do so, they could follow the example of their brothers in Belgium and other countries, and establish great department stores and co-operative industries; they could elect men of their own class to office, and pass laws favoring the development of such co-operative industries; and in a few years they could take peaceable possession of the industrial field."

"The working class may become the master class whenever they will begin to do things in a Certain Way; the law of wealth is the same for them as it is for all others. This they must learn; and they will remain where they are as long as they continue to do as they do. The individual worker, however, is not held down by the ignorance or the mental slothfulness of his class; he can follow the tide of opportunity to riches, and this book will tell him how."

The Master Mind – an evolution of the "Democratic" cooperative model

Extracted from "Think and Grow Rich" by Napoleon Hill (written in 1937 at the request of Andrew Carnegie). Twenty years research of the most successful people in America went into this book —*and success isn't just about money.*

In this book Napoleon describes the "Master Mind". It is a very powerful way to enhance our success. Andrew Carnegie had a Master Mind of 50.

Definition: The Master Mind is "Coordination of knowledge and effort, in a spirit of harmony, between two or more people, for the attainment of a definite purpose." Hill describes two characteristics of the Master Mind: economic in nature and psychic.

"The economic feature is obvious. Economic advantages may be created by any person who surrounds himself with the advice, counsel and personal cooperation of a group of men (women) who are willing to lend him wholehearted aid, in a spirit of PERFECT HARMONY (originally capitalized). This form of **cooperative alliance** has been the basis of nearly every great fortune. Your understanding of this great truth may definitely determine your financial status."

"The psychic phase of the Master Mind principle is much more abstract, much more difficult to comprehend, because it has reference to the spiritual forces with which the human race, as a whole, is not well acquainted. You may catch a significant suggestion from this statement: "No two minds ever come together without, thereby, creating a third, invisible, intangible force which may be likened to a third mind"."

Hill goes on to give the example of Mahatma Gandhi as the most powerful person on the planet at the time this book was written (1937) citing the potential power of the concept of the Master Mind. Influencing 200 million people to a like mind.

Here is a brief outline of Hill's suggestions for forming the Master Mind -

a) Ally yourself with a group of as many people as you may need for the creation, and carrying out, of your plan or plans for the accumulation of money--making use of the "Master Mind" principle described in a later chapter. (Compliance with this is *absolutely essential*. Do not neglect it).

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b) Before forming your "Master Mind" alliance, decide what advantages, and benefits, you may offer the individual members of your group, in return for their cooperation. No one will work indefinitely without some form of compensation. No intelligent person will either request or expect another to work without adequate compensation, although this may not always be in the form of money.

c) Arrange to meet with the members of your "Master Mind" group at least twice a week, and more if possible, until you have jointly perfected the necessary plan, or plans, for the accumulation of money.

d) Maintain PERFECT HARMONY between yourself and every member of your "Master Mind" group. If you fail to carry out this instruction to the letter you may expect to meet with failure. The "Master Mind" principle cannot obtain where PERFECT HARMONY does not prevail.

Keep in mind these facts--

First. You are engaged in an undertaking of major importance to you. To be sure of success, you must have plans which are faultless.

Second. You must have the advantage of the experience, education, native ability, and imagination of other minds. This is in harmony with the methods followed by every person who has accumulated a great fortune.

There are detailed instructions that I will not produce here, however, one last note from Hill:

"You may originate your own plans, either in whole or in part, but SEE THAT THOSE PLANS ARE CHECKED, AND APPROVED, BY THE MEMBERS OF YOUR "MASTER MIND" ALLIANCE".

Steps for starting the HCDC Institute

- Conduct Strategic Planning session for the HTA-ERC Institute strategy workshop –
Identify Project Board and Key Stakeholders for the coalition.
- Form working coalition.
- Identify viable sized "region(s)" to initiate project.
- Create short list of prospect communities (regional based preferred – see criteria below).
- Evaluate those communities based on a set of criteria to ensure project success.
- Resources for the Institute are available and some are in development, or can be adopted/integrated from a variety of sources (e.g. Solomon Source, extension at various U.S. universities, etc.).
- Identify potential additional funding sources (public & private)
- Solomon Source Consulting, Minister and Director of Tourism and others
contextualize" the approach based on political and social climate of proposed sites.

Hybrid Community Diversified Cooperative

- Use existing resources to start pulling together the HCDC
- Identify "**pilot**" site (criteria described in other sections)
- Identify "board of advisors"
- Establish Web presence
- Identify "affiliates"
- Strategy workshop

Questions that need to be answered

- What are the various facilities/resources needed for the incubator?
- Who are the key people?
- What are our first products?
- Who / what do we need to attract?
 - \$
 - People
 - Building
 - facilities

Need to build/design the organization/strategy

It could be possible that given the identification of a serial entrepreneur, or a coalition of people with a group of products, that we could begin building the HCDC around those products. For example, some time back I was supporting an entrepreneur, Guillermo Rodriguez, who had over 2000 products that he

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wanted to bring to the market. Guillermo passed away. The key to starting the incubator is to find a small group of entrepreneurs or small business owners who need assistance. As the reader might have already determined the author has a number of products to bring to the world too, we just need to get started.

First items to address would be

1. Structure business – divisions
2. Should we create a business incubator
3. How do we attract \$\$!!
4. If there is such a diversity of products, what brand do we want to create as an umbrella, or is that in our best interests.
5. What are our Initial Products/Projects
 - Top Seal
 - Natural herbicides
 - Special formulas
 - Colombian Trucking Confederation
 - Bio-ethanol
 - Viva Quindio
 - Regional development strategy
 - Hyperspectral
 - Bio-fuels
 - Water motor (cycle car)
 - Other products available from the region
6. What do we need to attract to get started?
 - Patent lawyer – for helping to register, patent products.
 - Attract the Best Team!
 - Colombian business associates
 - Insights to know when the right people are introduced to us.

Private Incubator

1. Structure and flows of activities – describe, and diagram the experiences of a person (student, business owner) and/or an idea coming into the incubator.
2. Nature of affiliations with schools, agencies, businesses and organizations
 - students
 - strategic partnerships
3. What is in the laboratory/shop/computer lab
4. Maybe organize the business/incubator around people then make linkages for common functions and needed support.
5. Solomon Source Team - Austin, Texas and global network.

In order to attract and support regional entrepreneurs we can open a “store-front” to begin attracting potential customers and collaborators. This could have multiple purposes: First, to actually support small businesses to improve their businesses and products; Second, to identify potential products that we might be interested in having as a part of our portfolio; and third, to create a network of businesses throughout the region and to be able to assess the nature of those businesses. The following is a “conceptual” description of what might happen to a prospective customer.

A customer walks in the door.

Step 1) We ask them why they are here

- a) incubate an idea or business, or
- b) business counseling / assessment.

Depending on their answer we give them a short assessment questionnaire.

Step 2) It is reviewed for potential based on the attitude of the individual and the idea.

Incubator – if yes, they are set on a path dependent on the type of product that they are pursuing and the level of support that they are seeking.

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If “no” they are given some free materials to assist them with their areas of challenge, and/or directed to some of the courses and workshops that are available through the HCDC Institute-Incubator.

One of the most important factors is the character of the person(s) who are seeking assistance. Here is a very short preliminary list of things that the intake interviewer should make sure is evaluated.

Person Assessment

- What is their attitude?
- What are they saying?
- What is their vision – do they have one?
- What are they attracting?
- What is their idea?
- How far along is it?
- What do they need?
- Who do they know?
- What is the idea’s potential?
- How can we help?
- Does it fit with our vision – where?
- Do they listen?
- Are they willing to learn/change?

Business assessment. Finally, we adapt the Solomon Source Business Assessment to the context of the region, and the types of businesses that are being supported and recruited. See Chapter 13 for the Solomon Source business evaluation tool that has been developed for individual businesses. One possibility for how to introduce the region to these services would be to have students with palm pilots, and digital cameras go out into the communities and conduct the interview/assessment of the businesses (We will need to determine how much we charge? We want it to be enough so we can generate resources, and possibly weed out frivolous ideas/customers.)

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Appendix C – Education, Environment, Economics: E-cubed and RFLU

In order to help the reader follow what might appear to be disparate information and ideas, I have organized these materials under the three categories of Education, Environment and Economics. Of course there are many topical areas that could be further derived from each of the following discussions, but these categories provide a good working structure.

You will notice that some of the areas will overlap because these three terms are over-arching concepts that really guide how the practical, conceptual, and theoretical ideas are applied to solving problems, or capturing opportunities. For example, *Education* is an inherent process imbibed throughout all of these discussions. We should be learning and adapting as we go along. This we believe is one of the downfalls of the “scientific process”. It has not been modified, or adapted in hundreds of years. We propose that there is really only one universal constant, at least that we know of at this time, and that is “things change”. So then, one must question, how can you create static, constant analytical tools for these processes of discovery and learning. We say you cannot. Even the modes and models by which you examine and develop things must be “organic”, flexible, adaptable. As stated in the book “When Love Guides Your Thoughts”, “nothing is sacred, except the pursuit of the truth”.

So, with this perspective, education, or learning, should be an integral and natural part of all of these processes. When we discover that one of our ideas, or programs is not working, or doesn’t fit into a particular setting—then learn how to make it fit, adapt or modify it, or eliminate it!

In regards to Environment, this should be easily understood as based on prior points made about foundational principles. To reiterate, essentially we see that protecting the natural environment to be absolutely critical. The organization that we have found that best illustrates this idea is Zero Emissions Research Initiative (ZERI). In brief their idea, which is derived from looking at natural systems, is that there is absolutely no waste. In energy and natural systems there is never a “pile of garbage” left over. And systems are absolutely efficient. There is zero waste. So, our take on this as we develop strategies, is to use a “systems thinking” perspective and observe all possible repercussions and impacts, and conduct due diligence to design systems that are efficient and do not create wastes. Of course obtaining “perfect” efficiencies starting from the incredible wasteful and impactful systems that are currently operating in the world is a tall order. So our aim is for constant progress (similar to that described in the essay “How do we improve this model”). And of course when huge improvements are possible to do those things, however, often times there are significant other impacts to short cuts. So while using the Systems Thinking view we must be sure that there aren’t excessive costs or negative impacts that are going to result from improvements in efficiencies.

To state simply, environmental considerations should always be considered as ideas, projects and initiatives are taken. And by environmental we are not simply talking about the natural environment. This could include social, political and business, or people’s living environments as well.

The Economic section of this document will have the greatest level of detail. Here you will find a near comprehensive “case study” based on my work in tourism. One might be surprised to find that what I present here does not include any discussion of traditional economic terms. The reasons for this are multiple, but mainly because for the purposes of planning and development “on the ground” so to speak, academic discussions have no place. The people who are operating the small businesses, or developing the social programs, or implementing new agricultural practices, or leading a project for comprehensive community planning will have no academic discussions. Of course research and input along these lines will be welcome. But community planners are faced with making pragmatic decisions. They will be doing the projects using the existing knowledge and access to assistance to help them get the job done. Traditional perspectives, or discussions of economic theory at the macro scale, have little import at this level.

Secondly, as we observe the collapse of traditional economic systems such as the banking system, the Federal Reserve and/or a remaking of the U.S. Treasury (e.g the NESARA bill is pending) I cannot predict, nor can anyone, what will be in place after these upheavals end. What we are observing

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nationally and internationally are changes as never seen before in recorded human history, especially the makeup of economic and political systems of the last 100 years. As a result, I cannot predict, nor wish to, what these systems might be. I personally believe that a wholesale re-evaluation of our economic systems need to be undertaken. In the last year I have been exposed to credible and verifiable information that the U.S.'s economic system has been constitutionally illegal. That we have not had in place the system that we thought we did. So, without a dependable or predictable basis for planning into the future, I will defer any references to macro systems economics. This will prevent this book from entering into very controversial topics, or even more importantly totally unpredictable areas of discussion. Here you will find a “nuts and bolts” discussion of the kind of ways for regions, communities, small businesses, and agriculturalists can and may use to grow their economic opportunities. These examples are useful no matter what macro-economic activities are taking place. As long as we have some relatively stable system in place, the types of planning activities and business development tools will work.

One exception to the macro discussion will be the introduction to the reader of John DeSanitis's concept for the Public and Private Enterprise. As I have been working to identify various solutions to economic development I came across John's idea. Based on my contemplation and evaluation, it will work. Of course what will be required will be an entirely new perspective on how we see the creation and distribution of money. This will require, in some people's cases, a radical shift from a perspective based on Adam Smith's “scarcity of resources” model. These ideas will be discussed at more length later, but the idea that we created a thing like “money” and then made it “scarce” in order to stimulate competition, in other words the “Free Market System” is a very poor model especially when we end up with the results we have. Based on my research, and more importantly the research of others, the systems that have been in place are designed for an “small class” of beings who have had control of vast resources that have created most of the problems that we are needing to rectify.

As we see the existing economic systems fail around us, it is time for us to develop new models. There is no reason for money to be scarce. We make it. There is no reason that our systems for exchange of creative energies imprison us. There is no reason that our economic system exploits and pushes most people into an existence where they struggle for survival. We can create a system that operates from a basis in line with natural systems—that being abundance. In its most basic form, money is simply a representative, or means for exchanging energy or services. And, if we look at natural systems, we see that there is no lack of energy.

The truth of the matter is the majority of the human population has been “duped” into believing that the system that is in place is what must exist. It is not. This system was not ordained by God. It was created by us. And we can re-create it, and replace it with a system that brings the light of Love to it. We can create a system that moves people out of a mode of desperate survival to one where they can pursue the truth of what they are here on the planet to do—to pursue and discover their true creative capacities. Many people of course will first think that we can't do this. I ask “Why not”? - if as humans we created these systems, why can't we create a system that works? It is obvious the one that we have doesn't. If we had a car that continually broke down, or even ran over us (which is really what our economic system does metaphorically) we would take the car to the wrecking yard and get a new one. But for some reason we have this belief about our economic systems that “this is the way it is”. Well folks, it's not! And if you really believe that certain things “will always be this way”, you need to think again. And I will suggest that you read “When Love Guides Your Thoughts”. In fact, when one looks at the various systems that we have created, the problems do not stem from the systems, they stem more from the thinking that created them.

It is not my intent to get into areas of controversy, but at some level, if we are hoping to change things we need to get at the core issues. In the area of economics we will not be able to cure the metaphorical cancer simply by putting a bandage on it. We need to examine the system with a clear view, with no filters, and face the harsh realities in order to see the new possibilities to create a new reality. Folks, we humans created money, and now we have allowed it to become our master. We really can turn this around. And, I believe a number of systems are likely being worked on in various circles. It is up to us to find the ones that will work and implement them.

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However, providence did bring John’s idea to me. So I have considered it and believe, at least for the level of consideration that I have given it to this point, that it can work. I believe it is a model that can operate in our existing economic system, and likely build a bridge to any new system that we might create in the future. At the same time his model will take care of “the people”, which as has been alluded to in prior sections of this book, that is what all of these systems are supposed to do. More on this topic later.

Why Tourism?

The reader may wonder why the tourism case study, in great detail, is included to demonstrate some of the concepts and working models that have been proposed. There are a number of reasons for this. 1) tourism is the area that I have worked for the longest period of time so it is the area in which I can provide the greatest depth of supporting information, 2) fortunately, tourism is an area of economic development that is the most appropriate because it touches on many “sectors” of the economy, 3) it is appropriate because tourism represents one of the most important, if not the most important, sectors of the economy. Very few people are aware that tourism vies for the top 3 position (often number 1) in all states of the U.S. and all economies of countries throughout the world. Tourism is really an indicator for a countries well being. It is a simple fact that if a place is attractive for tourism, it is likely a place that people would like to live. And that would indicate that the place has a stable economy, a relatively good quality of life, and provides the level of security that people desire. Point number 3 was well illustrated in a book entitled “Boomtown U.S.A” that has gained some recognition in rural revitalization circles. The book suggested that economic development and expansion in general, across the entire spectrum of possibilities was obtainable through a set of 7 1/2steps. What the author didn’t see in his analysis of several thousand communities, which he then broke down to about 130 case studies in the book, was that over 70 percent of those cases included, tourism was the most important, a significant contributor, or the indicator of success.

I could easily write an entire chapter, and have written extensively on this topic, but it would be digression from our aim to provide examples of solutions. The reader should just accept that tourism is a great indicator of a communities, regions, state, or countries well-being. And because of that, and the extent that it touches many aspects of an economy, it provides a sound basis for a case study. So, later in this section you will find a detailed description of how I would develop a strategy, with several different large scale elements.

Finally, tourism provides a stimulus to greater exchange and interaction between people. This creates opportunities for peace and greater understanding between people. This is very important! I have said for many years, as I have had innumerable opportunities to meet and experience people from many places and cultures, that when I have sat down to eat a meal with a person, whether they are from China, Mexico, Africa, Europe, and I had a chance to look into their eyes, and experience their smiles, that I have never wanted to fight with them or have any inclination for conflict. This would seem to contradict the history of international affairs from a historical perspective, or if one observes mainstream media. This is a very different picture than what we see and experience as we watch the nightly news. It is easy to hate people, as you sit on the other side of the globe, highlighting differences. However, I have discovered that when put in a face to face situation with people, that we are all very much the same. To me, this is one of the greatest potential benefits of tourism. And, if done in a sustainable, creative and non-exploitative ways, the potential benefits to both the providers, and the visitors, is huge!

SECTION IV—Case Examples E-cubed and Specifics on Tools and Approaches

Chapter 6—Education—The Starting Solomon Source Strategy

As one can deduce from the conclusion of the Executive Summary of the RRES, education is foundational to re-inventing rural development and empowering people. For some time I have referred to the Univ. of Phoenix Online example showing that if someone just taps into the power of the Internet, marginally, success is inevitable. My modification of the Univ. of Phoenix model would be to provide more pragmatic courses. These curriculums and courses would essentially fall between what one observes in

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the U.S. being provided by community colleges and four year universities.

The closest example was the originally envisioned Land-Grant University Model. It is not the point here to get mired down in lost opportunities, but to point the way to new opportunities. However, when possible, I will provide “cases” of prior, or current, examples that simulate the core concepts and or services that we want to provide with our revitalization and empowerment strategies.

Since education is paramount to our success, one of the core components will be the establishment of an educational enterprise and/or institution. That is what is going to be described in this section, our conceptual ideas for the creation of a new type of school that provides educational information and tools, and access that provides more practical and pragmatic information for people. In a phrase, we might say that the aim of this school will be to teach people how to fish instead of just giving them a fish.

Vision Experiential University

Our educational model is about creating a new teach/learn, learn/teach model that will provide quality educational content with the aim to empower the individual to recognize their divinity and sovereignty which results in confidence. Then, once the individual gains a basic foundation upon which to learn we will provide a series of courses to assist them in a variety of ways for success across scales.

We believe the Internet is an incredibly powerful tool that can provide a platform for the delivery of valuable educational content and tools to help people achieve their personal and collective goals. In addition, our learning institution will create a collaborative network that will provide ongoing support and connections to like-minded people and organizations for them to stay connected, and have access to a variety of programs and tools as they venture out to the world after they utilize our education Services and Facilities (both on-site and virtual).

Mission: To awaken people to their Heart, which will lead them to a compassionate understanding of the sacredness of all life. The beauty of our courses and programs is that we will not have to force any outcomes or objectives, the desired teachings are unavoidable. So, by presenting the right information at the right time the students will arrive at the desired understanding on their own since it cannot be interpreted in any other way.

Our Goal: To empower all so they may be “awakened” or “empowered” to an appreciation of the sacredness of all life (or Reverence for Life) and can then make better decisions independently from others.

Vision: creating a community (network) of sovereign beings starting with a virtual school/university that is ultimately connected to the creation of a holistic more sustainable community(s).

In the future we envision the creation of “real” communities where the food and energy needed for the community will be produced within the region of the community to create a self-sufficient model. The model for these schools and communities will be adaptable to many places so the ultimate goal will be to create a global network. Some of the initial ideas for create the “hub” of these communities is described in the essay “hybridized community development cooperative”.

Guiding principles:

- Respect life (Reverence for Life – Sacredness of Life)
- Learn to BE in, and participate with, a recursive exchange of Love with the One infinite Creator (this is based on spiritual principles not religious)
- Learn from nature whenever possible instead of inside classrooms
- Build a bridge between the wisdom of the ages and the harmonic messages of in-streaming consciousness
- Practices and learning will be converted into actions
- Foundational actions: Breathing, fun, connection, collaboration, sharing, harmony
- Non-competitive, cooperative

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One of the primary components of the Experiential University will be the Web portal. This portal will be the access point to all of the educational programs and to the collaborative network. A fully integrated virtual university and online business system will be operating as a globally networked system. There will be more discussion about the collaborative I Am Sharing network **later in this book**. Here is a conceptual mock-up of the Solomon Experiential University system.

The first “high level” steps to be accomplished

1. Conceptualization and organization of first materials into a virtual resource center – a **True University**. Seek contributors – “Sharers” who see the “Vision”. Begin planning the physical community.
2. Refinement of the educational materials (courses, workshops, publications) and begin letting people know that they are available. Begin actively seeking locations for the first actual “pilot” community and inviting people to be a part.
3. Continue growing the virtual school/university, but begin to look at locations for conducting actual courses. We can create the next University of Phoenix Online – but with Real and practical educational materials – with linkages to other resources and business to support the endeavor in perpetuity. The following provides a cursory outline of the tentative ideas for the “mock-up” Website.



This is an outline for the new Solomon Source

Figure C6-1: Tentative Solomon Source Mock-up Website

1. **About Us:** Provides a short executive summary about our approaches to things. Also a description of the expertise of the team in particular areas. That we are focusing on real-world solutions, but not ones that create a whole set of other problems. To this end, in the orthodox circles, we could describe what approach we have as “Systems Thinking”.

We are also identifying and promoting certain products that we find address some of the key issue areas that are facing the world.

2. **Products and Services:** We are making available information and links to products to help our clients and customers with solutions that make their lives better. This means to help them save money. Make

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them independent of existing energy and food paradigms. Help them live in a more sustainable and independent way. - links to products for home, ranch/farm, property - information about how to do things yourself - consulting services - access to information, and advice on a variety of topics - assistance with implementing projects for communities (existing and new) and for regions, governments, etc. that are interested in innovation and new ways of development. *Some Products:* - Polymer based road products, products through Mother Earth News, new, or free energy, organic food, electric cars/motorcycles, “green” “experiential” travel, earth shelter homes, books, art, Yuurts, etc.

3. **Team & Affiliations:** This link highlights our Team and our affiliations to other organizations that we are working with or proudly promoting what they are working on. This is a tentative list, and all of these people are not necessarily going to be on the team, they are just potential collaborators.

4. **Theory to Application:** This is where we describe more of how our approaches are based on theoretical foundations, and on larger scale, holistic perspectives, but are designed to be pragmatic/real solutions to the problems facing the world. This section will extract theories from the “Vision Document” and likely use star diagram as a foundation of the discussion.

5. **Other Info.** this is kind of an “open” link, we probably want to come up with a better term.

6. **Current Features:** Starting with the books that we have completed, and are being finished, this will highlight something that we want to promote, sell, showcase, etc.

7. **Customers/Audiences:** here is where we spell out specifically the products aimed at the customers and their various needs.

8. **Projects,** Here is where we highlight current and pending projects, both ours and of people in our network that need to be recognized and we see as complimentary to our endeavors. Also this will be a link to our past projects.

9. **Our Vision – Big Picture:** This is where we spell out the Grand Vision – drawing from the vision document and then tying to geographical references to projects around the globe.

10. **Solomon’s Blog** – connect to blogspot blog, and then to twitter, FB, etc. This is about getting the word out.

11. **Experiential University** is the tie to the “Center of Excellence”, or a foundational part of Solomon Source based on education. Building on the foundation of the Land Grant Model (brought to the world by Abraham Lincoln), but tie to all of the models developed in the Vision, and for Solomon Source. The key is to give lots of good stuff for free, but also provide a platform to create the next “University of Phoenix” online, related to development, rural places, tourism, commercialization, entrepreneurship, agriculture, etc. We have a “tentative” plan for this area. This will be hosted, initially on blogspot.

12. **Library / FAQ:** This is where we provide all of the information on various topics and links to books, etc. This will be a clearinghouse of information. It will also be a place to gather all of the intelligence that we gather as we go along

13. **Collaborative Network:** This will link to the – Collaborative Network (placeholder site www.eyeamsharing.com). This will be the basis of which we will provide the ways for the various user groups to form “working groups” or “teams” to access a place to work together on projects and initiatives. This is about extending “Social Networking” to the next level. I have written quite a bit of foundational information about this component and it is included in a later section of this book about the Eye Am Sharing Collaborative Network.

Highlights and/or Coming Events is another space to promote important things that are happening. If we get a sponsor, or we launch a product, or organize an event they will be featured in the space.

Determine Phases – tentative ideas

First steps

Step 1. Decide on a *tentative* “over-arching” structure.

A) Determine what audiences we are going to reach for – a primary audience, or aim, is *individual empowerment*, however, we can also incorporate additional existing materials that can create a greater “critical mass” of people to grow our community.

The levels of courses can apply to the various levels necessary for awakening – as per supporting the various scales.

- individual
- family, teams/working groups (pods)

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- business / organization
- community
- region / states / nations

B) **Decide on a name(s)**, (look at possible combinations of resources and how to inter-relate).

- Solomon *Experiential University, Solomon Source, Process of Self Discovery, Experience Ascension, Experiential University, Vision Experience*, etc.

C) Describe/determine various tools/processes that we will use:

- Internet based tools: describing how we use these technologies to supplement learning (networks, virtual environments, mobile devices, gaming, etc.)
- Outdoor learning (Ropes courses, nature activities, nature study, etc.)
- Experiential – *learning by doing* – work experiences
- Art rooms, laboratories, shops, gardens

Step 2: Individual Empowerment Course(s)

A) Individual empowerment, transformation, or awakening is the bottom of the Success Across Scales diagram. Thus we need to provide this as a foundation for our work. However, there is so much different materials and resources available for this that we will use those resources and supplement in the areas that might be missing. An example course is provided as we expand on these steps a little later in this chapter. Decide what materials we are going to use or create for the curriculum(s) for the *individual empowerment* courses – some topics include:

- The Practice—Desmond Green
- All courses and materials at Reverence for Life University
- Prayer
- A Course In Miracles (TCIM)
- How to think—the book “When Love Guides Your Thoughts”
- Connecting to and appreciating nature
 - Andy – Love comprehension experience, the sense experiences, breathing, etc.
 - Hiking/walking (day and night)
 - Group experiences
 - Adventure
- How to clear our regrets, guilt and shame, but replace the new space with Light/Love/True Power
- Other topics – managing money, keeping balance, discernment, avoiding pitfalls, Self-Love
- How to live, (exercise, gardening, eating right, living with others, education, etc.)
- Different ways to meditate (practices, techniques, recommendations) and connect with Your Divine

Step 3: Additional Courses/resources/presentations

Look at other areas that we can supply materials to create a broader array of “attractiveness” to attract a broader audience, for possible exposure and participation in the “empowerment courses”. Ultimately the success of collective groups is dependent on the health of the individuals within the group.

- tourism, community, innovation in agriculture, etc.
- entrepreneurship, small business, hospitality
- Internet based businesses, networking, social networking
- ancient wisdoms, prayer, etc.
- inventions, technology, space, gardening, etc.
- energy, new communities, sustainability, space, etc.
- suppressed knowledge, advancing our civilizations, etc.

Step 4: 1st offerings – *courses, materials, white papers, videos, presentations, articles*

- Make a list of possible courses in the areas that we can offer quickly
- Determine which *Individual Empowerment* course to develop first
- Describe/outline other courses
- Create course outline template(s) – adapted to an online environment
- determine/describe how the courses will progress – levels or programs

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- determine how & where various courses will be taught

Step 5: How are we going to attract people?

- marketing / promotion
- networking
- word of mouth
- invitation
- Google, Ning networks, Facebook, traditional marketing, Law of Attraction

Step 6: Make a detailed plan for the community – (first draft is *Hybrid Community Development Cooperative document*)

Create a Vision of the Community - Images of facilities/grounds

- dream location
- pragmatic location
- images of facilities
- architectural drawings, and plans

Expanded Discussion First Steps

Expanded Step 2. Individual Empowerment

There are innumerable sources of courses and information for individual empowerment. Included here is one program (short course) that we are initially calling the Solomon Individual Empowerment Star, or SIES (pronounced like “sees”), but we will want to embrace all possible traditions when we are fully operational. In the beginning I believe we should use available courses as we come across them. At this moment I have found five that are recommended for first consideration:

- The Practice, from Desmond Green which is described in some detail in the Case Study Reverence for Life University. (www.themoodschannel.com),
- Future Self Training with Prema Baba Swamiji (www.premababa.org)
- A Course in Miracles (recommended by Tom Dooley). This is a fairly lengthy daily program that lasts one year. However, the actual daily commitment is minimal. (<http://www.acim.org/Lessons/lesson.html>)
- Kiss Your Butts Goodbye offered for creative expansion by Linda Smarzik.
- Grandfather by Tom Brown since this would be successful with many people and it is very low educational level (6th grade?) yet still profound and deeply spiritual of the HEART. GSNS is ideal since they are free, but you have to be ready for it and it is designed for Western World and English speaking people.

First level: Grandfather by Tom Brown might be used to interest people like Indians, indigenous folks, or shamans, etc. which otherwise might not be ready for Wingmakers materials, or The Great School of Natural Science (GSNS) volumes. Tom Browns stories teach the ways of Grandfather Stalking Wolf and many different survival courses.

Middle level: The Great School of Natural Science already has a correspondence course for those who have read the six Volumes and want more.

Advanced: Then for really advanced or practical folks I would use the Dario Salas Institute for Hermetic Science (DSIHS).

An additional resource might be powerful I will call “A Process of Self Discovery” – I believe a very important way to engage people is to share personal stories. We can develop a type of “template” for a group of friends to share their stories about how we arrived to this place where we are comfortable with our lives, and where we are going as we venture into the rest of our life.

We can make an outline of “The Process” – and share our experiences. Then we make an outline of the things that we have realized are key to an enjoyable life.

I have shared the first version of his story through the various blogs and other writings that have accumulated over the last years, now compiled into the book I Am Sharing. The website www.eyeamsharing.com has put forth information on my life experiences and personal story telling.

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We can create a recommended “reading list” that can be included as courses that we can be building out while we are refining the “individual empowerment” courses. (see recent creation from RFLU www.cosmicreadingroom.com)

We can also provide links to other people’s materials and courses in case people want to check other things out.

Individual Empowerment: is the first step for building a bridge to the future. But the key to building this metaphorical bridge is not about trying to live in the future, but to do what we can today, Now, to reach some desired destination.

Success in the world is about individual empowerment being translated up the scales of organizations – or groups of people. In other words empowering individuals and then providing them the tools to help them to help others “people helping people”.

This is the main point of this short course, and process, is to help individuals, who have reached a level of self-confidence, and help them to Share that with others.

The dynamics of this process change as those people interact with the various groups in which they are associated, in other words people are part of successively larger groups as the move up in societal structure (e.g. individual, family, organization, community, region, nation). This idea is further discussed in our principle we call “success across scales”.

We have worked for many years in the area of community and regional development, and the success at this level is dependent upon the success of businesses, organizations, which lead to the larger community success. However, all organizational success is most importantly dependent on individuals. All organizations are comprised of individuals. Thus our interest is to stimulate the “Star” in each individual.

For communities, there are often hidden powerful individuals that can become leaders in the transformation and revitalization of regions and communities. This topic is described in detail in the publication Community Power Actors (sociology, Cooperative Extension publication).

So we are starting on the first step of a ladder, or building the foundation of an edifice by providing information and empowerment methods that will naturally progress, leading to “success across scales”. For Solomon Experiential University we have developed the following short-course designed to create a transformation in an individual’s perspectives on how to get things done. It is grounded in what we call the “Empowerment Star”. It is a cyclical and iterative process that can be used by individuals or groups. The “modules” as one progresses, build upon the previous experiences and lead the student through a process that will build confidence and skills for accomplishing personal and group aims and objectives.

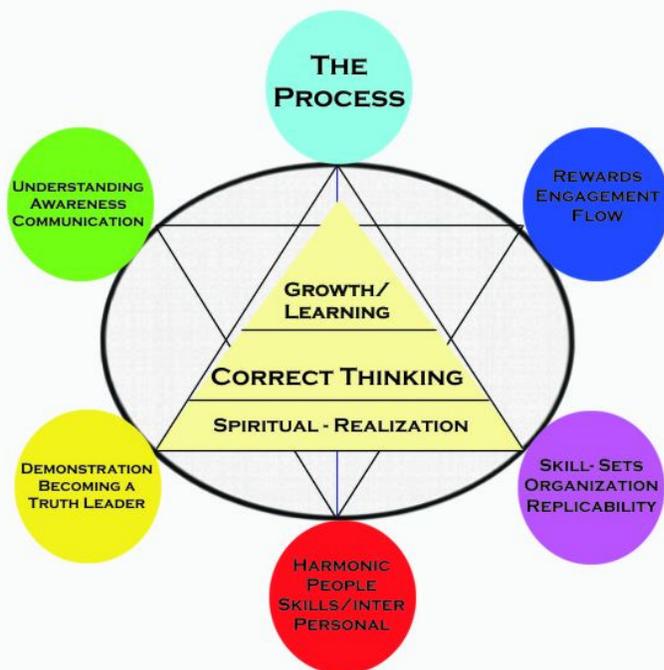


Diagram C6-1: Individual Empowerment Star

The **Solomon Individual Empowerment Star (SIES)** is a model that is adaptable to any scale (individual, group, community), but more importantly to any individual. Originally these ideas behind the Empowerment Star were developed in the context of helping communities realize the potential of tourism in their communities. The concept was to offer a group of people within a community a way by which they could, through a step-by-step process: a) determine and capitalize upon the potential tourism in their community, b) organize themselves into a working group, c) identify a “product” (e.g. Guidebook, Website) and create it, d) establish a successful process for their group to work together, e) have a tangible, useful and valuable outcomes, and finally, f) this process would lead to the groups ability to expand and continue this same process for other projects.

This application for tourism in a community is presented as a case study in **Appendix ??** The SEIS (or The Process) is a valuable series of exercises or guidelines, for success working in groups, but this same process can be used by individuals. That is what is being presented here. Basically it is similar to completing a series of homework assignments, but The Process, *the six points of the star*, builds on itself, and can lead the individual to an entirely new perspective with a group of skills that will lead to greater personal successes, that can then be shared, or experienced, with others.

The various sources that has supported and guided the SIES are too numerous to mention. However, some quotes from the Bhagavad Gita, which I was studying at the time of this writing seem to be serendipitous. In this verse, Krishna, the Spirit of the Supreme, responds to Arjuna in the field of battle.

3: 16 Thus was the Wheel of Law set in motion, and that man lives indeed in vain who in a sinful life of pleasures helps not in its revolutions.

The SIES is also a wheel, driven by unselfish motivations to find ones own true path, and to be able to contribute to the betterment of the world. It is work, not laborious work per se, but work involving self knowledge, contemplation, and continual pursuit of finding one’s true purpose, and the Truth (I have added emphasis in italics in these quotes). Here again, Krishna is sharing with Arjuna

3: 20: King Janaka and other warriors reached perfection by the path of action: let thy aim be the *good of all*, and then carry on thy task in life.

3:21: In the actions of the best men others find their rule of action. The path that a great

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man follows *becomes a guide to the world*.

3:22: I have no work to do in all the worlds, Arjuna—for these are mine. I have nothing to obtain, because I have all. And yet I work.

3: 23: If I was not bound to action, never-tiring, everlastingly, men that follow many paths would follow my path of inaction.

3:24: If ever my work had an end, these worlds would end in destruction, confusion would reign within all: this would be the death of all beings.

3: 25: Even as the unwise work selfishly in the bondage of selfish works, let the wise man work unselfishly for the *good of all the world*.

. . . .

3: 35: And do thy duty, even if it be humble, rather than another's, even if it be great. To die in one's duty is life: to live in another's is death.

The SIES is designed to lead a person through a set of procedures, or activities and actions that will naturally result in personal empowerment – the ability to succeed. We suggest that the student should read “When Love Guides Your Thoughts”, as a prelude to doing these exercises. This book is designed to illumine the individual to “correct thinking”, as indicated in the center of the yellow pyramid in the Empowerment Star diagram.

At the top of the pyramid is “Learning/Growth”, in other words, *experience*. In our view this is what life on this planet is really about, both for the individual and for the collective. We will not delve into the spiritual, metaphysical or philosophical support of this idea, because it could comprise an entire book on its own. Here we present it as a given. We could provide significant supporting materials and teachings, but it should not be necessary. All a person has to do is contemplate the idea and discover if it applies for themselves.

The third element of the pyramid is the foundation—Spiritual, Realization. In our experience, spiritual understanding, or a desire for it, are absolutely critical for growth and development as a human-being. We do not view the saying “we are not physical beings having a spiritual experience, but Spiritual beings having a physical experience” to be a trite saying. Our view is that the truth of being a “human-being” is to be much more a spiritual entity than physical, “human”. If the reader questions this, they may not be appreciative to SIES. For support of this foundational principle, we would suggest a person look to those books that assist people to find their own spiritual truths, the Bible, The Bhagavad Gita, the Koran, or any of many, many books that teach about the true nature of the Cosmos, and our Being. A list that have helped the creator of this course is provided at the end of this course.

The outer, points on the star, are *The Process*. **The Process**, at the pinnacle of the star is the beginning, and the subsequent “points”, or principles, move clockwise around the star.

Here is a brief overview of this conceptual model. The actual course will have a series of specific exercises associated with expanded discussion.

1. The Process: This is the beginning, and the ending of a cycle. Like breathing. Imagine taking a breath before you do anything. The start of a race, preparing to speak, starting your meditation. But breathing never ends, so where does a cycle of breaths begin and end, after awhile it doesn't matter. Just keep breathing.

This is a process. Like life is a process. Through utilizing these six concepts, a person will be lead to a higher understanding of life, which will naturally lead to a happier life.

Upon considering the SIES with no prior experience with it, this “point” on the star is the beginning! Be open to possibilities. Be aware that you will be supported and Loved through this process, and that it is YOUR process (more on this later).

After having completed a cycle, or many cycles, **The Process** step is one of evaluation and contemplation. Taking in the experiences and processing them for another go around. It should be natural and relaxed. Be aware of all that is supporting you at every moment for your own personal transformational process. Believe me, you have incredible support!

2. Fulfillment, Engagement, Flow: Whatever one attempts to do, one is motivated by “fulfillment”, which others might term as “rewards”. (A cautionary note: rewards can be a trap, if they are attached to transient desires for “worldly” or sensual pleasures, we have found the Bhagavad Gita

to provide wonderful guidance on this). Fulfillment may come in many forms. However, it is not our point to list what these might be because they can vary so greatly for each individual. And Fulfillment for an individual can change significantly over time. It is important to know that inherent in effective fulfillment is a sense, or process, of encouragement which provides incentives to an individual to keep working and achieving. This fulfillment can be external, but the SIES process is really grounded in internal rewards which some might call self-actualization, or as “spiritual realization” (the base of the inner pyramid).

The next part of this first “point on the star” is “challenge”. A very important academic theory guides our understanding of this item which is called “optimal experience theory” (flow theory). There are a number of characteristics associated with flow theory, but the two most important are “rewards and challenge”. There is a dynamic relationship between these two – if the rewards are not enough, a person will quit. If the challenges are not enough, people will get bored, or if the challenges are too much they will quit due to frustration. For more on [Optimal Experience Theory](#). Here is the definition of Flow Theory **Flow** is the mental state of operation in which the person is fully immersed in what he or she is doing by a feeling of energized focus, full involvement, and success in the process of the activity. Proposed by [Mihály Csíkszentmihályi](#), the [positive psychology](#) concept has been widely referenced across a variety of fields.^[1]

According to Csíkszentmihályi, flow is completely focused motivation. It is a single-minded immersion and represents perhaps the ultimate in harnessing the emotions in the service of performing and learning. In flow the emotions are not just contained and channeled, but positive, energized, and aligned with the task at hand. To be caught in the ennui of depression or the agitation of anxiety is to be barred from flow. The hallmark of flow is a feeling of spontaneous joy, even rapture, while performing a task.^[2]

3. Skill sets, Organization, Replicability: is the third Point on the Star. **The Process** will lead an individual in a way that will help them learn organizational skills and also a process by which this “model”, or procedure, for their life will be replicable for them in any situation. This is not like goal setting. Goal setting is not a dynamic process that allows an individual to adequately absorb and comprehend new information, or power, which is inherent in the living process. We see goal setting as a “behind the starting line” approach to life because from a vantage point in time “now”, people cannot see the true, or full picture—the true opportunities that await them as they move from Now into future Nows. We view living in a way that, as we move through our life experiences, and we are open to continual learning and growth, in each and every NOW, and we relish the PRESENT, we are constantly presented with new opportunities, many which we were not previously aware of. So this idea of “Goal Setting” which is really based on our “historical” perspectives, really limits our ability to adapt and utilize new information and insights as we go along. When I set a goal, and I lock into that goal, I can very easily put blinders on to many, many opportunities that could be presenting themselves. Our friend Robert from Jamaica said he lived his life based on what he called “goal-less” living, and we can appreciate his statement. In addition to this open-ness, **SIES** is very different in that it includes an element of constant evaluation and adaptation – allowing for continual adjustments to strategy to maximize a person’s ultimate results. Another way we might describe this is as a process to become a master at adaptive strategies. Adaptive strategies would be the ability to flourish and succeed in any situation or context.

4. Harmonic People Skills - Interpersonal: The fourth “Point”, or “principle” on the Star is an important aspect of **SIES** is to improve interpersonal skills. We believe this is pivotal for helping people to live a better life. If one examines life of humans in general, most of our problems are a result of us not getting along with other people. Why is this so? Of course innumerable reasons could be cited, however we believe that it really comes down to our relationship with ourselves first, which then end up creating the way that we interact with other people. In truth, most of these difficulties for ourselves and others could be put into the simple word, FEAR. Nonetheless, we end up treating other people how we really (subconsciously) feel about ourselves. So our focus with the SIES is on the individual, to give them skills to be agile and adaptable and understanding with all people. The principle is really guided by the Golden Rule – “do unto others as you would have done unto you”. To do this you must comprehend the true depth of this great teaching, and also internalize how you want to be treated. To accomplish this you must be on the path to “self knowledge” which is the first of the thirteen Thinking Rules in “*When Love Guides Your*

Thoughts". Shakespeare in Hamlet puts it like this:

This above all, — to thine own self be true;
And it must follow, as the night and day,
Thou canst not then be false to any man

The SIES Process is a step up, or is complimentary, to the internal practices that must be developed for a person to truly "know thyself". This means, that we are actively taking our individual growth and learning and attempting to Share it with others. This means that **SIES**, is complimentary to a person's individual practices, meditations, spiritual pursuits, and aims to improve their relationship to other people. After these processes begin with a transformation of our personal perspectives, then we can begin to improve our performance as we live and work in the various organizations and situations of the world (family, job, social works, etc.).

A wonderful compliment to **the SIES is The Practice** created by Desmond and Dawn Green. Of course, we are not suggesting that there is one path to self transformation and empowerment. They are innumerable. Another is **A Course in Miracles**. Each individual should find their own solution, but the key is not to just float in the sea of confusion that exists as we seek "the Truth" in the external happenings of the world. The Truth, as revealed by all of the greatest teachers can only be found within. However, as we work to find our own best process, we can utilize the wisdom that has been provided to us by the ONE through many, many sources.

5. Demonstration—Becoming a Truth Leader: The next "point on the star" with SIES we call "Demonstration—Becoming a Truth Leader". **The SIES Process**, which has a very natural flow, actually creates a "demonstration". We have observed that the greatest teachers throughout human history have taught by demonstration (Jesus, Buddha, Abraham Lincoln, Martin Luther King, Mother Theresa, Norman Borlaug and many others). So this step is really to mimic those great people. Now, not everyone wants to be a "great teacher" and we have only listed the most prominent here. However, the important fact is we have all been touched by modest/humble demonstrations. In many cases it is our mother or father, or sister, teacher or professor. The main point here is to prepare a person to understand that as they improve their lives, people will watch. And if others can see that you can do it, then they might believe they can change their lives too. This is really the most effective way to teach. And this is not about becoming a "clanging symbol" it is more like lighting a lantern and bringing some light to the world. This is what we mean by becoming a "Truth Leader", by the simple discovery that honesty and sincerity are really foundational principles for living in peace, we can then share our "truths" with integrity. This simply means doing the best that we can at any point in time. No one can be expected to do anything else. Solomon's Empowerment strategies are tested and proven throughout human history, because we believe these models have been discerned from the great teachings, at least we did our best. And they can be used by anyone. That is the beauty of this all. It is not rocket science.

6. Understanding, Awareness, Communication This is the final "point" on the star, before beginning The SIES Process once again. Another way we can phrase this is "Preparing for the World". Almost everyone desires to touch people's lives. If not in a big way, then in the way that improves the lives of the people around them. This last item is the step that prepares a person to take these same principles into the rest of their lives – to their place of worship, to their job, to their community, etc. All of the principles already discussed come to play here, but especially interpersonal skills. Here are the key issues that a person needs to master in order to have the best success with working with outside organizations:

- a) Vision, Executions skills – knowing how to establish roles & responsibilities, and determine rewards (for each individual).
- b) Communication skills (internal and external)
- c) Outputs, which means "getting things done"
- d) Maintaining harmony (conflict resolution/arbitration)
- e) Process management
- f) Progress evaluation – this occurs constantly throughout the process

Self Searching: this is one of the keys to success. This is where mastery of oneself and one's life arises. This topic is mentioned in *When Love Guides Your Thoughts*, and relates to the process of looking at one's life and finding those areas where you have experienced challenges and

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hardships – these can especially be identified by emotional trauma. When have you experienced the most difficult and internally painful times? Or those times that may have occurred before your conscious memory that shaped the very foundations of your personality. This will go way back in your life in most cases. In the author’s case the first issue was being bottle fed rather than breast fed. One of our advisors has identified A Course in Miracles (ACIM) as the best tool by which to gain more clarity as one goes into the world.

However, we have created a very simple diagram that describes what seems to be a missing piece in how we have been taught, or learned, to live our lives successfully and happily.

Solomon Source’s Approach – 3 Step

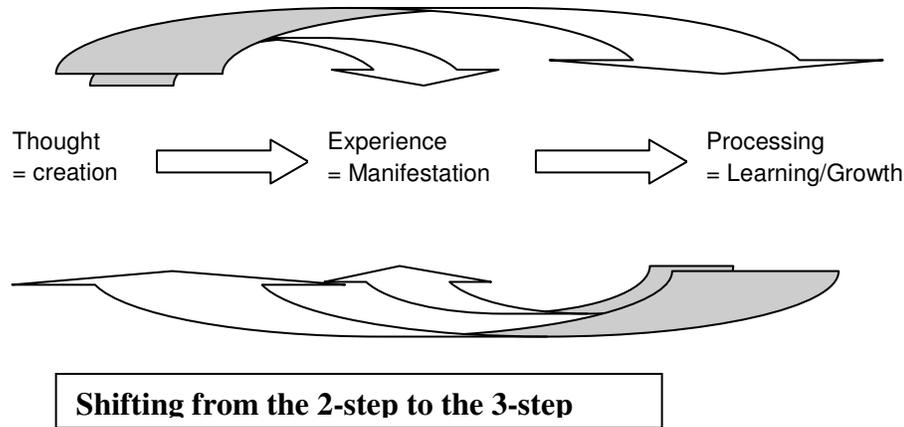


Diagram C6-2: Solomon’s Personal Empowerment—Thought, Experience, Processing

This is a super simplified diagram, but most good ideas are simple in concept. If we describe the center of this diagram with the three terms connected by arrows “thought, experience, processing”, we will understand in a metaphysical, and in fact literal way how we experience our lives, in other words our physical/material reality. Of course, an entire series of books could be written about just these ideas, but we just want to introduce these ideas to you. Just trust, or just contemplate, on our suggestion that your “ideas” that have become something “physical”. Have you ever touched “a thought”, or one of your ideas? How does something you cannot touch, interface with physical reality? You can study this subject through many sources, but it is best if you just spend a little time considering how all of our “reality” comes into being. Extremely simply, it begins with the first two terms “Thought = creation” and “Experience = Manifestation”. This is how our ideas are turned into “things”, how things come into existence and create our “material reality”. If you haven’t considered this before, just trust that this is how it happens. One book that we recommend that goes into some detail, but with very little extra rhetoric is “The Science of Getting Rich by Wallace D. Wattles. Wallace’s book is provided as part of our “e-books” and we highly recommend that you add it to your digital library.

After we accept that the first two items are the truth, then we need to consider what appears to be the missing part of the picture. That relates to “processing”, the third step in our living process. Most people are stuck in the first two items (the 2-step) in this diagram. Most people believe that outside circumstances are just “happening to them”, that they do not actually have power over them. Repeating the same mistakes over and over again. In fact, usually this is occurring on an inter-generational basis in families. The truth is, we are the creators of all of our experiences—all of them. What has been missing in so many people’s lives is the third element — The ability to process, evaluate (or contemplate) and change the patterns, our internal reactions to, apparently, “external” influences. This is one of the key elements of the Solomon Source Empowerment strategy. To give you the ability to get to the “problems” or issues, honestly face them, and then move into a new paradigm of existence. It is really a simple process, but may require real dedication and courage. But the rewards are significantly greater than the

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efforts required.

Evaluation: The SIES is situated “metaphorically” in a “soup” of evaluation. This means that your evaluative mind-set should constantly be aware, or “turned on”. This is not as difficult as one might imagine. Especially if one has seriously studied “When Love Guides Your Thoughts” and has committed to seeking Truth and the pursuit of being Love to the world. It really becomes a sort of “watch program” that is constantly vigilant for situations which are going to bear sour fruit, or bad results. In some ways, it is as simple as monitoring ones own emotional status. However, before those channels are clear there needs to be a serious inventory of past programs and trauma as mentioned in the previous item. The evaluation mode is connected to adaptation so we learn to be constantly aware and are ready to make adjustments when necessary. Many of these concepts are touched on in “When Love Guides Your Thoughts”.

Getting Your Model: This is the last part of this introduction to the SIES process. It is apparent that, as we observe the struggles of so many people in the world, we all need a “model” for how to have a more successful life. And no one has ever really provided us one, that is because they have been trying to give you *their model* (in the case of some great teachers such as Jesus, it was others who altered a working model).

This is the issue. What we have not been told, or realized, is that we need to adapt “their models” to be *our model*. When we discover this simple truth a whole new world arises. It really doesn’t matter what a model looks like, the trick is to modify it to suit your needs. The key is to make it your own. So, we are providing you our “model” and want you to change it in a way that suits your needs – so it serves you and makes sense to you!! This is because it is your model ultimately. That is the only way that it will assist you to accomplish the things that you want to.

I think Jesus really points to this in the quote,

“Anyone who has faith in me will do what I have been doing. He will do even greater things than these”. John 14: 12

In my life learning process, I have decided that Jesus was telling us that there is only one way to God, but it was not “his” way, but that the one way to reach God is through our own hearts. So there is only one way. Your way is through your heart, and my way is through my heart. This idea is captured in the following:

“It is the father, living in me who is doing the work.” John 14: 10

With SIES, all we are doing is providing you a structure, or concept, but it is only meaningful if it makes sense to you and you integrate it into your consciousness, your life. Pictures, metaphors, symbols, diagrams, flow charts, etc. work well for many people, others maybe a formula. In any case, don’t think we are telling you what to do, we are just pointing a way, but you choose the path.

Throughout this book are many diagrams that we have used to assist us in simplifying things and providing “a model” for our projects. Maybe one of these will work for you, or maybe some combination (maybe the puzzle, or mandala). Take what you want, but the key, again, is to adjust, alter and adapt the model to fit your needs, and also to be agile, adaptable and evaluative throughout the process. If a model doesn’t work any more, get a new one.

Expanded Step 3: Additional Courses/resources/presentations

The Solomon Experiential University will start with what we are most familiar with. In other words, there are a number of courses and other materials that we can offer to assist people. Several of these resources are included throughout this book. We will most likely, initially, attract those people of like mind. So if we first design, or begin development of courses, for people like us we can work on it until it is sufficiently developed and then use it as the blueprint to extend to the other areas of interest for people. For example, as our “opportunity space” expands and we begin to attract others, we can venture into areas like art, music, creativity, etc. This can then attract individuals who will likely have a completely different perspective than our way but share the same goals, that being to help the world to be re-created,

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and to empower people.

Where this leads is to create opportunities for everyone at many different levels of competence, interest, and awareness. This can be a priceless gift to humanity! A very noble and worthy task!

The wisdom of Solomon introduces the idea of being *Born again from the womb of society* (a secret clue here to being born again, is that we start our lives in water) and capable of knowing right from wrong by their own powers and not needing a priest or spiritual guru.

Jesus replied and said to him, "Amen, amen, I am telling you, if [the] human [being] is not born from the waters and the Spirit, they cannot enter the Kingdom of God." John 3: 1-7

This is exactly our goal: To empower all so they may be "born again" of the womb of society such that they respect the sacredness of all life and can decide right and wrong independently from others.
How do we assist the students to progress through the learning?

Initial Evaluation: As we grow our various programs and services it will be important to develop ways to assist our students to determine what programs and courses will serve them best. What curriculum will take them to their individual success? Thus we will need to develop a process of initial evaluation. The simplest form for this will be a survey, interview or online evaluation process.

Understanding Our Students: We will need to know about the people who seek our various programs, courses, materials and services. What kind of books they have read, what they are interested in, what they seek out of it and from this determine what they are most likely to be ready for. So a questionnaire or filling out a brief application might be in order.

Internal Evaluation: As the reader can see, we believe that evaluation is absolutely critical for providing the very best services. And this does not mean just a simple questionnaire, or process by which we are gathering numbers to put in tables and in written reports, but about sincere information for the ongoing improvement and growth of our organization. These strategies will be developed later, but here are initial ideas for these purposes:

- measuring progress and moving to higher levels – demonstration - exercises
- initially, for the Web resources, this has to be Self measured
- progression of courses
- progression of programs

This source suggests that there are 13 major different psychological ways to see the world we should be aware that what interests some will not interest others. If we can discover what our student's perspectives are, then we can provide ways for them to satisfy their interests and curiosity in the appropriate way.

Initially, based on our current understanding of some the greatest needs in the world, we propose the development of courses and programs that can highlight these following areas.

Core Teachings:

- The Practice, Conscious Breathing (Global Citizenship Passport, The 1st "R)
- How to think (When Love Guides Your Thoughts).
- Prayer.
- Connecting to and appreciating nature.
- Various Consciousness experiences: e.g. Love comprehension experience, the sense experiences, Conscious Deep Breathing, etc.
- Hiking/walking (day and night).
- Group experiences.
- Adventure.
- How to clear our personal obstacles, but replace the new space with Light/ Love/True Power.
- Other topics – managing money, keeping balance, discernment, avoiding pitfalls, Self-acceptance and love.
- How to live, (exercise, gardening, eating right, living with others, education, etc.).

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- Different ways to meditate (practices, techniques, recommendations) and connect with Your Divine source or God.

Expanded Step 4:

Through our network, we have many different resources that can be made available. As the programs and courses begin to be offered we determine how much additional supplementation we want to include. We just need to establish a loose “standardized” way that the materials are presented, or that people can gain access to so people do not have to “learn” new things just to access the educational materials. The two diagrams, the puzzle and the Mandala, will facilitate the organization of our ideas. Of course we do not have to implement all of the “petals of the mandala” at the same time, but it will be good to have tentative ideas “penciled in”. The same thing with the puzzle.

The Jamaica Reverence for Life University (JRLU) case study that follows will give much more depth, and theoretical discussion about how the Solomon Experiential University can be structured and developed. The petals in the JRLU example are for *tentative* projects that cover many of the needs associated with a community. They include efforts to protect the environment and culture of a community. It also includes education and social projects designed to provide benefits and empowerment to the citizens and to build better relations across the community. These same “tentative” projects can provide guidelines for our courses and ultimate projects.

Expanded Step 5: Getting the Word Out

The guiding principle for this step should be based on the idea of attraction rather than promotion. We will get other people to assist with this. Use our network. Use word of mouth. Use prayer and Divine intervention. If we do our homework properly this should not be an issue and we will leverage our friends and networks to facilitate our success. Ideas that can be utilized for this purpose are discussed in other sections of this book including the Tourism Case Study, and the development of the “Experience Iowa Travel Show”. When we arrive to this stage of the Solomon Experiential University planning we will develop specific ideas utilizing our global network of friends.

Expanded Step 6: The Community

The necessary details for this are covered in two latter sections of this book. The first is Evolving the Cooperative Model in Chapter 10 The second describes the I Am Sharing Collaborative Network in Chapter 11 which in another term would be an online community. These are the two levels of community that will be directly supported by the Solomon Experiential University.

Introduction to the Case Examples

Following are a number of “case examples” to expand on, and give the reader insights into how the various ideas that are being presented can actually be converted into “real projects”. The following cases are a step in that direction.

The materials presented here have not been formatted to a particular context. In other words, these proposals were not submitted to any particular agency or audience. They were prepared for the beginning stages of internal team strategy. In some cases, these aspects of these projects have been implemented in various settings. For example, The Practice was implemented in the prison system in Jamaica. The tourism case study is a very much expanded version of the original TeXBox pilot project in Texas. The strategies to create regional development resource centers were first proposed to the Texas Heritage Trail Program. Nonetheless, these case studies have not been implemented in the form they are presented here. As we have found in our experience, these are too comprehensive for most agencies and organizations to consider. But, as we have pointed out in some detail, we need to implement more holistic models that do better for protecting the environment and for enhancing the quality of life for people. In each of the case studies there are elements, and outlines of steps that are common to each of the projects even though the cases are quite different. Rather than sending the reader back and forth, following different references in the book I have chosen to duplicate these lists and steps in order to aid the flow of reading. So, as you read on, you may feel there is some redundancy. There is, but the steps have been customized for the particular case that is being discussed.

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Education Case Example 1—Jamaica Reverence for Life University (JRLU)

Vision

As the 21st Century begins, a unique opportunity has arisen to re-examine education in Jamaica and introduce a fourth element to the traditional 3 “R”s that will revitalize the impact of education on all ages of students. The fourth “R” is simply “Reverence for Life”. Not to be misconstrued as a religious or philosophical viewpoint, Reverence for Life invites us to instill a sense of wonder into education. Institutional learning and the effects of bureaucratic management has stripped much life and dynamism from the process and experience of learning.

In order to accomplish the introduction of this 1st R we will simply adapt an existing set of skills that are part of *The Practice* which is the basis of our curriculum for individual empowerment that will introduce reverence for life as an integral part of the existing educational paradigm. Other courses based on experiential learning and personal empowerment are also ready to be taught, but the foundation is *The Practice*.

The initial delivery vehicle will be based on a long researched concept of a “Center”, or virtual university that has been derived from fifteen years of research of institutions in the United States. The primary innovation introduced by the Center would be the utilization of Web technologies and distance learning in addition to technology utilization far advanced to contemporary educational institutions.

The JRLU will not ignore traditional educational settings such as classrooms, workshops, seminars and short courses, but will utilize a dynamic combination of learning environments with an emphasis on experiential, “conversations”, and real-world learning. The aim and underlying purposes of JRLU is to infuse our educational experience with an understanding of the truly spectacular planet where we live and our own inherent magnificence, and then to empower individuals and organizations to ignite the dreams and aspirations in their hearts.

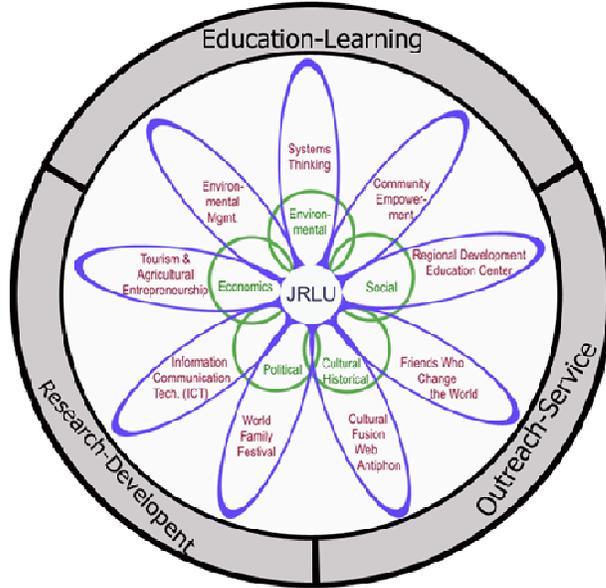


Diagram C7-1: JRLU Mandala or Lotus Flower—the Nuclear Reaction*

Overall Vision and Conceptual Foundation

The Nuclear Reaction – or The Lotus Flower (mandala), of the JRLU has its own set of functional parts.

*We memorialize the inspiration for our “lotus flower” (or mandala) to Dr. Richard Ewing. Dr. Ewing was the Vice President for Research at Texas A&M University until Dec. 5, 2007. Thank You Dr. Ewing.

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The vision for the JRLU is global, but as the saying goes “Think global, act local”. So, as we envision a model to touch all peoples of the world, we begin in Jamaica. Our friend Desmond Green was the inspiration for the JRLU, but he got his inspiration from another great person in Albert Schweitzer who received the “reverence for life” dispensation while working in the jungles of Africa. Additionally, Yvette Dubel has provided much of the creative ingredients and inspiration. We will include some quotes for Albert later in this discussion, because his work has been a great inspiration for this entire book.

However, now we will introduce some of the unique characteristics of the JRLU vision, as captured in its Mandala. As you will note first the internal “programs” indicated by the green overlapping circles indicate the “core curriculum” or educational programs for the JRLU. These programs will be discussed in greater detail later in this case study. As for the petals of the flower, indicated by the blue ellipses radiating from the center to the outer circle, these are the various “Outreach-Service” programs that are unique to the JRLU. These items will be discussed in greater detail too as they are related to the “pieces of the puzzle” and will be associated with specific “extension” functions of the JRLU that connect this new model for a learning institution with the rest of the world, but specifically to Jamaica in the initial stages. The final unique characteristic of the JRLU Mandala is the outer circle - the ultimate objectives. Love—Service—Learning is the overarching “context” for the learning model that we wish to create. Love, as a concept speaks for itself, but Love is best expressed through the action of Service, and the whole purpose of the JRLU is for Learning. Radical Inclusion is an idea that demands that we erase barriers for inclusion and access to all aspects of our new educational endeavor. And Cultural Fusion invites us to consider the barriers, and erase them, that have created so much conflict and separation between peoples of the world. Through these ideas we endeavor to create a space where all can be embraced within the circle of life. As we initiate our Vision our aspiration is to see that “a critical mass of knowledge and energy is reached, the results can touch the world”.

Jamaica Reverence for Life University as a creative, experiential learning institution will begin with a multidisciplinary core of educational content derived from our team’s broad based experience. Delivery will be supported by state-of-the-art hardware and software infrastructure. Our “faculty” is strongly connected to excellent colleagues, experts and practitioners around the world. Working together, they can produce a unique experiential, multidisciplinary, international institution that will excel in education, research and outreach. Jamaican students will be able to expand their horizons enormously in this virtual and on-site learning environment.

Strategy for Success

We propose to provide a broad based curriculum derived from our team’s existing expertise in the areas of personal empowerment, art, tourism, rural economic development, social change, environmental and outdoor sciences, technology, business, creative marketing, etc. These programs are aligned with the societal areas (inner green circles) of influence depicted in Diagram 1. Creativity will be the foundation for establishing the culture of the Jamaican Reverence for Life University and primary school system. The JRLU has its foundations upon the Five Guiding Principles described in the Rural Revitalization and Empowerment Strategy (RRES) Executive Summary. Those principles are listed below. We will not discuss these ideas in detail again, but will provide a few comments as we adapt the ideas to this particular case. In addition to the Guiding Principles, we add a very important concept that we call “Embracing Creativity rather than Competition”.

After the introductory discussion we will describe in more detail some of the functional components of the JRLU which build off of the same Action Items described for the RRES. Combined with these grounded principles and pragmatic action items, and a diverse set of course offerings, JRLU is in a position to revolutionize the basis and impacts of education.

Guiding Principle 1) Systems Thinking – Understanding Context

- a) the Duality of the Engineered vs Human
- b) the Context, or Opportunity Space – the Urban Rural Nexus

Guiding Principle 2) Focusing Energy—Creative Synchronicities: The Mandala/Lotus Flower Metaphor

Guiding Principle 3) Creating Systems that Serve People

- a) The Infrastructure Serving People Community Model, and

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- b) Success Across Scales
- Guiding Principle 4) Extracting Knowledge and Converting (idea creation & development)*
- a) Merging the Silo's, and
- b) Creating Effective Interfaces for Service Exchange
- Guiding Principle 5) Grounding Education Principle: Experiential-Service Model – Next Generation Education*
- The Bridge - Moving from Concept to Functional – The Puzzle: A Conceptual Vision with Practical Implications*
- Action Center 1) JRLU Institute (Hub for Education and Outreach)*
- Action Center 2) Product and Idea Visioning & Creation Center*
- Action Center 3) Technologies – the Platform for Success:*
 - a) The Network – Creating Critical Mass and Supporting via Technologies
 - b) Electronic (Virtual) Meeting Places – An Interface for Commerce and Education
 - c) Case Study: Creating the Platform the Traveler Tourism and Community Network
- Action Center 4) Community Empowerment Toolbox*
- Summary and Conclusion - The Big Picture a Contextual Summary*

After introducing the Concept of *Embracing Creativity*, we will discuss unique characteristics of the JRLU as they relate to the Foundational Principles mentioned above. Then we will present the two special action items.

- Action Item 1) Technology tools adapted to the needs of users: JRLU Library and School of the Future.
- Action Item 2) Building the Bridge: The Reverence for Life “Center” and Pilot Project: Developing pragmatic, real world educational content for Jamaica and her people.

Ancillary Guiding Principle 1) Embracing Creativity rather than Competition: Moving with the Creative Spirit

As a compliment to the other five “Grounding Principles” of the Rural Revitalization and Empowerment Strategy (RRES) the JRLU has a strong emphasis on individual empowerment and Spiritual development. Therefore it is necessary to add an additional Principle that recognizes the potential for the creative mind, as compared to the competitive mind-set. This principle underlies the entire philosophy and motivations of Reverence for Life University. Even though this principle is being added in this specific case, the ideas contained can really apply to all of the cases for utilizing the RRES. However, this principle applies most readily to the individual so was not deemed to be part of the overarching “macro” principles of the RRES.

This principle essentially puts the two ideas of “creativity” and “competition” at two opposite ends of a spectrum. We view that the concept of “Reverence for Life” should only acknowledge the competitive mind-set as a point of departure. In our view the competitive mind pervades the worldly, human condition. However, there is no need to analyze, evaluate, assess or bemoan the prevalence of this in our world today. The only value it provides is to become aware that it is not the basis for an advancing life and actually contradicts the workings of the natural world and universe. It is obvious, when one considers carefully, that the creative mind opens all realms of opportunity.

Once an awareness of the competitive is re-alized, complete mental and spiritual focus should be on the creative plane. All Jamaican Reverence for Life courses, programs and curriculums are grounded in the principle of creative potentialities.

To further expound on this we have included some powerful quotes from a book that spawned a global frenzy. *The Science of Getting Rich* by Wallace D. Wattles. Wallace’s book and the creative explosion it catalyzed with the recent movie and book *The Secret*, might likely be one of the most concise and powerful essays espousing on the idea of moving from the competitive mind to the creative mind. It is not in our interest to debate the contentious idea of “Getting Rich”. Wattles provides a compelling argument that can be evaluated by each reader. Our interest is to extract Wattles primary thesis in his book regarding the creative mind.

Traditional and contemporary education has created an environment and training ground for a mentality

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of competition. Students are “measured” against each other. This mind-set appears to have become the primary limiting feature as one observes contemporary societies. Competition “appears” to “rule”. This mind-set condemns us to a desperate condition, as highlighted by Wattles, that can only be countered through a transformation in thought and Spirit.

“On the competitive plane, the struggle to get rich is a Godless scramble for power over other men; but when we come into the creative mind, all this is changed”.
Wattles, 1910.

The “mad scramble” does not just exist for the pursuit of money.

The following excerpts from Wattles provide more evidence about how we can be set free from the degrading influences of the competitive mindset and tap into the incredible potential of the creative plane of existence.

“Moral and spiritual greatness is possible only to those who are above the competitive battle for existence; and only those who are becoming rich on the plane of creative thought are free from the degrading influences of competition. If your heart is set on domestic happiness, remember that love flourishes best where there is refinement, a high level of thought, and freedom from corrupting influences; and these are to be found only where riches are attained by the exercise of creative thought, without strife or rivalry.”

Creative thinking and pursuits ensure that one’s opportunities and successes are not a matter of chance.

“The mind that seeks for mastery over others is the competitive mind; and the competitive mind is not the creative one. In order to master your environment and your destiny, it is not at all necessary that you should rule over your fellow men and indeed, when you fall into the world's struggle for the high places, you begin to be conquered by fate and environment, and your getting rich becomes a matter of chance and speculation.”

In our contemporary world, the competitive mind seems to be king. The following quote emphasizes the need to be vigilant of the mental trap of the competitive mind. Wattles then cites the “Golden Rule” that can provide a way out.

“Beware of the competitive mind! No better statement of the principle of creative action can be formulated than the favorite declaration of the late “Golden Rule” Jones of Toledo: “What I want for myself, I want for everybody.”

Vigilance and persistence are important to maintain the higher mental ground afforded through the creative mind, but Wattles in other parts of his essay points out that stress or worry will only stifle the process. The following excerpts provide some guidance.

“But remember that your thought must be held upon the creative plane; you are never for an instant to be betrayed into regarding the supply as limited, or into acting on the moral level of competition.” . . .

“Whenever you do fall into old ways of thought, correct yourself instantly; for when you are in the competitive mind, you have lost the cooperation of the Mind of the Whole.”...

The guiding principle of embracing our creative potentials aligns perfectly with the ideas and feelings associated with JRLU. The founding curriculums in *The Practice* (personal empowerment), art, experiential learning, rural agricultural and economic development and experiential tourism are primarily based on opening people’s minds and hearts to the creative potentials that lie within. The importance of moving in the Creative Spirit as a guiding principle is highlighted by it being the first.

Guiding Principle 1) Systems Thinking – Understanding Context

As discussed previously in the RRES Executive Summary in order to achieve success of any strategy or initiative “context” must be considered. As previously discussed, Systems Thinking aims to “contextualize” things and endeavors to steer clear of simple multi-disciplinary models. No project, including an educational initiative, can be properly developed without carefully considering the context and repercussions of the proposed effort or change. This fact has been recognized for some time in the United States for governmental projects. All federally authorized projects require that environmental impact assessments (EIA) be conducted. EIA are a derivative of Systems Theory. Traditionally associated

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with large engineering or infrastructural projects, the EIA process has been developed because many human endeavors have resulted in tremendous human, environmental and societal impacts.

As we consider this idea, I would suggest that no other single social investment has a more important impact on the development of a society than education. This idea can easily be supported by Abraham Lincoln's signing of the Landgrant System into law at the conclusion of the Civil War.

As an educational component, as part of a larger society, JRLU, must be fully aware of the macro-scale impacts since education is paramount in its influences shaping future societies. However, as discussed previously we reiterate the human and spiritual components associated with individuals. These are key foundations of our efforts to stimulate individual, personal empowerment, awakening and transformation.

Our strategy, discussed in greater detail below, is derived from the basic understanding that strategies aimed towards successful community empowerment require that we also comprehend the "*opportunity space*" objectively and comprehensively, and the ensuing impacts of our actions.

Our systems approach will utilize the "Structure, Function and Process Iterative Model" (see Diagram C7-2). In general, historically and traditionally, human endeavors and scientific research (under the rubric of education) have tended to focus on independent multi-disciplinary pieces in which the whole is the sum of its associative parts. In our systems approach, we intend to look at the "big-picture", identify and examine the various pieces, reassemble the "puzzle," and then study it as an interactive system—a synthesis of processes (e.g. adoption diffusion), people, and subsystems which are the key to successful education. Again evaluation (which becomes the basis for accountability, or maybe better—responsibility) is a critical element which is inherent throughout the process and is built into the flow of "Structure, Function and Process Iterative Model" (See Diagram C7-2). To save space we will not discuss the various components of the "JRLU Puzzle" in detail, because this model has been discussed in some detail in the RRES Executive Summary. I have provided an "example" puzzle in any case.

For now we will describe the flow process of the "Structure, Function and Process iterative model. The flow, as depicted in Diagram C7-2 moves from left to right, initially. However, the model really is cyclical and contains a sub-cyclical process inside of the "Systems Thinking" box in the center (Structure, Function and Process). The building of this Systems approach is described in more detail in this book as we build a model for the "Collaborative Network" in Chapter 11.

As can be seen in Diagram C7-2, the flow process starts in the left with inputs coming together derived from internal and external sources of the JRLU. Internal includes the faculty, staff, and organizational resources contained within the University (depicted in the top arrowed box in the upper left). The expertise and capabilities of the JRLU are combined with, and potential derived from, resources from various outside sources. This is depicted in the arrowed box entitled "Jamaica Agencies, Organizations and Citizens". Even though this box is identified with Jamaica, potential resources can and will be derived from sources from around the globe. There are immense possible sources of various educational programs that can be adapted. The list in the lower left hand corner of Diagram C7-2 are some of the preliminary programs.

These resources then move into the "black box" depicted in the large center box entitled "Systems Thinking". The top half of the box shows the "Structure, Function and Process" iterative approach as defined by Gharajedaghi and covered in some detail in the RRES Executive Summary on Chapter 5, and also in considerable detail in Chapter 11 on the I Am Sharing Collaborative Network. This process combines with the partial list of various resources, products and services in the bottom half of the center box. It is important to note that this process is not at all static. It is dynamic and organic. In fact, the list provided in this document are only conceptual based on preliminary ideas, but the real programs will be derived from the "real process" derived from needs assessments and after the organizational partners and input resources have been identified. Essentially, this schematic identifies a sort of "nested" "Structure, Function and Process iterative model" that allows for constant evaluation and adaptation of what is produced so as to most adequately meet the needs of clients, constituents (students, public) which is depicted on the far right of the diagram.

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Key to success of this endeavor is the creation of programs, applications, etc. that fulfill the needs of those populations of people we are serving. At this point we see that it is important to develop more practical and pragmatic solutions because so many peoples are suffering at the most basic levels. However, it is also important to note that these conditions will ultimately be addressed by a wholesale shift in people’s thinking, living, and perceptions which can only really be addressed by Spirit. As the model is instituted it is perpetually self-creating and expanding. This means that as the programs begin to help people grow and evolve, the programs will evolve to fulfill those needs. It is critical nonetheless that there are always methods in place to evaluate the effectiveness of programs to satisfy the needs of students and various beneficiaries. This idea of evaluation is both implicit and explicit as shown in the diagram below. The “feedback arrows” shown identify places of emphasis, but the “Structure, Function and Process iterative model” requires another level of evaluation and adaptation.

Finally, as what is learned is fed back into the system (depicted by the larger arrows from right to left), there is emphasis on the creation of a “business model”. This is critical to the overall success of the JRLU. Once established the viability and continuance will be dependent upon the ability to generate the financial resources necessary to support and expand. This is as long as the current economic paradigm exists. Most programs, courses and curriculums will be additionally evaluated based upon their ability to have the students pay. Of course there will be exceptions to this rule when the need for programs justify it, but in the main it is in the best interest of the JRLU to be fully self-supporting not requiring inputs from outside sources.

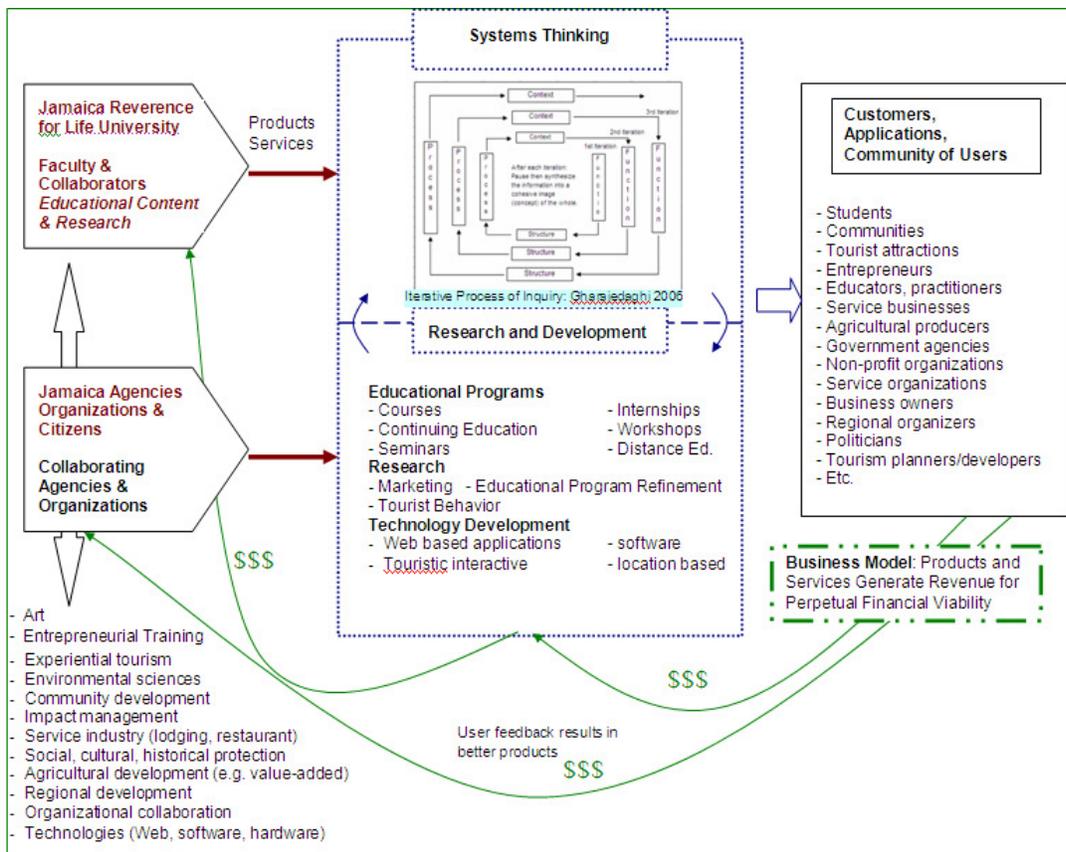


Diagram C7-2: JRLU systems approach using the Structure, Function and Process Iterative Model: Moving from knowledge and information to practical outputs.

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This does not exclude the possibility for outside donations but they will only be accepted when the donations are stipulated with “strings attached” that do not align with the greater mission of the JLRU. We expect that through a creative business model and the use of Internet technologies and other possibilities for income generation that money will not be an issue. The diagram does indicate that income will need to be channeled to the various areas of need appropriately.

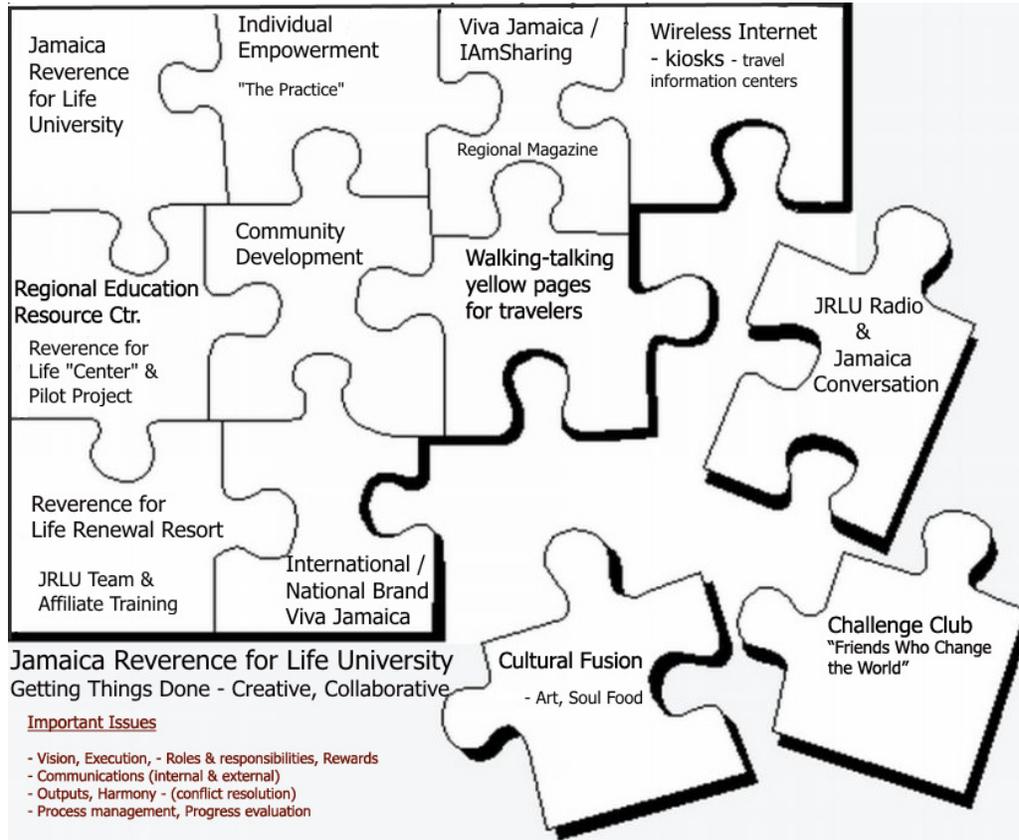


Diagram C7-3: The JRLU puzzle.

Guiding Principle 2) “Success Across Scales”

It is worth reemphasizing the main point of the Success Across Scales Principle: the success of collective groups, on the whole, is highly dependent on the success, or health and happiness, of its individual members. This truth applies at all scales and for all organizations or communities whether it is a family, a business, an organization, a village, a city, a region, or a nation.

In other words success can be measured by how the members of the community are being served and thus prospering in health and happiness (spiritually physically, mentally and economically). The success of JRLU will be determined by our ability to create a learning environment that serves the overall health of the community. This includes the students that are attending courses but also the society of people who are being served by our holistic educational model. To accomplish this important mission it will be necessary to establish effective evaluation techniques that would examine the overall success of the JRLU programs.

To accomplish this we have designed the programs to embrace the concepts described previously such

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as the “Serving Community Model” and “Taking Care of the Whole Person”.

We not only embrace these concepts in the design of the educational programs and “experiences” for our students, but also apply them to the “organism” of the JRLU. Our belief is that we are making a new model to replace institutions, or bureaucracies, creating a more organic, or living entity. One that supports not only the constituents, or students, but also the people that make up the Service organization of the JRLU (i.e. teachers, administrators, etc.). The solution is clearly stated in Wattles’s book, to “move from the competitive to the creative”, or to *awaken*.

The Solution: Inspiration instead of Charity

As Wattles points out, the basis of revitalizing individual lives, and naturally communities, is not through charity but through inspiration.

The poor do not need charity; they need inspiration. Charity only sends them a loaf of bread to keep them alive in their wretchedness, or gives them an entertainment to make them forget for an hour or two; but inspiration will cause them to rise out of their misery. (Wattles, 1910)

Our challenge, and opportunity, is to assist each individual to realize this. No one is his brother’s keeper. Les Brown states it clearly “Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else.” And the inability to empower the individual naturally extends to larger communities because the primary basis of social programs is based on a charity model, programs that give “hand-outs”.

The JRLU is a new educational model, one based on each individual coming to embrace “Reverance for Life” (starting with their own). In order for the greatest impact to be realized, we have to instill a new basis for living, one based on confidence. As discussed at some length in the “Empowerment” course, that *demonstration* is the best way to instill a culture of change for families and other organizations.

What is working against this new basis for living is a “theological pathology” (Green 1966). This pathology is expressed and passed on generation to generation most distinctly at the family level. This idea briefly, which has been emphasized most dramatically in religious organizations is that life is about suffering and that people are “born in sin”.

Addressing this pathological tradition requires a fundamental shift in people’s understanding and belief systems. The only way that these changes occur is through individual transformation and awakening. Then, the greater family and society traditions can begin to be addressed. The first, as mentioned previously, is in families. Again, the break in the familiar tradition of perpetual, generational suffering will not change through any type of direct intervention (at least in most cases), but through the empowerment of individual family members to free themselves from limiting perceptions and mentality, this process can be termed “demonstration”. This then provides a sort of path for other family members to follow.

The Practice and Deep Conscious Breathing – The Foundation for JRLU’s Success

In order to achieve success at all scales we must first develop a solid foundation to empower individuals. *The Practice* provides that foundation. Additional personal empowerment courses and seminars will be available and can enhance the success of the individual, but the “core curriculum” is based on the clear, simple actions and principles outlined in *The Practice*, (See “Core Content” for more on *The Practice*). In fact, to go a step lower, the foundation of *The Practice* is Conscious Deep Breathing (CDB), which is really the foundation of all life.

We have been searching many sources and books on spiritual practice and the import of the “breath” and breathing for spiritual transformation is irrefutable. In Chapter 13 We provide some summaries and excerpts from these credible and important sources. However, for brevity we provide one excerpt to validate that a solid foundational idea and practice for individual empowerment be upon Conscious Deep Breathing. Chapter 13 includes a summary of some additional quotes, and breathing exercises that we have found.

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A quote from Eckhart Tolle's recent book "A New Earth: Awakening to Your Life's Purpose" adequately sums up our position on conscious, deep breathing and its benefits.

"Someone recently showed me the prospectus of a large spiritual organization. When I looked through it, I was impressed by the wide choice of seminars and workshops. It reminded me of a smorgasbord, one of those Scandinavian buffets where you can take your pick from a huge variety of dishes. The person asked me whether I could recommend one or two courses. "I don't know" I said. "They all look so interesting". But I do know this," I added. "Be aware of your breathing as often as you are able, whenever you remember. Do that for one year, and it will be more powerfully transformative than attending all of these courses. And it's free." Eckhart Tolle: A New Earth: Awakening to Your Life's Purpose.

To expand and serve organizations/communities as you go up the pyramid of the Success Across Scales (Diagram 4), JRLU will provide curriculums and courses designed to address the special needs and characteristics of those organizations to ensure success. Our *Success Across Scales* principle is a simple concept that states that the ultimate success of each higher scale is dependent on the success of the scale below it. However, our success with JRLU is this understanding, and our team's knowledge of the special challenges and functioning of the various organizations across scales. Our unique knowledge of this principle, and our expertise to utilize information technologies to address these various needs of all scales (individual, business, organization, community, region, state/nation), positions us to be a powerful change agent in education in the 21st century.

There is no additional commentary on the *Guiding Principles*. It is very likely that some, if not all, of the Action Items outlined in the RRES are also developed for JRLU. However they will not be discussed here. Two new action items are introduced and discussed briefly below. These ideas are not just "pie in the sky". Some of the concepts discussed were the inspiration of Dr. Richard Ewing, which were used to win a \$20 million grant to create a virtual institute with the King Abdulah University of Science and Technology (KAUST) in Saudi Arabia.

Action Item 1) Technology tools adapted to the needs of users: The Library and School of the Future

Introduction and Background

Technologies will be a vehicle to ensure the success of the JRLU. The ingredients for success will be adapting the technologies in a way that serves the various communities at the various scales as discussed in the previous section. In essence, the process of creating an impactful and empowering educational initiative will be to create technologies that are easily adopted and diffused. To accomplish this there are simple foundational guiding principles for the design and usability of the Internet Communications Technologies (ICT) systems. First, the technologies must provide easy and dependable access to the educational content that is being provided. Second, the user interfaces should be engaging, attractive, user friendly (easy to use) and easy to learn, but with capabilities to provide advanced services and content.

An important concept that our team has recognized is that much technology that has been developed is designed in a way that really doesn't serve the individual in a way that is amenable to their needs, skills and knowledge. Many new technology developers seem to expect their users to learn new skills to use and interact with the technology interfaces. Learning curves can potentially be long, steep and difficult which naturally discourages users.

Of course, as has been discovered in optimal experience theory, some level of challenge is important to create "flow" experiences (optimal experience) (Csikszentmihalyi, 1976). However, in an educational setting, it would logically follow that the challenge should not come from learning how use the technology, it should come through the content. The idea of education is to present mind (and spirit) expanding information and experiences, unless of course the learning is related to the acquisition of the new skill sets related to the technology itself.

A core objective of JRLU is that the technology needs to focus on serving people. And it is the burden of

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the technology developers to create easy to use interfaces and systems that students can learn with a relatively flat learning curve. This approach will allow JRLU to readily adapt to all potential audiences. We do recognize that different ages and interests can significantly affect the ability of people to learn new technologies. For example, youth are highly adaptable to new technologies. Our intent will be to provide the most efficient and extensive outreach possible, to support all user groups. Additionally, an important aim will be to extend our empowerment education to those individuals and groups who traditionally have not been reached.

Of course we are also aware that we do not want to lower our standards to the lowest common denominator, thus discouraging or disenfranchising important audiences. Again, the burden will be on the technology developers and administrators of JRLU to create technologies that serve the various constituents at their skill level, and if important to the educational objectives, to bring them up a learning curve. However, to reiterate, a primary understanding is that in an educational setting, the challenge should come through the content being delivered and not from the delivery vehicle. As a basic philosophy the technology should operate flawlessly and transparently.

Technology for Communications and Collaborations

Our team's research of the development of the Internet over the past fifteen years has revealed that one of the most important emerging functions is for networking, the building of personal, business and organizational networks for the advancement of those entities. Nearly all users of the Internet, ultimately, have this as a primary aim (although they may not be consciously aware of this). As we intend to "build a bridge" to non-traditional students and groups, this is a very important function of technology utilization at JRLU.

As one observes the massive growth of "social networks" it is apparent that Internet users are adapting and evolving both in how they use it and how they try to be successful with their businesses and personal networking. They are also learning how to use the Internet as a communications medium and to collaborate or link with other businesses. What was revealed in Skadberg's (2002) research using actor-network theory (Callon and Latour) of small business use of the Internet, is that people are at different levels of maturity in this process of using the Internet as a communications and networking tool. This maturity is expressed in three important ways, in relation to: their businesses, their familiarity and confidence in using the Internet to help them be successful with their businesses, and how they are affiliated with the various community(s) that appear to be evolving at a number of scales, including local, regional, and throughout the entire Internet.

It has also been discovered, that as the Internet evolves as the next paradigm as a communications medium, that users are strongly dependent on the network. Even at this early stage of networking capability development, the Internet provides by far the most powerful and cost effective means for reaching people.

Skadberg's research identified five levels of networks within the experiential tourism business realm on the Internet, in terms of geographical scale.

- I. The individual and their immediate network. This is the lowest level network although its geographical representation may be extensive. This network is represented by the individual business, the real world community where the business exists, and the natural resources that are being utilized for providing the experiential tourism activities, as well as all of the related human and non-human factors in the network.
- II. The second level networks are the Web-based communities that were identified by the business owners. In most cases, these networks are related to the specific geographical region where these businesses are located. These businesses are using the Internet and the network as a means for communication and marketing.
- III. The third level of network is associated with a larger scale of community/associations over the Internet and the programs that are being supported by the various states. This level is also associated with geographical regions most closely associated with individual states (e.g. in 2002 there were five states with active experiential tourism programs).

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- IV. A fourth level of community is created by the individual business owner. This level of networks can have very broad geographic reach. This level appears to be quite similar to the second level networks because they are created by the individual business. The research revealed that the more mature business owners recognized another level of Internet community that went beyond geographical boundaries. They suggested that the creation of connections (affiliations) between themselves and many other businesses and organizations with a broad spectrum of affiliations was critically important to their businesses' success. These affiliations, or Web-based communities, may or may not have been directly related to their experiential tourism business. These affiliations could occur almost anywhere around the globe. Nonetheless, these virtual communities were defined to be a part of their business realm. These communities could be identified by the links from these businesses Web site and very likely have a very diverse and potentially large geographic scale.
- V. The final level of network is that of the whole of experiential tourism businesses on the Internet. This level of network is the most loosely defined. This is because it is in a state of continual change. New experiential tourism businesses will continually be created, Web pages will be updated, new linkages will be added or dropped and the whole network is in a constant state of evolution.

Implications of Actor-Network for JRLU

The purpose of Skadberg's research was exploratory and to examine the evolution of the Internet as a communications and networking tool, specifically to advance the interests of individuals (and their businesses) and their relationship to experiential tourism business development. The research led to the conclusion that network development has a very important practical outcome for people who operate businesses, or who have an entrepreneurial nature. In the case of experiential tourism there are a number of benefits, but the key for success for the business owner was in using the Internet to make money. This pragmatic result suggests that the Internet as a communications and networking empowerment tool, for this particular user group (and likely many others), needs to address that desire first. Additional benefits, such as natural resource protection, experiential education, community building, and social networking are ancillary and subsequent.

So this finding should be instructive as it specifically relates to supporting businesses, communities, entrepreneurs, associations and other organizations. In order to justify time spent learning and using the services we intend to offer through JRLU, it will be highly advantageous to support people to generate revenues, support small business development or to enhance their income generation capabilities. The results of Skadberg's research indicated that experiential tourism development efforts have been successful in stimulating businesses around the United States. The research revealed that there were a variety of state programs, or other initiatives (private associations), that were behind these groups of businesses that were clustered geographically around the nation. Therefore, developing programs or policies to promote experiential tourism at different levels did stimulate the expansion of the experiential tourism industry. As an extension, it was apparent that these small businesses were highly dependent on the Internet so it very likely could be a vehicle to expand other industries as well, especially associated with entrepreneurial business development.

Another finding of this research was that these nature tourism businesses needed assistance. A number of areas of assistance were identified that would not require significant efforts to develop. Even though this research was about experiential tourism businesses, it is apparent that these findings can be instructive for the development of Reverence for Life University. Three specific recommendations were:

Establish or stimulate mechanisms for coordinated and cooperative marketing for communities, counties or regions.

Coordinate and develop ways to provide technical assistance for general marketing and Web marketing to regions, communities, and individual business operators.

Create a resource center designed to provide information about these areas of need.

Recommendation 3 to create a "Center" is expanded in significant detail below. The "Center" approach outlined is an evolution of development efforts that have been underway during the last decade.

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Although Skadberg’s research focused on an emerging tourism industry, the results can be instructive as we develop the “outreach” or “service” arm of JRLU.

A robust educational opportunity is available to us if, in addition to traditional distance learning, we provide what would be traditionally called continuing education and technical assistance. This extension/outreach side of JRLU can provide desperately needed learning modules and access to technical expertise to students, small businesses, rural communities and other organizations that are interested in tapping into the tremendous potential of the Internet, especially as a means to create, support and expand networks (e.g. marketing, building constituencies).

The Core Content Areas

The Reverence for Life team has expertise in the areas of personal development, art, social sciences, technologies, tourism and agriculture, and rural economic development, etc. Our team has developed strategies throughout the U.S. and internationally with a primary aim to create an educational initiative like Reverence for Life. In the core areas, our focus will be on personal empowerment, art, community and regional development, technology, tourism.

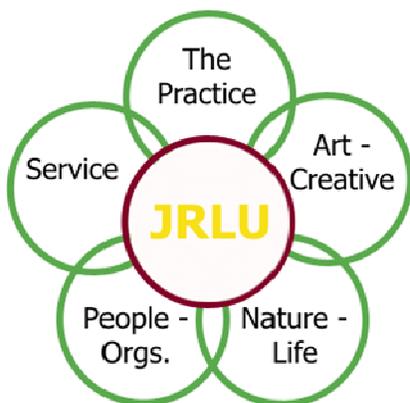


Diagram C7-4: JRLU's Core Content Curriculums

JRLU Faculty and Core Curriculum Offerings

- Personal Empowerment and Transformation – The Practice, Moods-Channel
- Art, Cultural Fusion, Radical Inclusion, Technology innovation
- Experiential tourism, sustainable economic development, agricultural innovation, real-world technology applications
- Art, Personal empowerment
- Social/community development, language, culture
- Attention
- Personal Empowerment/Healing, Restaurant Service, Hospitality
- The Walking School
- Outdoor recreation, experiential learning, eastern philosophies in education

JRLU’s Theology, Psychology and Philosophy

The Practice empowers the individual and is the grounding of our revolutionary approach to education based on a new theology, psychology and philosophy. JRLU’s “Theology” is one of “Intentional Playfulness”. One need only observe babies, children, puppies, kittens or anything in nature to notice that fun or playfulness is a natural state of being. Watching the trees and plants dance in the wind, or to experience the luscious dance of our physical sense perceptions awakens us to the grander consciousness of what it is to be a human-**being**. Of course, the perspective requires a person to step outside of the confines of limited human, mental-consciousness. The “Psychology” of JRLU is “Life

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Affirmation”, creating a natural culture around recognizing that all is positive as a person comes to notice one’s own being and the inherent miracle of life and consciousness here on earth and the cosmos. Finally, the “Philosophy” of “Reverence for Life” is about establishing *practice in action*.

The Practice rounds out our foundational view of conscious awakening stimulated by a simple realignment of perspective and “being” (thinking, actions, behaviors). The Practice defines our philosophy. The philosophy goes beyond traditional academic understandings, beyond a mental or cognitive process, but embraces our whole being, physical, mental, emotional and spiritual. This grounding philosophy allows us to tap into the greater relevance of existence and experience. And, in that realization, gain access to the full potentialities of our lives and our experience here on earth as human-beings and as the human-community.

Reverence for Life is about re-cognizing and “grounding” ourselves in a state of “Self Full-ness”. That is, learning to accept ourselves as *breathing life: Spirit* morphing into the four elements, earth, air, fire and water. This trans-formation, or metamorphosis, is only achieved through experience. As we find our true nature through The Practice and conscious deep breathing (CDB) we are ushering in what the JRLU team calls the Age of Experientialism. Our new theology, psychology and philosophy, both a cognitive and “feeling” place, empowers us to celebrate life—recognizing the reality of life being motivated through intentional playfulness. Our affirmational psychology teaches us the skills necessary to solve and overcome all challenges at every stage of our lives. The JRLU philosophy goes beyond the cognitive and ushers in new thinking and understanding through action, or practice. Through action, intentional playfulness and reverence for life we will be incarnating and making real the Age of Experientialism. This age affirms that the universe, which is created more from the inner-spaces of our being, is already ours and is complete and in perfect harmony—**Now**. Conscious Deep Breathing is the basis, the starting point of knowing this truth “reality”, captured in the statement “I AM”. “I AM” sharing from the full-ness of my-Self”, is what JRLU students will come to comprehend and know in a very profound way. The Practice teaches that the answer to our problems and challenges in life are not dealt with by “turning without” but by “turning within”. Previously people were constrained to experience “I AM” because they didn’t have the skills, but now they do through The Practice and Reverence for Life.

“I AM spirit morphing into the four elements, in physical form, manifesting the vibrational nature of their expression, because these are the elements of full Self expression”. Desmond Green

The Practice: The foundation of individual empowerment and success strategy for JRLU.

The Practice defines a body and process of core principles that when applied set the stage for life affirming demonstrations. The value of these core principles have all been well documented. For the most part the principles are presented with focus on their applications scripting new behavior patterns for productive living.

Core Principles

- Conscious Deep Breathing
- Self Talk
- Healthy Nutrition
- Exercise
- Unconditional Self-Acceptance
- Vision
- A Spirit of Generosity

Supplementary Principles

- Integrity
- Sensory Attunement
- Challenging Belief Systems

In the JRLU perspective, The Practice builds a core set of “skills” for personal empowerment and transformation. Building on the simple action of noticing ones breath, a whole new scope of awareness is attuned to, almost, a spontaneous “Reverence for Life”.

Kids (people), computers and T.V. – killing creativity, imagination, wonder and appreciation

It seems that the status quo each day is to wake up and operate within the rigid lines of our past belief systems, those of limitation, scarcity and competition. In order to invite in a new world, a new reality, we

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need to break these patterns, these habits, and open the mind again to magic, wonder, discovery—the experience.

Rather than allow the things that others have created before to be the boundaries, we can re-cognize these barriers to become our starting point. We need again, as we did in childhood, to take the time to discover the wonder of clouds, our own sensations, the amazing capabilities of a fly, a mosquito, of life and the cosmos.

And then the *fun* really begins. This is because where thought, feeling, imagination are finally cut loose of the tether of old ideas, that life really unfolds: in wonder, reverence, appreciation and Love. This is the space of Reverence for Life, outside the rigid boundaries of what has been “with-out”, or outside of our be-ing, and through learning to look “with-in” where all that we see out-side of ourselves was first created in thought, imagination: from our inherent creative capacities that we were endowed with. This is the true “motherload” where God, Source, the higher-power reside and is waiting to be awakened and embraced: in the Now, in the Creative Space, in Feeling.

Here are some words that we can describe our current educational paradigm: words, facts, figures, tests, answers to questions, rules, schedules, performance, competition, winners and losers, pictures and drawings of trees on chalkboards to learn about trees rather than to learn from the actual trees. And here are words associated with Reverence for Life University: Self-discovery, wonder, imagination, experience, creativity, peace, serenity, joy, excitement, creativity, freedom, fun, adventures, unlimited, abundant, pure potential, nature, life, the stars, light, Love.

And yet these words cannot really go-the-distance to what truly lies in the path of this discovery process for Reverence for Life because words can never capture the “thing” itself, the sensations, the experience. But as one looks at the lists of words we know which ones we would have our children “evolved” with instead of being “involved” with—the latter being the case with the current educational paradigm. Reverence for Life is an invitation.

Infrastructure: The Library of the Future

As part of the Jamaica Reverence for Life University, we propose an infrastructure named “The Library of the Future”. This infrastructure integrates a set of facilities and tools to enable new knowledge generation from a wealth of digital content and data.

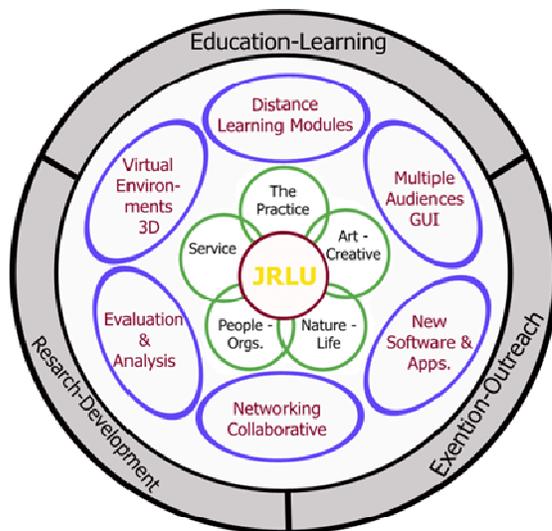


Diagram C7-5: The Library of the Future, infrastructure components and core content areas.

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Architecture and Features

Diagram C7-5 shows the Library of the Future as a set of closely related infrastructure components embracing the JRLU core focus areas. These components include:

- A high-performance computing facility with massive on-line storage,
- Advanced visualization facilities, (see Micoy, Digital Domain system)
- High-speed connections to international networks,
- Highly skilled operations and advanced user support staffs,
- Innovative 'Data Center' software to support use analytics and evaluative tool-sets for monitoring performance specifically to keep our technology state-of-the-art,
- Strong, federated, identify, authorization, and authentication support, and
- Curriculum support to ensure effective infrastructure use.

Key to this cyberinfrastructure is a holistic approach, stressing the integration of these components.

The Jamaican Reverence for Life (JRLU) - School of the Future

The focus of the JRLU School of the Future will be to provide quality multi-disciplinary, learning opportunities utilizing state-of-the-art technologies in combination with hands-on learning experiences. The guiding principles for the JRLU School of the Future should address two critical challenges 1) Quality of Access, and 2) Pervasiveness of Access.

Items that need to be considered in the development of a system that will coordinate courses and academic programs at different, and/or multiple, institutions are significant. Time is probably the most critical limiting factor for educators and administrators. In order to ensure success for JRLU it will be necessary to create a platform that is efficient and that supports: 1) effective time management, 2) effective teaching and program (course) development, and 3) seamless and easy use for all audiences including: students, faculty, outreach staff and administrators. Additionally, this collaboration network needs to create a productive working environment and one that promotes communication.

Guiding Principle 1: Quality of Access

In order to achieve the highest quality educational experience, we have been working on learning tools that assist our instructors to: 1) Provide rigorous, quality and engaging educational experiences to students (potentially from around the globe), 2) Provide students and educators seamless access to the tools and resources that are state-of-the-art in JRLU's core curriculums, 3) Provide students easy access to educational content, collaborative networking tools and creative learning resources, 4) Support efficient and effective communication and collaboration and exchange of knowledge and ideas with ease between educators, students and institutions, and 5) Push innovative and engaged learning experiences via cutting-edge learning technologies and hands-on, real world experiences in virtual classrooms, laboratories, studios, and through collaboration with the "real-world" (businesses, communities)

Guiding Principle 2: Pervasiveness of Access

A key to success for a multi-disciplinary, multi-institutional endeavor like the JRLU's *virtual school* will be to coordinate and meld the relationships between the various institutions. Rosabeth Moss Kanter (1994) identified three fundamental aspects of business alliances that apply to higher education, successful alliances, they: a) yield benefits for the partners and evolve progressively in these possibilities, b) involve collaboration (creating new value together) rather than mere exchange (getting something back for what you put in), and c) are supported by a dense web of interpersonal connections and infrastructures that enhance learning; they cannot be controlled by formal systems.

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Architecture and Features:

Our aim for the School of the Future will be to evolve and expand existing collaboration, networking and distance learning capabilities. We are aware that there are numerous tools and systems that are available for effective distance education. However, our observation is that these tools tend to be disparate and not combined to provide a complete learning solution.

We intend to utilize existing capabilities but also to improve on them, initially by using the techniques outlined below. At the outset, an important realization is that younger students are “fluent” and totally adapted to an online environment. Thus, our ultimate audience is well prepared to utilize the resources and platform (Internet) that we intend to use. They should also be instrumental in our efforts to extend our impacts and capabilities. Important features to provide users include: 1) Multi-mode distance learning/teaching and support capabilities supporting communication, video-conferencing and document/presentation shared mark-up, 2) Virtual environments (adapting gaming environments for more immersed user experiences), 3) Team and project coordination tools (e.g. calendar, course projects, etc.), 4) User feedback, and 5) Student performance evaluation and testing

In the near future, a primary challenge of the JRLU School of the Future will be to develop an effective educational management infrastructure that supports student access to courses and program degrees from collaborating institutions and joint degrees when appropriate. Additionally, adequate computational capabilities and infrastructure will be a critical element for success.

Since JRLU will focus on personal and community empowerment, art, and experiential learning, the areas of disciplinary specialization highlighted in “Core Content Areas” are of primary concern. Preliminarily the JRLU School of the Future will provide the following: 1) virtual classrooms, 2) virtual laboratories, 3) discussion boards, chat rooms, and other communication platforms, and 4) tools supporting distance collaboration and project management.

Bridging Technology to Experiential Learning:

An interesting dichotomy is taking place where technology might appear to be leading students away from the real world into “virtual worlds”. This would seem to conflict with real-world learning experiences, but the reality is that hands-on experiential learning is also on the rise.

One of our team spent seven years at Texas A&M University where a number of programs were actively pursuing this opportunity. From the short summaries provided below, we can see this as an exciting opportunity to create a synergy between these two expanding realms.

The Immersive Visualization Center (IVC): Featuring a 25' x 8' semi-rigid, rear projected, curved screen, the IVC facilitates the 3-dimensional imaging of very large datasets from a diverse set of disciplines. Geophysics, life and physical sciences, engineering, and architecture are all able to gain a better understanding of their research by taming the complexity of their data through visualization. Researchers, students and faculty can utilize this new visualization platform for gaining novel perspectives of their work. Increased awareness of the IVC is being supported by student competitions that have showcased a vast array of projects including, but not limited to, cutting-edge geospatial research to new gaming/virtual imaging.

The Virtual Network Engineering Laboratory (VNEL): Funded by the NSF, VNEL can remotely manipulate equipment and conduct well-defined problem-solving exercises in a controlled high-fidelity environment via the Internet using their Web browsers. VNEL enables instruction to be efficiently and effectively distributed across geographic regions, thereby reaching greater numbers of students, including traditionally underrepresented, than would be possible through traditional face-to-face or on-site laboratory instruction. Moreover, this interactive learning environment has already been proven to reduce costs and increase facility use among university students.

AggieSat Lab, TAMU Aerospace Engineering: Established in 2005 and epitomizing collaborative learning initiatives at TAMU, the AggieSat lab has arch sports rivals Texas A&M and the University of Texas working on a joint project to send two satellites into space. Cooperation is paramount since the two teams of students (each from rival schools) are responsible for launching a satellite that will dock with the other in space. Students of all experience levels (freshman through PhD) and from 18 different majors

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(from engineering to business to science and mathematics to liberal arts) have participated. Students are working in a lab and actually constructing the vehicles, getting hands-on experience with tools, and in a demanding collaborative environment.

Just these three examples from one institution highlight tremendous opportunities to expand students applied learning experiences while in school. Access to state-of-the-art technologies and real laboratories provides students with a rounded and engaging learning experience. This also creates a natural bridge to industry. In fact, the impetus for the AggieSat lab was the lab manager's experience with the US Air Forces Experimental Satellite program. He was often faced with the challenge of having to train recent graduates for two years before they had adequate applied skills to work on projects.

Collaboration with Industry and Building a Bridge to the People of Jamaica

Traditionally, business and academic research have different goals and operate with different missions. Business research is focused on business objectives so that research and development can improve competitiveness. On the other hand, academic research is focused on innovations and grand challenges that address societal needs. The educational mission is also to train future generations to be creative and successful. However with JRLU, business and academic research will have the same principle aims. This is because JRLU recognizes that, ultimately, the aims of business and academia should be the same. Industry and academia need to understand each other to fulfill their missions in terms of effectiveness, efficiency, professional training and education. With adequate funding and revenue generation, JRLU will have the infrastructure and organizational capabilities to create the synergy for industry and academia to work together successfully. The key to success will be effective communication between industry and JRLU.

The JRLU faculty is comprised of multi-disciplinary educators, researchers and practitioners who are well prepared to collaborate and build a bridge to the business world. The final section of this proposal outlines the specific agenda to build the "JRLU Center" and bridge to the people of Jamaica.

Action Item 2) Building the Bridge: The Reverence for Life "Center" and Pilot Project: Developing pragmatic, real-world educational content for Jamaica and its people.

Proposed Pilot Project, an extension of JRLU: Jamaican Agricultural and Community Economic Diversification Project (JACEDP)

Introduction and Background

Our team's long-term experience, knowledge and conclusions from preliminary research have identified some specific areas of need for Jamaica's near-term future. Currently, the national government of Jamaica has recognized that Food Security is of primary importance to the stability of the nation. An extensive Food Security Agenda is being launched in November 2008.

In order for the Jamaican Reverence for Life University to benefit current affairs and deliver timely, real solutions, we are proposing a tentative pilot project that would focus on agricultural and community economic diversification. The primary aim will be for capacity building of small agricultural producers while at the same time empowering sustainable community and regional development which would allow regions of the nation to potentially be competitive in the global marketplace, while, more importantly, enhancing regional economic stability. These strategies address the various issues that have been identified by the national government and ministers and other concerned individuals with a primary goal to create sustainable agricultural and rural development across Jamaica.

An important part of the Agricultural and Community Economic Diversification Project is the creation of a "Center". The strategic approach for this "technical assistance center" was first proposed in Texas as a regional development model in 1997: the Texas Heritage Trail Program (THTP). In 2006 the Heritage Trail Program received a U.S. Presidential award from President Bush.

The core strategies have evolved significantly since 1997 and are have been presented and partially developed in West Texas, the state of Chihuahua, Mexico, and Colombia, South America. These same

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strategies are being adapted to another project that was first established in 2003 in Texas as a pilot project called the TextBox Tourism & Community Network Portal. Additionally, Iowa, Minnesota, Florida, Pennsylvania, Michigan and more, have initiated similar programs to provide Internet access portals to create a “meeting place” for travelers seeking information and for communities interested in showcasing and marketing their tourist experiences. As of 2008, approximately 15 states are developing similar initiatives.

The following describes the development strategy for the “Center” for offering the various programs and content. As depicted in Figure C7-6, the center of the diagram indicates the functional “Center” for the JRLU. The idea is to create a central repository of educational content, technical assistance and services that would be supported by the Internet for extending this content and services to the various clients, constituent groups and communities to be served.

Typically the challenge would be to develop the critical mass of content, technological capacity, marketing and networking capabilities (set of green circles and blue ovals) to create a “critical mass” to have the “Center” succeed. Fortunately, the JRLU team has all of these capabilities and access to the necessary educational content and personnel with the expertise to develop the various courses and services. Our team has been working for several years on the exact issues that need to be addressed for success. Our leadership team and faculty have the necessary knowledge and expertise to develop courses, not just based on academic learning, but based on real-world experiences.

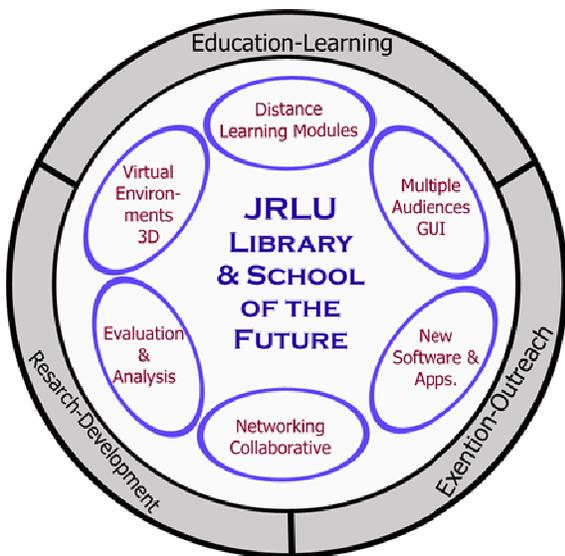


Diagram C7-6: JLRU's Library and School of the Future

Executive Summary: Jamaican Agricultural and Community Economic Diversification Project (JACEDP)
A collaboration between Jamaica’s Secretary of Education, Secretary of Agriculture, Secretary of Tourism, Reverence for Life University, JAMLINK, Jamaican Cable University and Regional Agricultural Enterprises and Tourist Attractions

Introduction

As one travels Jamaica and experiences the rich, diverse and robust culture it is quite apparent that agriculture and tourism are entirely complimentary. The beauty of the countryside is a result of the strong history of agriculture. The aim of this proposed project is to recognize the strengths of these two industries and develop strategies to grow opportunities and further diversify the economy, based upon existing and new agricultural and experiential tourism potentials. Additionally, this proposal will introduce the development of new technologies that will facilitate this process and significantly contribute to a new

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platform for extending education to more people. Inherent in these technologies are the capabilities to track all aspects of the initiative including educational program success, marketing and business performance.

The initiative, in short, will build a bridge of benefits to two (and more) woven industries – agriculture and tourism via entrepreneurship, diversification into value-added agriculture and creative business development in contrast to a competitive approach. The main features of the initiative will build from a regional foci, development of cooperatives, and adapting successful innovative agricultural initiatives from other places (e.g. Rwanda - Texas A&M project, Plant a Tree Today Foundation, ZERI, etc.).

Technology and education will be the vehicles for success. The end result of any effort will be to extend educational opportunities to broader and more diverse audiences. The effort will focus on extension and outreach programs throughout a specified region(s). Once this effort has been developed, tested and evolved, the same process can be taken to other areas in Jamaica and adopted.

The key objective of JACEDP is to create a link between the Jamaica Reverence for Life University and the people of Jamaica and develop a *Technical Assistance and Educational Resource Center* (hereafter Center) that provides access to information and assistance to a specific region in Jamaica focused on enhancing Food Security and value-added agricultural and tourism development.

Proposed Approach

- 1) Aim to enhance a holistic economic development strategy – agriculture, value-added agriculture, entrepreneurship, micro-enterprise development, experiential tourism (e.g. ecotourism, nature, heritage & cultural tourism, energy, cottage industries, etc).
- 2) Adapt existing educational materials from the JRLU team for use in Jamaica (outlined above).
- 3) Develop a “custom” entrepreneurial training series (modularized) specific to the context of the host community(s) – may partner with other universities or programs (e.g. Marketplace for Entrepreneurs, and Marketplace for Kids).
- 4) Develop a custom Jamaican Rural Community Leadership Program (JRCLP)
- 5) Create a Web based distance learning resource center that could be accessed through “partner” universities, Internet cafes and/or community and school computer centers/classrooms.
 - On-site, hands-on training seminars provided by locally trained instructors (using a train-the-trainer) approach supported via Cultural Fusion, IAmSharing, Solomon Source (seek sponsorship from Jamaican Ministry of Agriculture or other entity).
- 6) Adapt online tools from Near-time, Cultural Fusion, Ning, Google, etc. to support the community effort.
- 7) Conduct research and project benchmarking throughout the project lifecycle.

Pilot Study Areas – Pending discussion

- Pre-selected agricultural region(s)
- See criteria for selection listed below

Collaborators

- Minister of Education
- Dawn & Desmond Green (Moods Channel)
- Cultural Fusion
- Solomon Source
- Web Antiphon
- Affiliate Universities and institutions
- ??

Outcomes:

- Stimulate/create robust rural community economies
- Sustainability as a driver creating sensible linkages between the various complimentary “assets” and economic sectors within the community/region
- Conserve (and/or enhance) the agricultural, natural, historical and cultural assets of the community
- Enhance Quality of Life

This initiative aims to integrate all aspects of community economic development into a centralized approach supported by a technology based information and technical assistance – JACEDP Center.

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Publications, information and a variety of rudimentary tools are available to assist communities realize a more diverse set of economic development opportunities. These resources can be combined with new forms of assistance to address other important areas of need including: value-added agriculture, leadership training & development, tourism development, community enhancement, technology development and utilization, and forest, animal and plant (ecological) protection and enhancement. These areas can be supported via technical assistance and training and other support to stimulate/enhance other economic activities that are necessary for communities to flourish, while also protecting the human, natural and historical resource base and culture of the region

The approach utilized will provide incentives for the adoption and diffusion of the use of new technologies and distance learning tools and information that is, essentially, universally needed for all economic development activities. New Web-based technologies can create direct economic returns (rewards) for businesses and communities. These “rewards” then will stimulate people to expand their use of computers for running and growing their businesses and community economic development programs. An active outreach and “marketing branch” of this initiative will promote resources and services and also conduct in-the-field research to identify and recruit communities that are “primed” with proper leadership and a community collaborative spirit. These communities (or groups of communities) can then be “seeded” with a package of incentives to stimulate their participation.

Because this approach is designed to be market-driven, it will be economically sustainable perpetually. Driven by a successful business development model, programs will be designed to be self-sustaining over time. Initial funds will be used to “prime” the initiative, but the “Center” will be designed to generate revenues so that the initiative will not need to be subsidized over time.

First Steps

- Conduct Strategic Planning Session (JSPS) for the JACEDP strategy workshop
- Identify Project Board and Key Stakeholders for the coalition
- Identify viable sized “region(s)” to initiate project
- Create short list of prospect communities (regional based preferred – using Pilot Community Criteria)
- Form working coalition in partnership with regional communities
- Evaluate those communities based on a set of criteria to ensure project success
- Resources for the Center are available and some are in development, or can be adopted/integrated from a variety of sources (e.g. Solomon Source, extension at various universities, etc.)
- Identify potential additional funding sources (public & private)
- Leadership team, advisory board and other experts “contextualize” the approach based on political and social climate of proposed site

Pilot Community (Region) Selection Criteria – tentative

- Leadership (Collaborative, not authoritarian)
- Creativity
- Cottage industries
- Relatively stable economic basis
- Community forestry
- Funding assistance available
- Diversity of natural resources
- Critical mass of tourist attractions
- Linkages between communities (collaborative potential)
- Absence of contentiousness intra-community and inter-community
- Infrastructure (roads, telecommunications, service industry e.g. food, lodging)
- Access to financial support and outside funding
- Social networking – capital
- Access – to tourism attractions by visitors, distance from University collaborators
- Prior leadership training
- Volunteer/service organizations

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- Prior projects that may have potential to re-start or revitalize Rural development models (existing Jamaican approaches – Rwanda/Texas A&M).

Taking the Center to the People

One of the key aspects that must be understood is that not all potential clients have access to online resources. Even though Internet access is becoming more and more ubiquitous and accessible (i.e. Internet cafes, libraries, etc.), certain groups do not utilize these resource. Also, there needs to be educational, or exposure created to have these resources be utilized for more than just gaming, chatting, socializing and sending email. Of course online education is very well developed, however, we intend to extend the model even further to reach those audiences that typically “fall through the cracks”. This is especially the case with rural agricultural communities in developing countries, like Jamaica.

Below we are presenting a organizational chart for Digital Extension Bus that we proposed in Colombia. The bus(s) would be outfitted with 10 computers to create a mobile library. However, as depicted in the organizational chart the key element are active, informed and motivated staff to deliver “train the trainer” programs to the community. The most efficient model will be to develop “teams” of program coordinators in each community. These individuals would be to the go-to people in these communities for letting citizens know about JACEDP, and also to train people how to get the most benefits of the programs.



Figure C7-1: The JACEDP Mobile Classroom and Digital Library

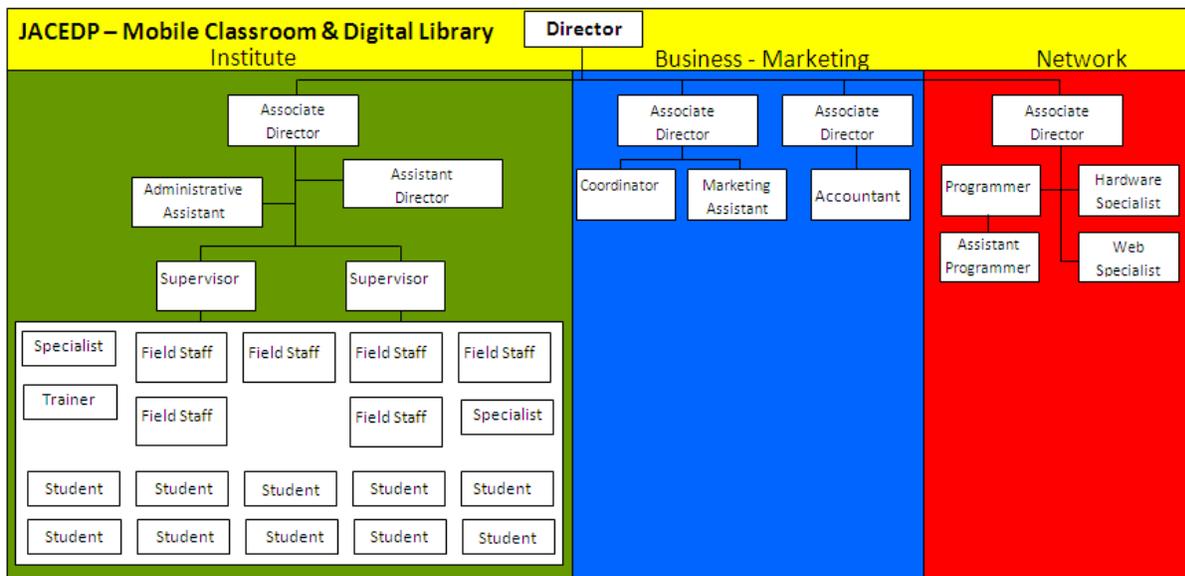


Diagram C7-7: Organizational Structure for the JACEDP—Mobile Classroom and Digital Library—For the Full Description of the Regional Project Go to the Section for the Tourism Case Example Chapter 9.

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Appendix D – The Green Loaded Tablet, or Revelation - Executive Summary

Andrew Skadberg, Ph.D., David Davis

“Content is King” and meaningful content is a Divine Expression.

Introducing The Revelation - Green Loaded Tablet

Reading David's HP paper idea popped into my head to give people a device, but with tools not just a bunch of stuff, or apps (too many choices and people don't know what they need).

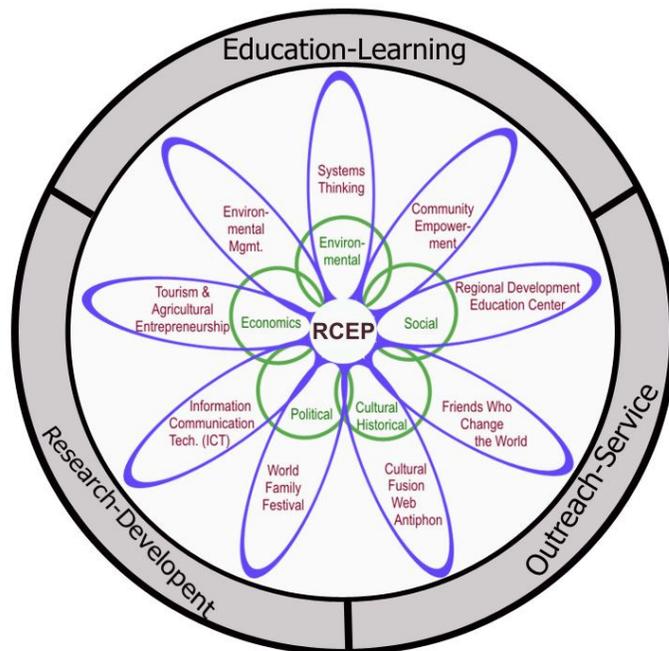
Something to offset their isolation, doldrums, boredom, sense of separation, distraction reducing – help them focus on “first things first”

- Eye Am Sharing
- Co-Pilot
- Networking
- Sustainable Ag. Systems
- Zoom and Google traveler kiosks
- Digital Domain (holographic)
- Healing/Wellness
- Global Innovative Solutions
- Zoom meeting

This device could be similar to what was depicted in the movie Hitchhikers Guide to the Galaxy.

The Global (Cosmic) Citizenship Passport

- Groundswell – banking, debit card, full service
- Conference Connector (supporting people after they go home)
- A portal to useful content, tools and services
- Collaborative network (not just social, unless that's what you want)
- Travel Services Center
- Holographic content portal (Digital Domain & Micoy)
 - GREEN, products and services shopping/networking center



Update this graphic

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Content “portals” Background

Our experiences with the money economy has created a great sense of isolation for many people. We have organized the tools, similar to the TextBox (walking talking yellow pages for travelers) – What do people need to know?, then if they want to go to the smorgasbord they can.

“As our planet itself turns upon its axis like the earth therefore, each hour presents a different section of reception from the universe. We therefore regulate our periods of meditation in accordance with those time factors, something like receiving certain programs at certain hours of the day on your television. However it must be remembered that it is not a one-way communication and the proper usage and direction of the radiant energy from the Fountainhead through your minds, we can transmit and send back to the individual or group some correcting and helpful energy, which will aid in overcoming any negative conditions which we have intercepted. This will explain to some extent how we use a lot of our time on Venus and it will be discussed under the heading of spiritual therapy and healing”.

Page 73 in Voice of Venus

- People need help choosing
- Like the Unity Church prayer line
- My father when I asked him about the difference between his generation and mine he said “instantaneous access to world information/news but the key is to flip the switch from sad news to empowering/happy programs.
- Extract “Time to change the media” – this was the purpose of “globalization” – not for all of humanity to simply become “chicken littles”
- The technology has gotten to be pervasive, apparently affordable because recently when we signed up for Verizon we were given a tablet for about \$10/month.

Included in this document,

- The Kingdom Network
- Our New Value Propositions - the Technology
- An Architecture for a Global Sustainable Society
- HOME communities
- Pay it Forward – Figuring out the Money side of new Technologies
 - Eye Am Sharing (mock-ups), Share \$ with network
 - Good News feed (Spirituality Post)
- “*Experience Co-Evolution Group – Engaging Experience*” – and “*YouTooTravel – Where do you want to go?*”
- Vacation Travel Show

The Kingdom Network – a Summary and Links

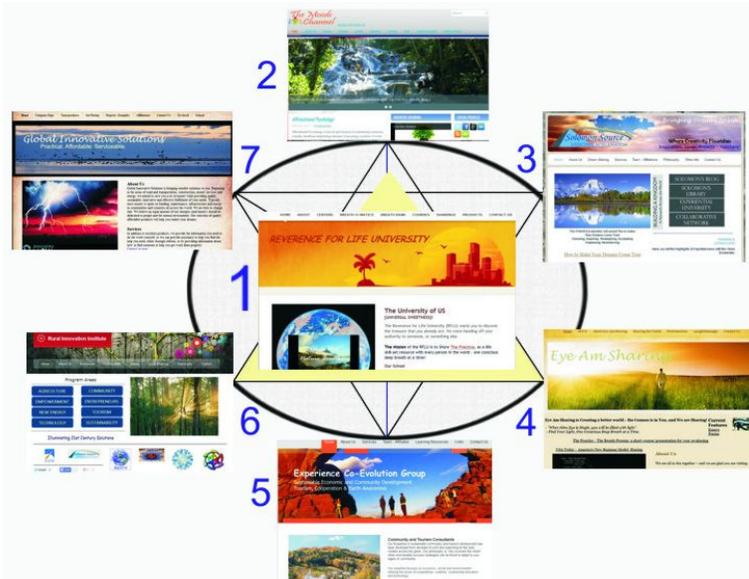
There is a larger, overarching, vision that is manifesting to support the creation of a global network. Our work has been a process of “bridge building” - utilizing new communication technologies but basing our future efforts on the foundations which are at the core of successful communities.

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1 [Reverence for Life University \(RFLU\)](#)

- is the center of the hub. This is our main portal for people to get access to the skill-set that will allow them to operate successfully in a rapidly changing world. We whole-heartedly believe that our New Earth experience and creations must be aligned and based on "Reverence for Life" which means creating with the protection of life as the foundation - honoring both human life and the natural world.

([Albert Schweitzer's work](#), [original RFLU Vision and Strategy description](#), [chapter from Vision book](#)).



2 [The Moods Channel](#) - for an individual to be successful they must be able to follow the guidance that they are being given from within. Our feelings work perfectly to direct us to our best experiences and life. Joseph Campbell said "follow your bliss". The Moods Channel will connect you with the tools and ways to get aligned with your own, perfect, "guidance system". (see work of [Jerry and Esther Hicks / Abraham](#))

3 [Vision Excelerator](#) - assisting people, businesses and organizations to develop their ideas, dreams and visions is the focus of this resource. Some might call it an "incubator", we like the term hatchery, but it is mostly about helping an individual discover their passion and then to clear their path to do what they love and share the best they have to offer. ([Solomon Source Toolbox](#), [Chapter 10 HCDC](#))

4 [Eye Am Sharing](#) - is the place-holder for our "collaborative network". This will be where people will be able to share and exchange what they feel compelled to. It will also be a place to develop our communities of sharing, exchanging and collaborating to make our world and communities healthier and happier. ([Chapter 11 - Collaborative Network](#))

5 [Experience Co-Evolution Group](#) - implementing new ideas, systems and ways is not always easy. The Experience Co-Evolution Group will act as a consultant and resource center to assist communities to create more sustainable and successful strategies.

6 [Rural Innovation Institute](#) - we believe that there is going to be a shift from very large cities to a growth in smaller, more rural type communities. However, the Rural Innovation Institute is providing useful information to any community. It is about sustainability, environmental protection, innovation and creative collaboration.

7 [Global Innovative Solutions](#) - is an online catalog of new, or existing products and services that align with sustainable and innovative solutions and communities. Modeled after the Whole Earth Catalog and Mother Earth News magazine, GIS is intended to bring a wide variety of products and services to the world, but also facilitate creating a network, or collaborative cooperative.

The Vision Excelerator is the culmination of a process that has been underway for 26 years. - There is extensive documentation and online resources that have been created. However, here are some links that provide a more concise summary of various aspects of the VISION.

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[I have a Vision](#)

[World Proclamation for Emancipation 2011](#)

[HOME Communities](#)

[VISION: We ARE Re-Creating the World - a Resource Manual "tool-box" for Revitalization and Empowerment Through Grass-roots Strategies and Environmental Awareness](#)

[The Decision](#) - the statement that was the nexus for beginning gathering, organizing and writing all of the various components that are being realized. Most completely described in the Vision Book

[Tourism is the great "connecting industry"](#) and has been how Dr. Skadberg was lead to In-Visioning all of this.

[Global Breath Consciousness Institute](#) - currently developing in Jamaica, this is one example of Revitalization and Empowerment - via the powerful foundational work of Desmond Green (www.themoodschannel.org)

On New Value Propositions – the Technology by David Davis

The compelling value proposition that we offer customers is usually by way of utility of service. Sometimes this utility of service is provided to the customer bundled in the form of a product and; other times this utility of service is provided to the customer more in the form of a pure service; still other times, it comes in the form that combines product and service.

NEW stuff here - What this product consisted of was an ultra-mobile information appliance that fundamentally took the form-fit of what today, is most widely known as a pen-pad computing device. Its approximate overall dimensions are 9 1/2" wide by 12" high and 5/8" to 3/4" thick. It has a weight of approximately 2-4 pounds.

The Revelation Green Loaded Tablet is a bundled information/communication device.

So finely engineered - it's in a class of its own

It's a Personal Day Planner
It's a Web Browser
It's Movie Theater
It's a Desktop Computer
It's a Laptop Computer
It's a Music Player
It's an ATM
It's a Global Navigator
It's a Personal Health Monitor

HEWLETT PACKARD
Portability
Computing Power
Interconnectivity
Durability
Technology for a Sustainable Future
GENESIS COMPUTING
Suddenly the World has Changed

It's a Wireless Phone
It's an Art Pad
It's a Digital Camera
It's a Sound Recorder
It's a Classroom
It's a Game Room
It's a Virtual Shopping Mall
It's a Personal Tour Guide
It's a Community Library

The most advanced Information Appliance in the World

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Computing for a Small & Green Planet

Wireless Roaming Network and Internet Connectivity Embedded PCS Telephony Hundreds of Accessories & Applications Available

Swipe Card E-Commerce & E-Banking Utility CD/Writer/DVD Video Pop-out Image Capture Lens Digital Photography and Video Telephony Input Device (180 Deg. Swivel)

Modular Hardware Integration Allows for Simple Upgrades Options High-Resolution Color Thin Film Flat Panel Touch-Screen

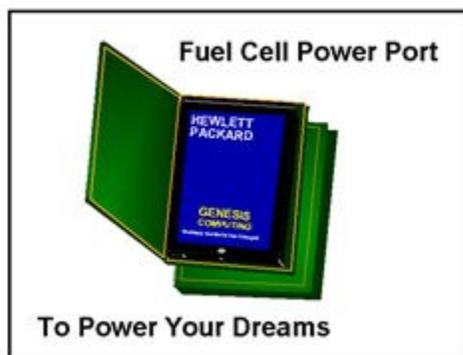
Rugged Construction - 30 Year Life Microphone for Voice Command Input and Voice Recognition Applications IR Data Transfer Portable Scanner

Electronic Touch-Screen Input Stylus and Art Pad Tool

Multiple USB Peripheral Connect Ports 16 GB quick swap HD Floppy Drive Port Embedded GPS

\$29.95
Per Mo. Lease to Own

A Customer Defined Tool Windows or Linux OS Pushbutton Ease of Use Trade In for Rebate or Upgrade Order Factory Direct & Save E-Commerce & E-Book Ready



There are of course other design features that could be introduced (and likely would be) as a result of a more thorough preliminary analysis along the lines of market studies, technology assessments, competitor product evaluations and so forth.

These qualities are listed below:

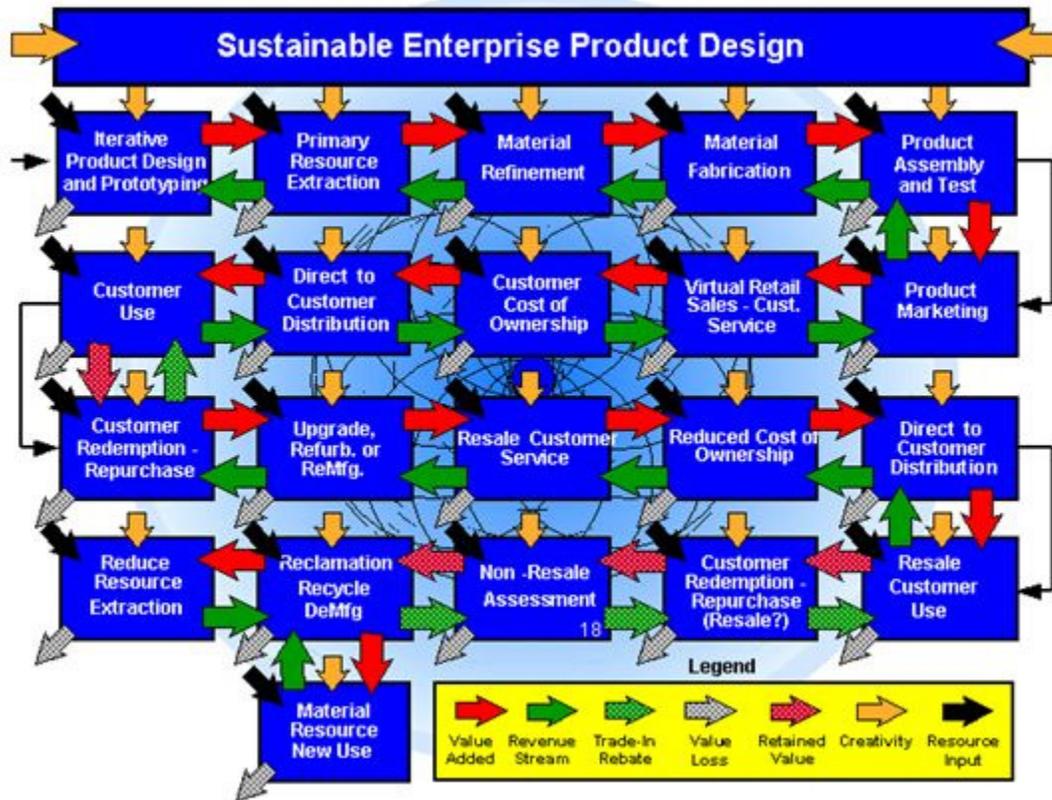
- Ease of Use
- Broad Functionality
- High Value to Cost Ratio
- Affordability
- Durability with a Long Product Life
- Upgradeability
- Manufacturability
- Reparability
- Re-Manufacturability
- Re-Marketability
- Reusability
- Recycle-ability
- Reclaim-ability

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- Embedded Services
- Safe to Use
- Energy and Resource Conserving

Fundamentally I wanted an information appliance that was powerful, and valuable yet “green” in its manufacture and use. One that would provide me years of dependable service and retained its market value so the life-cycle cost to me and the environment were very low.

Just exactly how “green” the “Revelation Green Loaded Tablet”?



The Revelation Tablet. Is designed to seamlessly interface with information service kiosks. For example, I saw the future of E-Books, streaming audio and video files, E-Banking and distance education perhaps even distance medicine could become integrated services that create entirely new sources of revenue.

Appendix E – Reaching Out to Our Challenged Friends and Families – an individual empowerment and skills training endeavor.

Sept. 1, 2013

Project leaders: Andrew Skadberg, PhD, Sarah Ford, Sergio Nino, Desmond Green, Niels Lundsgaard, Mike Harmon, Mike Fritsch, Tom Dooley, Tom McClain, David Davis, Noah Israel, etc.

A collaboration between the Reverence for Life University, Experience Co-Evolution Group, Vision Excelerator, Self Management Institute, The Moods Channel, QC Collective and a consortium of organizations, businesses and individuals

Vision and Intention

Create an Educational Resource & Technical Assistance Center (hereafter Center) that provides access to information and assistance to assist various marginalized populations with a focus on en-strengthening, skills and trades training, entrepreneurship and cooperative, community development.

This proposal describes the creation of an outreach strategy to offer services and assistance to various marginalized people who live in nearly every locale in the world. Our offerings are based on real world projects that have been implemented in various places. It builds off of the work of Dr. Andrew Skadberg in the area of regional/community revitalization and Desmond Green with individual empowerment and personal transformation.

There are immense opportunities to reach out to various populations of people who have found themselves marginalized because of economic and past government approaches to serving people and communities. Some of these groups include:

- Veterans of War and disabled Vets
- Individuals who have been incarcerated, and those who have been released
- People who have experienced challenges with various addictions (drugs, alcohol, gambling)
- Homeless populations
- People of “minority” or other national descent
- Native Americans
- Single mothers and children

Working with these populations can seem to be quite challenging, however, innumerable examples exist about the power of individuals who have experienced overwhelming challenge and then overcame. People who reach “bottom” can often demonstrate incredible turn around in their lives and thus provide inspiration for others to follow.

One of the most phenomenal of these examples is with the work of Desmond Green in the Jamaica prison system. Desmond implemented a program called “The Practice” with the “worst” populations, those being individuals serving death sentences or life sentences. By sharing the powerful, yet simple principles outlined he was able to assist individuals to set themselves free, even while in prison. The success is shown in that recidivism reduced from 90% to 30% between 1995 and 2000 and that prison violence was significantly reduced during those years.

Building off of the foundation of *The Practice* by Desmond Green, our group intends to provide a number of educational programs and instructions, utilizing a “learning by doing model” (experiential education), combined with common-sense community development solutions that will enable various populations, towns, villages and nations to transform their socio-economic conditions. Here are initial areas of emphasis:

- Individual empowerment

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- Nature, environment, conservation, recreation
- Trades, craftsmanship, agriculture, energy, transportation, innovation in construction
- Arts, music, performing arts, media, creative endeavors
- Entrepreneurship
- Technology and Web based business and learning
- Tourism and community development

How we intend to Share Our Services and Assistance

We will approach various “communities” in a quasi-consulting capacity offering professional, hands-on assistance in the areas common to all community needs: food, shelter, energy, business, tourism, natural resource preservation, culture and quality of life. We offer these community development and individual en-strengthening assistance in a way similar to a “tool-box” of services and support. These *Services* could include sensible and cost effective infrastructure development, educational resources, community strategy development and visioning, tourism development, business and entrepreneurial development, etc. If the communities are in a position to actually hire our group, we could then establish a “hands-on” physical presence as we develop specific plans for community innovation and empowerment and strategy deployment.

If, on the other hand, the communities are not prepared financially to support engagement, our Websites offer a plethora of educational resources, short courses, case study examples, free books, etc. that are available, always. In fact, some of the greatest successes could be demonstrated through a community group that was self-motivated. The Nobel Laureate *Margaret Mead* stated “never underestimate the power of a small group of committed citizens to change the world. In fact, nothing else ever has.”

Our working groups associated with the *Reverence for Life University* and *Experience Co-Evolution Group* have several websites where communities, businesses, organizations and individuals can get access to a number of free tools, books and services are listed at the end of this proposal. Our team has been working for many years to gather these resources together to “be the change we want to see in the world” *Mahatma Gandhi*

Below you will find a short, tentative, outline of en-strengthening resources that we will make available to all communities whether we work actively with them or not. The advantage of working with our team would be more focused attention; however, we will do our best to provide support to all communities whether or not we are being paid. One of our specific goals would be to create community “outreach teams” that would be comprised of local individuals, or organizations that would become “experts” of sorts, to implement the various strategies and programs we have devised (similar to Train the Trainer).

We have simple philosophies based on ancient sayings “feed a man for a day, give him a fish. Feed a man for life, teach him to fish”. Our aim is to find “local stars” in every community. Then, these people can build their own team that can implement the various programs locally. Even if our team would be hired to provide individualized consulting services, eventually we will go home. So our aim is to inspire community sustainability of various initiatives. Through the use of IT capabilities and online learning and support services, we can extend our assistance beyond our on-site interactions. However, our ultimate aim will be capacity and team building in the locations across the globe. Here is a short list of programs as an introduction to the kind of programs we have identified for helping communities.

Also, we are a very big proponent for not wanting to “re-invent wheels”. With the advent of the Internet we can gain access to information and “case studies” which provide ample opportunities to find information and identify potential examples to follow. The key to success is that they be “common-sense” based and that people know how to adapt, or modify, as needed to assure success in their particular context.

- **The Practice**, is described above and is a foundation of the Reverence for Life University
- **Skills and Trades training**, based on the work of Tom Dooley, a master wood worker, each individual has the opportunity to create a personal legacy with his work, art or craft. By sharing the vision that putting passion, love and dedication into their work, they can honor the materials that are being used (e.g. wood in woodworking), provide inspiration and joy in developing

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personal excellence in handiwork, create a legacy in the craft/product that is being created and potentially family heirlooms that will be shared for generations to come.

- **Active-Vets** is a program that was developed by Don Boren the Exec. Director of the Big Bend Natural Heritage Assoc. in Texas. The program puts war Veterans together with other Vets on rafting trips for processing their experiences that are behind the diagnosis PTSD. To date the program has served 110 individuals and has resulted in phenomenal experiences as shared by the participants.
- **Entrepreneurial Training, Business and Idea Incubation** – this area provides a broad array of services and networking possibilities. This can best be encapsulated in the byline of the Vision Excelsator “bringing dreams to life”. The aim here is to assist people and groups to find a Vision that will inspire them to “do what they love to do”. One of the cornerstones of this item is the “Nature Tourism Guidebook” which was developed to teach farmers and ranchers how to add a “nature tourism” enterprise to their ranch operations. The same formula is generalizable to, essentially, any new business. Kind of like a recipe for bread, you can pretty much cook bread anywhere.

Under the umbrella of the consulting team “Experience Co-Evolution Group” we will begin to approach various communities here in the U.S. and abroad. We currently have active collaboration happening in Jamaica, India and Colombia S.A. Here is a short list of

More Details of Proposed Approach

- 1) **Individual Empowerment and Experience Processing:** Adapt a variety of programs designed to assist individuals returning from military service to integrate back into society, recover from PTSD and gain access to ways to find fulfilling work.
 - *Self Management Skill-sets* – adapted from program implemented in Jamaican prison system by Desmond D. Green called “The Practice”. Recidivism reduced from 90% to 30% between the years 1995-2000 and prison violence reduces markedly.
 - *ActiveVETS* – developed by Don Boren where newly returning vets join adjusted vets on recreational experiences to “process” and experience understanding and fellowship.
- 2) **Entrepreneurial training series** (modularized) specific to the context of the host community(s) – derived from materials available through the Vision Excelsator, NE Indiana Incubator and others.
- 3) Develop the cooperative model identifying various products, projects and outreach programs that facilitate growing the success and impact of this endeavor being launched.
- 4) Create a Web based distance learning resource center that could be accessed through “partner” libraries and/or community and school computer centers/classrooms and mobile laboratories like the SMART and STEM buses.
 - On-site, hands-on training seminars provided by locally trained instructors (using a train-the-trainer approach).
- 6) Aim to enhance a holistic economic development strategy – enhancing quality-of-life, ecotourism, nature, heritage & cultural tourism (and other types), value-added agriculture, energy, entrepreneurship, micro-enterprise development (Community based tourism derived from the work of Diana McIntyre of Jamaica).
- 7) Engage local financial and philanthropic organizations.
- 7) Conduct research and project benchmarking throughout the project lifecycle.

Pilot Study Areas – Pending discussion

- Quad Cities Region
- Lakota Native American Nation (Mission & Rapid City, SD)
- East Moline – Watertown Community Empowerment
- All Native American nations that received HUD funds for housing and community development.
- Identify potential for additional sites

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Collaborators

- Experience Co-Evolution Group
- Reverence for Life University
- Vision Excelsior
- McClain Farms, SymbioticAG, Cory's Elixer
- University of Northern Iowa, Sustainable Tourism & Environment Program (STEP)
- Augustana College
- QC Collective
- QC Organics
- Bob Windt – Yep! It's Rocket Science
- Tom Dooley Woodworks
- Redco – Lakota-Souix Nation
- Zoom Information Systems
- Northeast Indiana Innovation Center

Outcomes:

- En-strengthen and transform the lives of people who have traditionally “fallen through the cracks” of our current social services paradigm.
- Stimulate/create robust, creative and cooperative community economies.
- Sustainability as a driver creating sensible linkages between the various complimentary “assets” and economic sectors within the community/region.
- Conserve (and/or enhance) the natural, historical and cultural assets of the community.
- Enhance Quality of Life.

This initiative aims to integrate all aspects of community economic development into a centralized strategy approach supported by a technology based information and technical assistance service center. However, a central emphasis will be on individual en-strengthening and transformation.

Publications, information, and a variety of rudimentary tools are available to assist individuals, communities and organizations realize a more diverse set of economic development opportunities. These resources can be combined with new forms of assistance to address other important areas of need including: team building, training & development, tourism development, community enhancement, technology development and utilization, and forest, animal and plant (ecological) protection and enhancement, and more. These areas can be supported via technical assistance and training and other support to stimulate/enhance other economic activities that are necessary for communities to flourish, while also protecting the natural and historical resource base and culture of the region

The approach to be utilized will provide incentives for the adoption and diffusion of the use of new technologies and distance learning tools and information that is, essentially, universally needed for tourism and other economic development activities globally. New Web-based technologies can create direct economic returns (rewards) for businesses and communities. These “rewards” then will stimulate people to expand their use of computers for running and growing their businesses and community economic development programs.

An active outreach and “marketing branch” of this initiative will promote resources and services and also conduct in-the-field research to identify and recruit communities that are “primed” for success those exhibiting a community collaborative spirit. These communities (or groups of communities) can then be “seeded” with a package of incentives to stimulate their participation.

Because this approach is designed to be market-driven, it will be economically sustainable perpetually. Initial Seed Capital would be highly advantageous, but not necessary given that this is a “grass-roots” endeavor. We see that adequate financial resources will be attracted given that our vision is clear, providing highly needed services and support to people. Driven by a successful business development model, programs will be designed to be self-sustaining over time. Initial funds will be used to “prime” the initiative, but the “Center” will be designed to generate revenues so that the initiative will not need to be subsidized over time.

Pilot Community (Region) Selection Criteria – tentative

- Cooperative spirit
- Current people willing to engage experience
- Creativity
- Cottage industries
- Relatively stable economic basis
- Community forestry, gardens, parks and recreation
- Funding assistance available
- Diversity of natural resources
- Critical mass of tourist attractions
- Linkages between communities (collaborative potential)
- Absence of contentiousness intra-community and inter-community
- Infrastructure (roads, telecommunications, service industry e.g. food, lodging)
- Access to financial support and outside funding
- Social networking - capital
- Access – to tourism attractions by visitors, distance from University collaborators
- Prior leadership training
- Volunteer/service organizations
- Prior projects that may have potential to re-start or revitalize
- Rural development models being utilized

A proposed structure for the cooperative – three legs: business, social, infrastructure

In the world today there are three primary types of organizations: *business* (financial), *non-profit* (social good) and *institution/government* (infrastructure and public services). Usually, these three types of organizations end up attempting to support all three of these societal functions within their organization, but do not succeed because the organization’s “mission” is not ultimately aligned with functions outside of their normal domain of activities. For example, government agencies are very much challenged to operate a business successfully. This is also the case with non-profit organizations, in their original form they are not really designed to be businesses.

However, over time the majority end up becoming business oriented. In all three of these organizations the main focus of the organization does not give as much emphasis on the other activities. This equates usually to sort of “lip service” being paid, or worse yet a blatant use of these activities to garner support that is then utilized in an unbalanced, or manipulative way. Many cases can be seen by corporations that are really creating environmental problems using social programs or environmental programs to convince their customers they are doing good and thus people should buy their products.

A balanced organization should give adequate importance to each function. For example, if infrastructural support falters, the success of the organization will be diminished. Likewise, if the “quality of life” (social) diminishes then the whole organism suffers. Finally, if adequate financial resources are not generated and sustained, there will be a breakdown of the whole organization (community, region).

It appears that a blending of the primary functions of these three entities would make for a more efficient organization. The *institution* would be responsible for managing the infrastructure and the services of the Cooperative. The *business* would be responsible for the fiscal and financial (marketing, business development) aspects of the Cooperative and the continued monetary support/management for the other two legs of the organization. The *non-profit* portion of the organization would be responsible for the programs that ensure the continued vitality of the region, such as education, social and other community empowerment programs.

Financial Capabilities and Product Innovations

We have identified a number of innovative products to be sold to generate financial resources to support this endeavor. Here is a short list of innovative products in the following areas. Links are provided links to a number of our affiliated websites on the last page.

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- **Terra Pave/Top Seal:** (Soils Control International) a polymer based product that is an alternative to asphalt and concrete. It has numerous applications described on the website.
- **HEM Paving and Road Groom:** is a company headquartered in Grundy Center, IA. They provide affordable and durable road paving equipment that is especially attractive to organizations with smaller budgets (Roger Bockes, the owner, wants to open up international markets).
- **Energy Store:** Sustainable, green and free energy technologies. My first introduction to renewable energy was with my family company, Odin Associates, and our 1981 research into the use of a biomass gas generator. Since that time, I have been gathering information and forming a network in the Quad Cities of individuals and companies working in this arena.
- **Regional, Healthy and Sustainable Food System:** We are forming a network of companies, organizations and individuals who are passionate about good food. We are working with the Quad Cities Food Hub and QC Organics and the River Bend Wildland Trust currently and identifying other regional partners. We have identified several replicable food models that are adaptable to other places.
- **New Home & Rural Property Building:** A number of our friends and associates are very interested in alternative building systems. These include Earth Shelters, yurts, earth bag building, and log cabins. Rosebud Log Homes in South Dakota is building beautiful log homes, cabins, and chateaus while sustainably managing the Lakota-Sioux forest reserves. They are prepared to sell these homes as kits, either modular or complete. I plan to be their representative for Rose Bud Log Homes in our region.
- **Business, Idea and Non- Profit Incubation:** Since spinning a company out of Texas A&M University in 2004, I have been actively developing tools, resources and educational content to support new business development. As we established the QC Collective, we created an incubator called the Vision Exceleator. Recently, we have been attracting many individuals who either can't find work, or who don't want a 9-5 job, but would rather pursue their life calling and contribute their gifts to the community. I have many resources to assist these people.
- **Travel and Tourism Technologies:** In 2003, I created a touchscreen kiosk called the TexBox for the Texas DOT, which provided travelers information when they stopped in rest areas. In 2004, the State of Texas put wireless internet in all 100 rest areas. Now this technology system is in 10 states, with potential to be in all 50. Iowa was the first state to put kiosks and wireless in all 40 rest areas. I am working with the companies that own the contracts for this technology, and also the 511 Travel Information lines. We see great potential to connect travelers with communities that are now diversifying and revitalizing, both creatively and cooperatively.
- **Reverence for Life University:** Individual empowerment is key to success in every endeavor. This project has been in development since 2008, and we just launched the website in June 2013. This site provides powerful resources and assistance to help individuals discover their point of power.

Our Vision is to create a Win-Win-Win-Win cooperative endeavor

During times of challenge is when the greatest opportunities for achievement and empowerment occur. Communities and peoples are challenged almost universally, but the time has arrived for people to come together as family and community and support each other while embracing togetherness and environmental sustainability. Our team has gathered powerful tools to help individuals and for teams to form around the common good. The Internet makes it possible for people to access these skill-sets and tools and begin the process of transformation.

Below you will find a partial list of our affiliations— local, national and international. However, I believe that such a process begins in a local community. The Quad Cities is primed for this initiative, as it has abundant resources and a growing unrest with the status quo, which is leading to grass-roots, community

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based efforts to revitalize. I can gladly provide considerable more documentation as I have written and strategized on these ideas since 1988.

Here is a partial list of our current affiliations:

Experience Co-Evolution Group – www.experienceco-evolutiongroup.com – Community and Tourism Development Consulting Group

Reverence For Life University – www.reverenceforlifeuniversity.com – a collaborative endeavor between Desmond Green and Dr. Skadberg connected directly to Jamaica and other nations.

Vision Excelerator – www.visionexcelerator.com – Dr. Skadberg’s business/idea incubator.

Rural Innovation Institute – www.ruralinnovationinstitute.com – Dr. Skadberg’s alternative development resource center.

Envirock – www.envirock.net – 3D printing, construction Noah Israel .

HEM Paving & Road Groom – www.hempaving.com, www.roadgroom.com

River Bend Wildland Trust - <http://www.rbwt.org/> - Quad City regional organization focusing on conservation, education and active natural resource protection and enhancement.

Youth Inspired Rocket Science – www.yirs.org – derived from the youth science and engineering education by Bob Windt and his book “Yep, It’s Rocket Science (www.yepitsrocketscience.com), coordinated by Sarah Ford.

Universal Hovercraft - <http://www.hovercraft.com/content/> - we are working with Bob Windt the inventor of this type of hovercraft and will be looking to expand markets globally.

Zoom Information Systems - <http://www.zoominfosystems.com/zoom-tin.aspx> - the intelligent transportation company doing the wireless internet and traveler information contracts.

IMark Global & Tech - <http://www.imarkglobal.com/>, <http://www.imarktech.com/> - our international partner into India, Asia and Africa focusing on tourism, sustainable development and technology.

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Appendix F – An Architecture for the Global Sustainable Society

The Breath Way – replacing the “Golden Rule” as a foundation for human relations and creative endeavor.

“As you are endowed with your breath and unlimited potential, so shall you share your gifts with your source and all of life.” – Andrew Skadberg

Quotes:

Einstein - "We cannot solve our problems with the same thinking we used when we created them."

"I never made one of my discoveries through the process of rational thinking."

John Muir - "When we try to pick out anything by itself, we find it hitched to everything else in the Universe."

This document outlines a model for individuals, communities, and hence the world, for creating a new, sustainable model for living as “One Breath. One Love. One Family. One World.”

Some of the concepts outlined are derived from the original work to create the [Reverence for Life University in Jamaica in 2007](#). Specifically, this document expands on the ideas related to community revitalization and the guiding principle “Success Across Scales” (see appendix)

Success at any scale, or within any community, depends on individual success. The foundational concepts supporting this “Architecture”.

- Individual Success: [Global Citizenship Passport](#) = [Breath Consciousness](#)
- Community grown and supported. (derived from HOME Communities)
- Regionally/geographically organized and shared.
- Globally networked and connected, environmentally oriented

Topics discussed briefly below:

- HOME Communities: model for intentional communities
- EndlessOne Global – Financial freedom and the means to accomplish success
- Collaborative Networking (see [Eye Am Sharing](#))
- Commitment Within Your Community: Local bank re-investment, social investing and sustainable communities.
- Bridging Bank, Community and Important Considerations
- How to Utilize Technologies – Education/Cooperation
- Cooperatives & Innovating Within Existing Structures and Systems

Groundswell World, Pay Services, (Lew Mearns debit card) and [Reverence for Life University](#) and our affiliated network are creating a network of communities that will utilize the best principles for social, economic and environmental viability – benefitting the community member’s individual personal and spiritual development in total harmony with the natural environment (Mother Earth, Gaia).

The foundation philosophy for establishing our communities ([see HOME Communities](#)) is on the realization and manifestation of Peace and Abundance for all of the members of the community, and for re-establishing our most critical connections to the natural environment. By creating these “seeds” of harmonious, sustainable communities we will provide success models for other communities and peoples interested in creating better living environments.

Five simple ideas that instruct us to attain this Vision are:

- Breath Consciousness
- Recognizing Individual Sovereignty in Service to Others
- We are all in this together.
- “Be the Change “Peace and Love” You want to see in the world.” – Mahatma Gandhi
- People helping people.

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Key principles for these communities are *Reverence for Life* ([as espoused by Albert Schweitzer](#)), collaboration, creativity (replacing the competitive mind – Wallace D. Wattles, [see Science of Getting Rich](#)) and the support of individual spiritual and personal development.

For all intents and purposes, this initiative will be an entirely new model for communities as the members of the community recognize that the entire community thrives as the individual members are afforded freedom to discover their own creative and spiritual potentials. To this end, the aim of the community will be to provide all the members with food, energy, housing and the basic necessities of life with the minimum of effort, as to allow for more energies to be devoted to discovering their own greatest potentials as sovereign beings, and then to contribute those capabilities for their own advancement and those of the community, and ultimately to the rest of the world.

Financial freedom and the means to accomplish success

Groundswell World's Mission is to lead the revolution of the new generation debit card worldwide, while offering the highest and the most generous Loyalty Rewards, Incentives, Discounts, Cash Back, and more . . . Giving all our members the most value for their money.

Creating a New Education Paradigm

As highlighted by the Great Plains Interactive Distance Education Alliance (Great Plains IDEA), one of the most significant challenges that will be faced by a collaborative network will be to coordinate and meld the relationships between the various institutions. Moxely and Maes stated emphatically that in their alliance is “an agreement on principles preceded agreement of policies”. Rosabeth Moss Kanter (1994) identified three fundamental aspects of business alliances that apply to higher education:

Successful alliances yield benefits for the partners and evolve progressively in their possibilities.

Successful alliances involve collaboration (creating new value together) rather than mere exchange (getting something back for what you put in).

Successful alliances are supported by a dense web of interpersonal connections and internal infrastructures that enhance learning; they cannot be controlled by formal systems.

Earning Potentials for Collaborative Network

Through the network there is significant earning potential to support small businesses, whatever they are selling especially arts, crafts, original works, etc. (e.g. <http://creativejamaicans.com/>). What the Network could bring to the small company would be helping them sell more of their products, more exposure, both via the internal network and through the increased presence of the Network to search engines, marketing development training, entrepreneurial training, etc. The Network shares a small portion of each sales.

Additionally, imagine the number of small artisans, musicians, tourism attractions, wineries, farmers markets with value-added products, etc., etc. that are struggling to get a few products online - doing a simple catalogue is not difficult to support for us, but for them it is a barrier to business growth, and one of their main "profit centers". It is also a great way to attract people to visit their businesses. We just have to make it easy for them. Not to mention a wealth of entrepreneurial training that could become a part of a digital university. We have already lots of training material and have access to much more - basics could be for free, and advanced for fees, after we help them make money and have their attention.

We suspect Jeff Bezos is thinking of attracting small business and that is behind Amazon's "Free Web sites for everyone" (www.yola.com). It's the "teller machine" model, offer a service for free, get them dependent and addicted, then start hitting them up for money. But we won't do it that way because we will always bring them more value than they pay for. Yola is probably trying to bring people so they support small businesses, then they will use Amazon's "affiliates" sales program model to share in the revenues.

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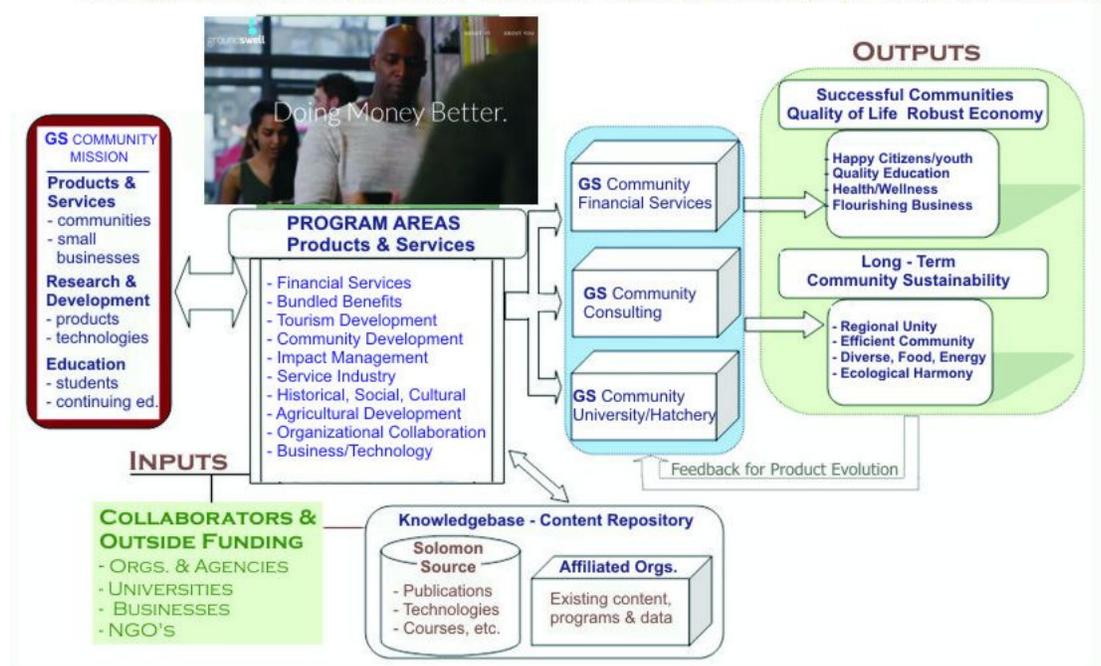
Revenue Generation Potential – this area can be brainstormed

- Exchange/purchase goods & services within network, and outside
- Amazon
- Members pay for business presence
- Look at other Web sites that pay for referrals, and affiliates
- Online catalogue sales
- Distance learning, e-books, technical assistance
- Custom Web design
- Virtual tours

Member Cooperative ([see additional details describing a HCDC cooperative model based on supporting regionally reorganized rural places](#))

- Vested members get "buy-in" they will get some designated portion of the "profit sharing".
- may need to be some hybridization from the traditional idea.
- follow the Wal-mart model and serve geographically disadvantaged areas, but support a regional / community model
- Tourism
- Value-added agriculture
- Real estate
- Alternative Energy
- Quality of Life
- Entrepreneurship
- Personal en-strengthening and transformation

GROUNDSWELL COMMUNITY CONCEPTUAL MODEL: INPUT-OUTPUT DRIVEN



Commitment Within Your Community: Local bank re-investment, social investing and sustainable communities.

By Andy Skadberg, Yvette Dubel

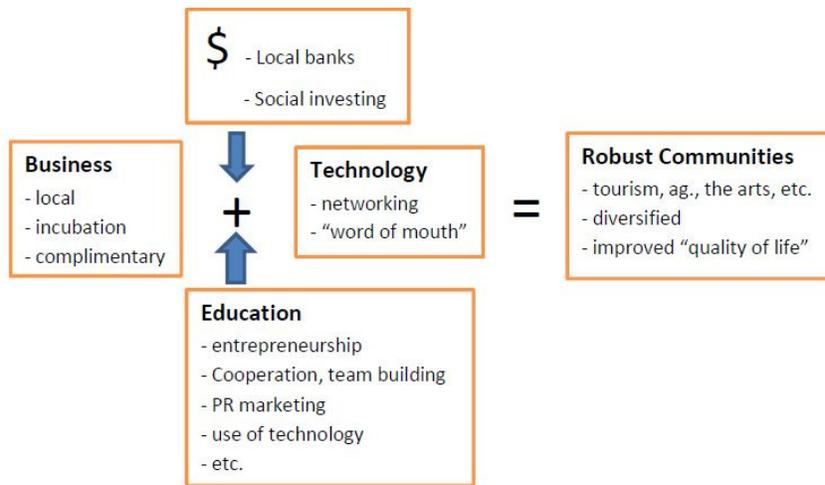
An opportunity exists to open new markets for local banks and investors interested in economically, socially and environmentally beneficial projects and business. The phenomena of “banking for the poor”

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has shown that a huge and untapped market exists by reaching and empowering customers that do not show up on the corporate banking “radar screen”. Hidden across the world are masses of people and businesses who have not traditionally been seen as banking customers. Substantial untapped markets, related to small and local businesses, and entrepreneurs, are waiting to be realized. The success of various “micro-loans” initiatives exemplify these unrealized opportunities to reach the masses of people who have “fallen through the cracks”. And, even when these programs have generated moderate “success” they end up not meeting the full-potential to create new banking customers which is one of the primary objectives of EndlessOne Global.

Cultural fusion, in combination with social impact bonds and micro-finance, with a focus on creating a new ways to capitalize on these opportunities is the key that opens this vault. [Cultural Fusion](#) addresses easily:

- Creating a P/R brand for banks through social capital benefits of Cultural Fusion (art combined with social mission), and
- Developing new markets for social impact bonds, micro-finance, etc.



Technologies are available to easily and naturally support these new markets, and their expansion.

Banks need to re-invest in their communities and new investors are looking for more sustainable opportunities, both financial and for society and the environment. (*Note: The Christmas classic movie, "[It's a Wonderful Life](#)" with Jimmy Stewart is a powerful story that encapsulates our philosophy of citizens of a community investing in each other)

Social, and capital investment in local communities is good business. Supporting local entrepreneurs, the people who want to live and stay in the community are good for the long-term livelihood of those communities. Traditional economic development overlooks these opportunities. Trying to attract large, non-local, companies is a much more risky endeavor. Those businesses, once they lose profits, will close down and move to other places. Investing in local businesses and entrepreneurs spreads the financial risk, as well expands positive impacts for the community such as economic stability, improved quality of life, diversification of the community's economic base, stimulating innovation and cooperation, etc. According to Sam Wyly, small business is the only growing sector of the economy. (Wyly - \$1000 and an Idea)

What are the Bankers and investors looking for? – WIFME – “What’s in it for me?”
- More customers

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- Loans
- Savings
- Debit cards

Typically banks and investors are not concerned with how, they just want results. However, a significant trend is happening where more are looking at using CSR or any other means to market in new and different ways (social, environmental causes).

Matching the Markets – linking investors to new or expanding businesses

Small businesses, especially in the tourism industry, need to be mindful that “traditional” (printed, newspaper, TV) advertising and marketing is not the most cost-effective or efficient. One of the first things that is necessary is for the business owners to understand their markets, and then know how to target and/or attract those customers. It is also important to understand that “discounting” (e.g. coupons, sales) reduces profits, working against their overall strategy – to grow their business. Advertising and marketing in small business is more “public relations” (PR) and educational in nature. To address this significant opportunity we must:

- Improve “word-of-mouth” and utilization of networking and technologies
- Quality “sales” approaches offering exceptional projects and services
- Maintain high value of products and services
- Support business incubation (hatchery), via education and technical assistance
- Stimulate local capital investment with good returns
- Incentivize local economic diversification
- Develop more effective advertising and marketing (more PR)

[ELIMINATING POVERTY THROUGH MARKET-BASED SOCIAL ENTREPRENEURSHIP](#)

by Muhammad Yunus

The essence of my argument is that in order to reduce, and ultimately eliminate, poverty we must go back to the drawing board. Concepts, institutions, and framing conditions which created poverty cannot end poverty. If we can intelligently rework these framing conditions, poverty will be gone, never to come back again.

In this article I will draw your attention to five issues which need to be urgently revisited:

- (a) widening the concept of employment;*
- (b) ensuring financial services even to the poorest person;*
- (c) recognizing every single human being as a potential entrepreneur;*
- (d) recognizing social entrepreneurs as potential agents for creating a world of peace, harmony, and progress;*
- (e) recognizing the role of globalization and information technology in reducing poverty.”*

Bridging Banks and Community and Important Considerations

There is a robust and beneficial opportunity for banks to return to the original purpose of financial institutions – to support people and communities. This Local Bank Re-investment is a win-win-win, as it will encourage people to use the bank, 2) Bank gives more loans, 3) More people, more loans, more people paying, and 4) as resources and businesses expand the bank’s business expands. This process will connect banks back to their community, especially if we affect local culture with empowerment principles. We don’t have to reach everybody, just the stars, social change agents, etc. Then the rest will follow. Supporting the initiative via education and technology support will accelerate the adoption/diffusion process.

- Innovation/empowerment
- Community, Inspiration
- Communities, businesses and individuals will become Masters of own destiny – together

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Additional Items and Considerations

- Success factors
 - Best practices
 - Cultivate for new banking customers
 - Cultural fusion provides vehicle/platform
 - Technology bridging cultures (e.g. Facebook, collaborative networking)
 - Technology facilitation
 - Networking (actor network)
 - Pods (Jeff Bezos, two pizza philosophy)
- o Harvard Business Review article, highlights need for facilitating/evaluating network strength. People need to have networks that are productive based on time and energy.
- Cooperatives – regional and locally empowered (e.g. CSA – community supported agriculture)
 - Groups working together and getting success, rewards, accomplishment
 - As we support these various “communities” we are creating teams, helping them to create something together, something tangible, one success leads to another, etc. Team learns to work together, deal with issues, who can do what. Groups with common interests, or geographical, or philosophical affinity have strong incentives to work together. We can enhance, facilitate and empower this to happen through educational programs that teach “skill-sets” and provide easy-to-use tools.
- o Leadership
 - o Team building
 - o Building and maintaining networks
 - o Etc.

Community Funding Programs

In essence, the idea is to create a “perpetual motion” engine for local economic development. A “community fund” is created that provides loans, grants and other seed-funding to stimulate local business creation. The primary fund will be replenished by loan payback, or a built-in mechanism by which beneficiaries become partners in this innovative approach. Additionally the benefactors of the program would designate a portion of their profits to go back to continue and expand the program and maintain it in perpetuity. Needs could be in the form of “Markets or business opportunities” derived with services that need to be fulfilled within the community.

Teams (pods) - “two-pizza teams”: *highly autonomous task forces with five to seven people -- no more than can be fed with two pizzas -- who innovate and test new features.* Jeff Bezos

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.” Margaret Mead

- Small pods of people working, collaborating, creating
- Working in teams
 - o Rewards in process for team
 - o Individual gratification
 - o Seeing results, seeing progress
 - o Identify with larger vision, or group
 - o People are entrepreneurial in nature - Yunnus

Teams – Getting things done! – Important Issues

- o Vision, Execution – Roles & Responsibilities, Rewards
- o Communications (Internal and external)

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- o Outputs, Harmony – (conflict resolution)
- o Process management, Progress evaluation

How to Utilize Technologies – Education/Cooperation

Technology needs to be like a black-box, possibly some level of “flow experience” within the interactivity and yet maybe just be functional. “Flow Experience” might better be associated with accomplishments, and working in the groups.

- Supporting groups to “get things done!”
- Identify opportunities, needs of the community, society (Service Education Model)
- Match up with individual interests with groups and then to the “needs and opportunities”
 - o Matching occurs via a “survey” function
 - o Give people some kind of “reward” to complete the survey

Value and Service – money will follow (offer free, substantive information)

Through our networks and these educational venues we will generate monies through entrepreneurial activities, tourism, technology, healing/wellness, development, education, new technologies, innovation across the board. The financial support will come through many different channels as long as our cause is grounded in Reverence for Life.

We have an awesome network of people and products just waiting in the wings.

We will offer people a variety of resources, that will be of real value, not withholding any secrets, and then once we have supported them with real value they will want to come back enjoy added-value products, services, experiences which I see us as well compensated for.

Additionally, we will be open to donations and other creative ways to support "social goods". If you have had a chance to see the chapter of my Vision book about the Hybrid Community Diversified Cooperative, you will see that I believe a hybridized version of business, social and infrastructure should be created with each function focusing on what they are best at.

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Appendix G – EYE AM SHARING, Collaborative Network (initial idea was called I Am Sharing)

A Collaborative Network is also about creating a space on the Internet where we don't just play games, socialize or waste time. It will be a place where people can come together, get access to some tools, and figure out how to collaborate and take their creative talents and make a difference in the World.

How will this be done you ask? I don't know all the steps, just like the mountain climber doesn't plan every hand and foothold to climb the mountain before he starts. He looks to the top of the mountain and says "I'm going to look down from the peak." Then he begins the climb. And step by step, he makes his way to the top.

Revenue Generation Potential –

- Amazon
- Members pay for business presence
- Look at other Web sites that pay for referrals, and affiliates
- Online catalogue sales
- Distance learning, e-books, technical assistance
- Custom Web design
- Virtual tours



Conceptual Main Page

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IAmSharing - IAmLives Profile - Andy Skadberg

Home | About IAmSharing | Tutorials | Our Vision | Account | Privacy | Logout

IAmLives | Meeting Place | Market Place | Clubs & Groups | Jobs & Business | Travel & Tourism | Experiences

The Story

Family - *My Inspiration*

- Wife
- Children
- Parents
- Siblings

Heroes & Mentors

Friends

Photo Album

Motivations/Drives

Inspirations

Synchronistic Events

My Important Books

Great Quotes

My Ramblings - Journal

My Mission:
To be of Service to Others and make a Positive impact in the world, with an ultimate aim to contribute to world peace and an evolution of Human-kind.

The ways that I will fulfill my mission is by:

- Each day strive to be the best "Andy" that I can be.
- Always believe in ever expanding "possibilities".
- Work to expand people's awareness of our relationship to the natural world.
- In pragmatic and tangible ways create opportunities for people to experience the out-of-doors and the company of other people through experiential tourism.
- Discovering and empowering the potential of technologies to facilitate these opportunities.

Other Profiles

- Facebook
- Ecademy
- Myspace
- Linked In

Work & Professional

Highlights & Samples

Projects & Experience

- Reverence for Life
- Regional Development
- Texas A&M
- AdventGX, Corp

Invited Talks

Video Introduction

Professional Documents

- Curriculum Vitae
- Resume
- PhD Dissertation

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Conceptual "Profile" page

IAmSharing - The Meeting Place

Home | About IAmSharing | Tutorials | Our Vision | Account | Privacy | Logout

IAmLives | Meeting Place | Market Place | Clubs & Groups | Jobs & Business | Travel & Tourism | Experiences

IAm Username:

Password:

Remember Me

Sign In

Looking for your Soul-mate, a friend. Or an Old friend?

Want to find someone to collaborate on a business venture, a social good-works project or a political campaign?

Post a profile page or invitation, or just search the IAmSharing membership to find like minded people.

JOIN TODAY!
Membership types

Features

- Free Basic Membership
- Collaboration Networking & Tools
- Meaningful Relations
- Members "making a difference"
- "Good News" service
- Member Revenue Sharing
- Tutorials and Education
- Small Business
- Join the Cooperative!

Sponsored Projects

- Reverence for Life University
- Protecting Rainforests
- Rural & Regional Development
- TravelerHost
- Friends Who Change the World

Diagram illustrating community connections: Personals, Friendships, Business, Social Projects, Events, Bulletin Board, Looking for Someone, Collaboration.

IAmSharing Good News

Today the Friends Who Change The World, IAmSharing Club hosted 2000 underprivileged children to learn about agriculture at Quindio, Colombia's national park Panaca.

The kids enjoyed a full day of activities and experiential learning events. For more on this story and to see photos go... Here

Getting To Know IAmSharing

Featured

- IAmLives Member
- Business
- Clubs & Group
- Project

What is a cooperative?

Affiliates

Need Help?
 Contact us

Want to learn more?
 Job & Star Search

From its formation, IAmSharing has donated 10% of all revenues to causes that "make a difference". IAmSharing cooperative members get to vote on which organizations, or projects are supported.

IAmSharing © 2008 All rights reserved | IAmLives | Meeting Place | Clubs & Groups | Home | About | Tutorials | Account | Privacy | Logout

Conceptual "Meeting Place"

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“Experience Co-Evolution Group – Engaging Experience” – and “YouTooTravel – Where do you want to go?”

AUTHENTIC, HEALTHY, FUN AND FULFILLING TRAVEL EXPERIENCES – REVITALIZED COMMUNITIES – EMPOWERED INDIVIDUALS FULFILLING DREAMS AND ASPIRATIONS - THE AIM OF A NEW GLOBAL NETWORK CALLED YOUTOOTRAVEL AND EXPERIENCE CO-EVOLUTION GROUP.

There is a phenomena happening – people are coming together to create new revitalized communities – through tourism and innovative, creative business strategies. Travelers are seeking wholesome, authentic experiences. But finding these experiences and getting the service expected is not easy. Until now!

This document describes a Travelers Network/Club, hypothetically called *YouTooTravel*, with our community Consulting company, *Experience Co-Evolution Group*

Iowa - Fields of Opportunities Growing from Innovation, Creativity and Cooperation!



Figure 1. Wireless and traveler information system (e.g. Iowa)

The top of this diagram depicts people traveling across the state of Iowa, looking for quality, authentic experiences and services. The center depicts the “Meeting Place” – technology portal, whether a kiosk or mobile device. There are two groups meeting, travelers, and communities eager to share and be of services and experiences to travelers.

Where’s the Money?

Everywhere an obstacle to getting projects started is financial support. Getting money from traditional sources is a major undertaking (e.g. grants, bank loans, government). The question is, if these entities

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(communities and government orgs.) don't see the vision, why should we ask their permission to do this important endeavor? We shouldn't. Moving forward with the vision will attract the necessary resources. And, the way YouTooTravel and the Rural Revitalization & Empowerment (RRES) initiative as developed will derive multiple income streams that will expand over time. Sensible business models drive this process. There are many different ways to develop income streams from a variety of customers.

In order for the greatest success, the long term strategy should be to develop all of them, to have a very diverse portfolio. In the short-term we should pursue the quickest return so we can then re-invest to develop the system and grow the team to support all scales including State, region, community, organizations and associations, businesses and individuals. But the first options, tourism and education, are inherently, diverse thus provide less risky opportunities.

Tourism is recognized as the largest industry in the world. That it is because it touches so many sectors of economies. International Tourism Receipts World (2010) (WTTC) \$5,751 Billion.

Tourism education and other "practical education" is a growing area of opportunity, as is small business development and entrepreneurship. The vast potential throughout the world for practical education is impossible to determine, but as one looks at the challenges facing all places (economically, socially and for basic quality of life) it is immense and just waiting to be capitalized upon. Add to this a diverse and robust portfolio of products that will enhance sustainable tourism and community development in the areas of transportation, infrastructure, communication, entertainment, agriculture, energy and more. This is the grand vision of Experience Co-Evolution Group and YouTooTravel.

Diagram 2 below depicts the three areas that revenues can be generated from a broad array of services and products. There are many other potential markets that can be developed and cannot be depicted in this small diagram. The market that often gets overlooked, and is likely the largest, are the services to communities and small businesses such as education.

Experience Co-Evolution Group via YouTooTravel.com will claim a 0.001% "market presence" in the \$5,571 billion worldwide tourism industry via the deployment of intelligent, innovative IT solutions that relieve traveler's anxieties and help destinations be profitable."

***YouTooTravel* serves the Experiential Tourist**

Experience Co-Evolution Group serves communities, businesses and people who want to develop their businesses, improve their products and services and satisfy their customers.

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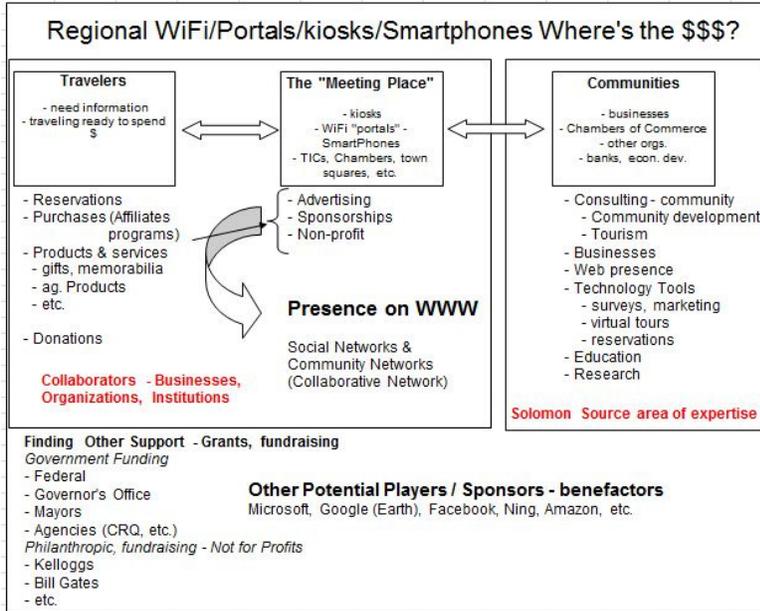


Diagram 2: Where's the Money

Following a Traveler, Where Are the Opportunities for Revenue?

"Experience Co-Evolution Group –Engaging Experience" – and "YouTooTravel – Where do you want to go?"

So you're asking what exactly is YouTooTravel and Experience Co-Evolution Group? And how do we expect to earn money? Well let me tell you a story that will give you a better picture.

But before I start let's pose a rhetorical question. When you travel what do you need most?

- To Escape / Relax
- Information and services for and during the trip
- Very likely Internet access to make sure things are OK at the office
- Peace of mind, to be assured that the trip will go off without problems
- Answers to questions – to find services, accommodations, weather, attractions, etc.

YouTooTravel and Experience Co-Evolution Group will do all this, and much more.

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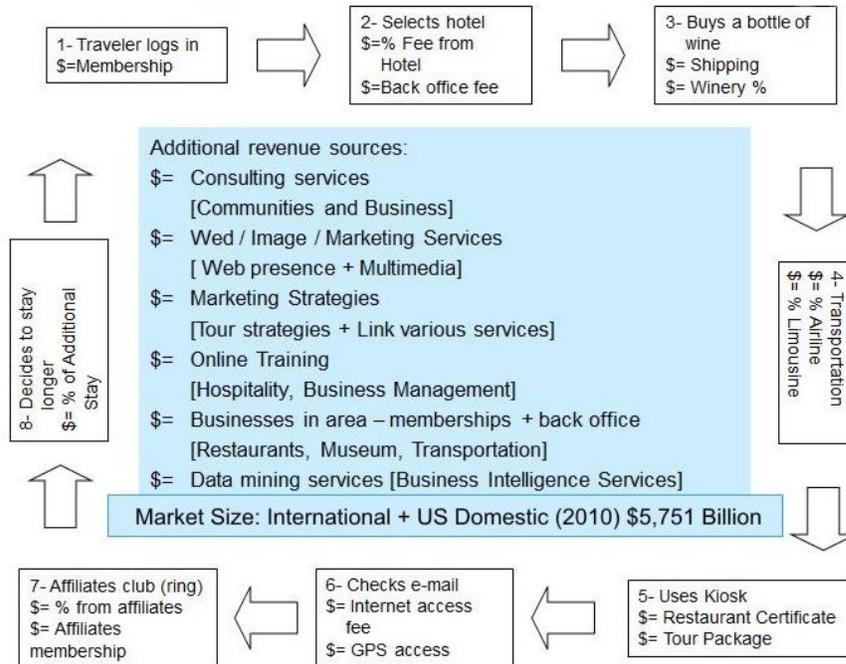


Diagram 3. Following a Traveler – points to generate revenue

So let's take a hypothetical trip using YouTooTravel. Imagine you're taking a business/pleasure trip to Santa Fe, NM. The numbers in the parentheses (?) in the following example represent points where YouTooTravel can capture income.

(1) You go to the *YouTooTravel* Web site and search for a unique, quiet out of the way lodge, or hotel specifying a variety of amenities and activities (2) that you would like to do while at the lodge and in the surrounding area.

With the click of a button you get your list. You see a lodge that looks nice. You take a virtual tour (3) to look at the room, the sauna and the grounds.

You type in the dates of your trip, click a button and you're registered because *YouTooTravel* already knows you (4). A prompt asks you if want a bottle of wine delivered to your room like your last trip to the Big Bend. You click Yes, see the wine list, and buy it (5)(6).

YouTooTravel then prompts you to arrange your flight (7) and transportation (8) to the lodge. Two days before your trip you receive an email from *YouTooTravel* about day trips to see some of the natural/historical attractions in the area.

You don't know yet if you want to go but don't worry about printing the email because you know you can access the file on your cell phone because *YouTooTravel* uses the most current Smartphone technology and applications which can be accessed anywhere on earth (9,10).

You have absolutely no concerns about the quality of the lodge and services because the *Experience Co-Evolution Group /YouTooTravel* destination development team helped this area develop their amenities/services (9) and also provides quality assurance that what you saw on the Web is what you get—guaranteed!

You also know that there will be a number of other participating tourism/services businesses in the area to serve you because *Experience Co-Evolution Group* uses a "Community Tourism" model which

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networked the attractions, accommodations, and services that helped the people in the area create a quality experience because they know that repeat, satisfied customers is the key to their success (10). When you get to the lodge the host knows your name. He tells you your room is ready and that the bus for the tour will be leaving at 9:00 am (11). By the Way: You decided to join the tour from the *YouTooTravel* information kiosk (12) while you were waiting for your plane at the Bush International Airport. You also picked up a discount coupon to dine at a local restaurant the night of your arrival (13).

You make sure you take your palm on the tour the next day because you will get a virtual interpretive tour while you're riding the bus to the trip destination. It highlights points of interest, natural & historical features (14)(15) through the satellite GPS, GIS system established through *YouTooTravel* (16, 17, 18) Because you discover that there are no issues back at the office you to decide to extend your stay at the lodge two more days (19), but you're feeling kind of guilty because your wife had to stay home with the kids so you decide to go online through the *YouTooTravel* affiliates buyer's club and buy your wife (20) the ring (21) she's been bugging you about (22).

The trip goes without a hitch and you plan to tell everyone, once again, how great *YouTooTravel* is, and when you get home you find an email thanking you for using YTT with an invitation to provide feedback about your experience. You don't hesitate because when you're done you'll get package of discounts to travel again within the next 6 months.

(23) throughout all of these travel experiences a great deal of marketing information is being captured for communities, tourism provides and the industry as a whole.

So, in this hypothetical trip, where did *YouTooTravel* (YTT)/ *Experience Co-Evolution Group* (SS) earn revenue?

1. \$\$ YTT / SS - Monthly membership/business membership.
2. \$\$\$ Experience Co-Evolution Group consulted with the communities and businesses about packaging their destination
3. \$\$ the lodge paid YTT to develop the content and virtual tour,
4. \$ - YTT lodge registration, \$ - SS back office applications to the lodge,
5. \$\$ % commission for wine sales & shipping company,
6. \$\$ attractions, tour companies paid the YTT consultants to package their tours,
7. \$\$ % commission Airline ticket,
8. \$ Cab company pays %commission,
9. \$ Cell company, \$\$ lodge/\$your membership paying for Internet access,
10. \$ software companies through cloud computing pay commssion
11. \$ bus/tour company pays % commission,
12. \$\$ Kiosk has corporate sponsors,
13. \$ Restaurant pays % commission,
14. \$\$ attractions and other amenities are part of Experience Co-Evolution Group network,
15. \$\$ businesses, paid for training through the Experience Co-Evolution Group hospitality, management online,
16. \$\$\$ most of the businesses in the area are also paying for back office solutions. They are also paying to get the marketing information, guidance and services from the automated online marketing information center *YouTooTravel* / Experience Co-Evolution Group,
17. \$\$ Experience Co-Evolution Group interpretation team developed these resources,
18. \$ GIS software company pays YTT when our customers buy their software,
19. \$ Extending stays bring great values to accommodations, so higher % commission
20. \$ to *YouTooTravel* for the additional service,
21. \$\$ retailers to be a member of the affiliate program, and
22. \$ a percentage of the sale.

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23. \$\$\$ collect detailed data from the survey, throughout the trip and online transactions, use to sell to a multitude of national/international organizations and businesses and to use to build a better business.

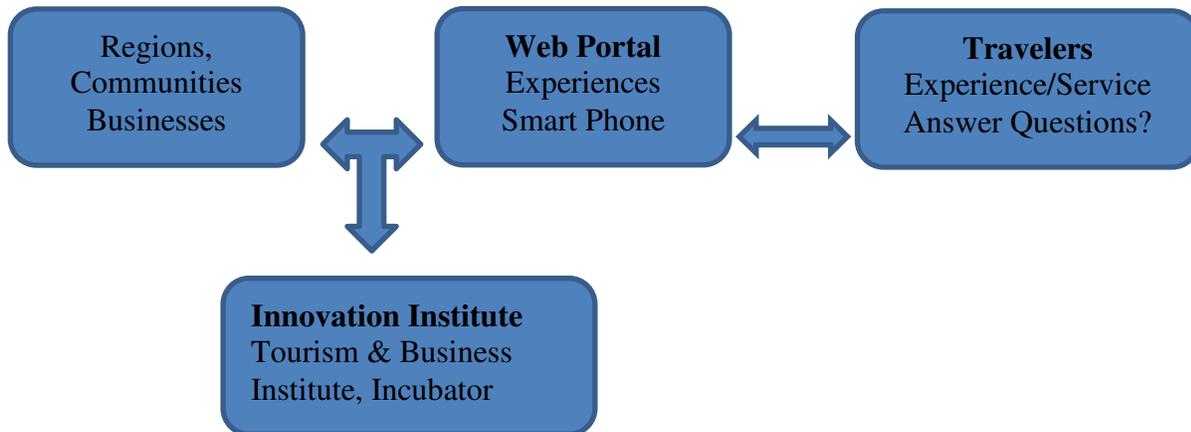


Diagram 4. Educating regions, communities and businesses to better serve tourism

Diagram 4 depicts the flow of information and services between communities and the traveling public. Communities, businesses and land owners are struggling to innovate, diversify into new businesses and open up new tourism markets, and the travelers are searching for quality, authentic experiences. Experience Co-Evolution Group and Zoom are building the bridge. The Rural Innovation Institute will train community leaders, tourism professionals, tourist related entities and business owners how to develop their products and make them available through the tourism portal. Below is another graphical representation of this for the State of Kansas, once of the first places to launch.

Regional Revitalization and Empowerment Strategy (RRES) – Midwest U.S.A.

Tourism in the Midwest has un-realized potentials. The aim of the RRES project is to develop strategies to grow tourism and economic opportunities via what we term the “Regional Revitalization and Empowerment Strategy” (RRES). RRES involves diversification and strengthening of regional and community economies. Currently underway is a grass-roots strategy for empowering regions and people to develop tourism and other complimentary industries (e.g. agriculture, arts and music, entrepreneurship). Foundational principles build on creating educational platforms and utilizing individual and community empowerment strategies. An additional imperative is a strong foundation on environmental awareness and protection.

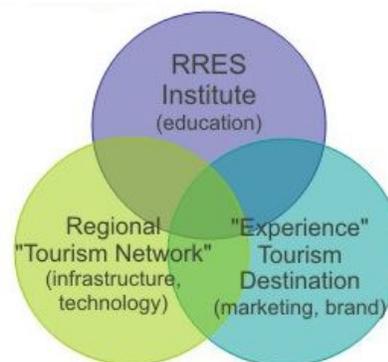
The Regional Revitalization and Empowerment Strategy (RRES) is comprised of three primary “Initiatives” 1) Education, 2) Branding/Marketing, and 3) Developing New Technologies.

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Initiative I – Education: Creating the RRES Institute— for tourism, entrepreneurship and value-added agricultural, etc. technical assistance.

The RRES Institute provides access to information and technical assistance with an entrepreneurial focus. The RRES Institute supports holistic economic development strategies focused on diversification into tourism, innovation in agriculture and small business development. Additionally the RRES Institute provides on-site, hands-on training seminars to local “trainers” to create a network of “tech-transfer associates” throughout regions. The initiative partners with regional organizations and businesses to develop educational outreach programs.

Diagram 1. The 3 Main Components - RRES



Initiative II – RRES Tourism and Product Branding/Marketing: *The YouTooTravel.com*, “Experience Your Region” tourism destination branding (nationally and internationally marketed). – the actual “brand/trademark” will be developed from the initiative itself.

Regional branding is marketed both nationally and internationally as “Experience Your Region”, as experiential tourism destination(s). The purpose of this initiative is to expand experiential tourism in the region based on existing tourism attractions and those developing, in addition to the existing and developing infrastructure.

Initiative III Developing New Technologies: Supporting both the Education and Marketing aspects of the RRES are access portals for people and communities in Colombia, and for international travelers to find travel opportunities.

The purpose of these new technologies is to provide: 1) a complete “package” of answers to questions that traveler’s might have, 2) customized information about the places they are/will be traveling, and 3) support for rural communities and small businesses to market themselves. Additional technologies support the creation of a “virtual” university providing practical education tools, including, initially 1) English, 2) tourism, and 3) entrepreneurship. The final element of technology development is the utilization of remote-sensing, and spatial sciences for more effective planning and for creating viable solutions for environmental impacts that are ubiquitous in nearly all places where development has occurred.

There is much more to the specifics about the structure of each of the RRES components, but the question always comes up how to support it? So, let us present the diversity of ways that various revenues can be generated – there are many, and this is only an overview. We are targeting tourism and education, that are tied to both the “institute” and the “travel portal”, but there are innumerable other potential income streams, for example an online catalog, which is already a component.

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Figure 2. This is a “Mock-up” of a YouTooTravel portal for the State of Iowa

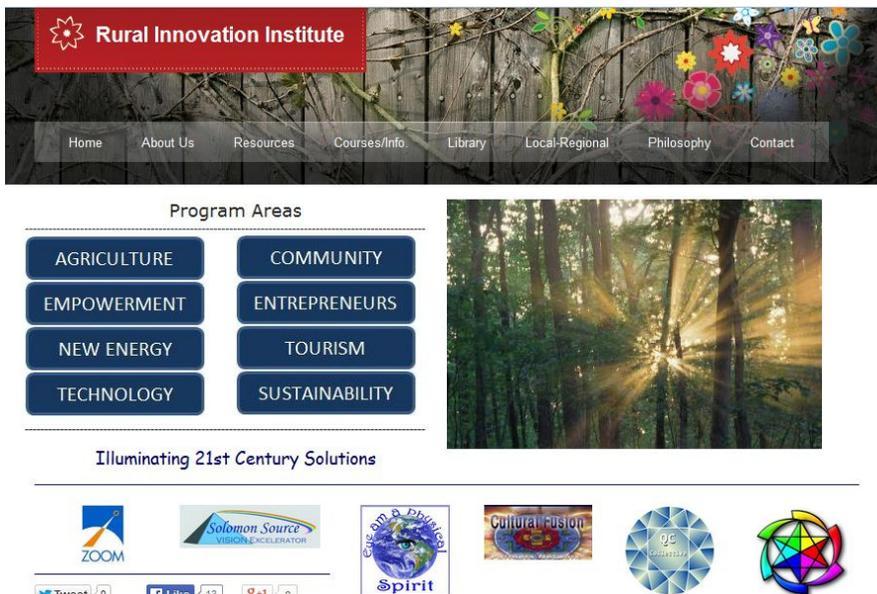


Figure 3. This is a temporary example of the Experience Co-Evolution Group virtual Institute/Online University – called the Rural Innovation Institute (until a permanent name is chosen).

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***“Experience Co-Evolution Group– Engaging Experience” – and
“YouTooTravel – Where do you want to go?”***

Example Press Release

AUTHENTIC, HEALTHY, FUN AND FULFILLING TRAVEL EXPERIENCES – REVITALIZED COMMUNITIES – EMPOWERED INDIVIDUALS FULFILLING DREAMS AND ASPIRATIONS - THE AIM OF A NEW GLOBAL NETWORK CALLED YOUTOOTRAVEL AND EXPERIENCE CO-EVOLUTION GROUP

There is a phenomena happening – people are coming together to create new revitalized communities – through tourism and innovative, creative business strategies. Travelers are seeking wholesome, authentic experiences. But finding these experiences and getting the service expected is not easy. Until now! Currently a rapidly growing number of people are seeking new travel experiences. And rural communities are struggling to adapt to new economies and changes in agriculture. Communities are getting more creative, but the information and support they need is not easy to find. There is an important opportunity staring us in the face to help the travelers find quality experiences, and to assist communities to showcase what they have to offer. But no companies have really applied the technologies to fill the large gap.

For communities, tourism providers and other service businesses, the key is to find good guidance. But a challenge is to find a central resource where they can go to that will provide accurate, useful, and easy to access information about the wide variety of topics around creating better tourism products, especially affordably. There are so many sources of information, consultants and agencies providing information, but the question is which ones work? And then, how can these be adapted to help individuals, businesses and communities? How can we get access to information, instruction and assistance that will address our challenges effectively? In other words, how do we not “reinvent the wheel”?

YouTooTravel and Experience Co-Evolution Group fill these gaps, and much more, with two components. The first is the Traveler Portal that provides comprehensive travel services. The second is to create a *Network*, or Web Resource Center that organizes, and evaluates information, provides educational products and services to regions, communities and businesses tied to the tourism industry. The

YouTooTravel and Experience Co-Evolution Group team are top in their industries, and have developed technologies that support a rapidly growing tourism industry, globally! The time has come to fully utilize the Internet, the most powerful communication, education, and cooperation tool-set that has ever existed. There are a vast number of new technologies that are under-utilized.because people just don’ t know about them, or they have not been made available in a way that addresses people’s needs.

YouTooTravel and Experience Co-Evolution Group will address these needs through education, services and products to support travelers and the communities and businesses supplying quality travel experiences.

[Experience Co-Evolution Group](#) was founded in 2011 to provide people access to a vast array of information, products and services for tourism and community development. The site offers a range of articles, research, products, educational materials, message forums and collaborative networking tools for individuals and groups interested in learning about experiential tourism and developing more sustainable living systems.