Transition—Section III

Education, Environment, Economics: E-cubed

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 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 the macro economic activities that 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 "elite 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 exploit and push 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 it´s 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.

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 deal, 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 1/2 steps. 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 and entire chapter, and have written extensively on this topic, but it is not the it would be digression from our aim to provide examples of solutions, and not just interesting discussion.. 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 mainsteam 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 is that 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 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 empower the individual to recognize their divinity and soveriegnity 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

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 Web site

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 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, rlectric 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 Pheonix" 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 (initially hosted at Ning). 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 I 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

- 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 this 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:

- How to think—the book "When Love Guides Your Thoughts"
- A Course In Miracles (TCIM)
- Prayer
- The Practice—Desmond Green
- 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
- 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 has accumulated over the last years, now compiled into the book I Am Sharing.

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.

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, and we will provide an adapted summary in Appendix ??

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 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. <u>Fulfillment, Engagement, Flow</u>: 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 stor" 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 ones 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 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.
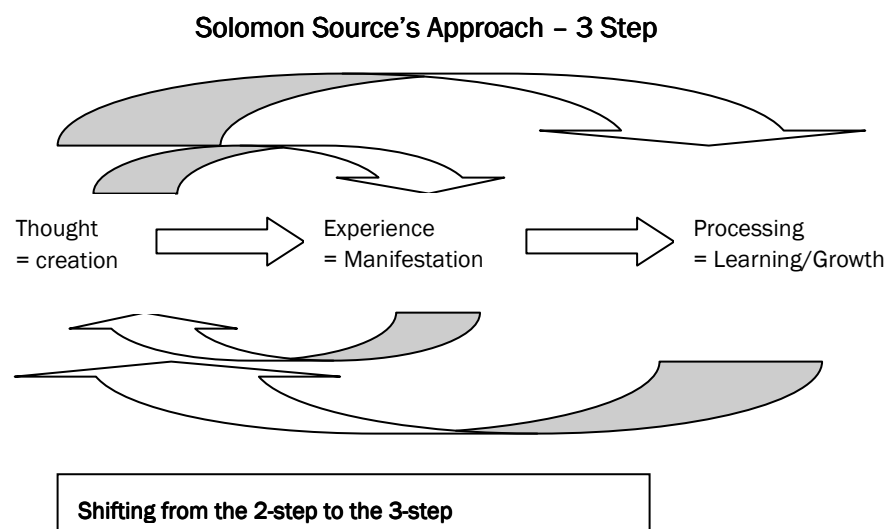
Solomon Source's Approach – 3 Step

Thought = creation → Experience = Manifestation → Processing = Learning/Growth

Shifting from the 2-step to the 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 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, 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:

- How to think.
- 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.).

- 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.

Chapter 7—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 4th 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.

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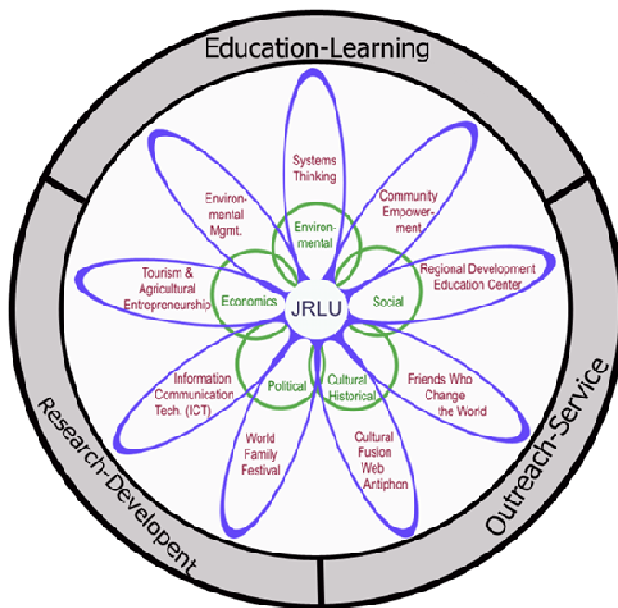
Diagram C7-1: JRLU Mandala or Lotus Flower—the Nuclear Reaction

Overall Vision and Conceptual Foundation

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

* 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.

"reverence for life". 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

      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

      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 characteristic s 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 the 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. Wattles'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 of competition. Students are "measured" against each other. This mind-set appears 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 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 during the Civil War.

As an educational component, as part of a larger society, JRLU, musr 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 C7-2moves 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.

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.

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.
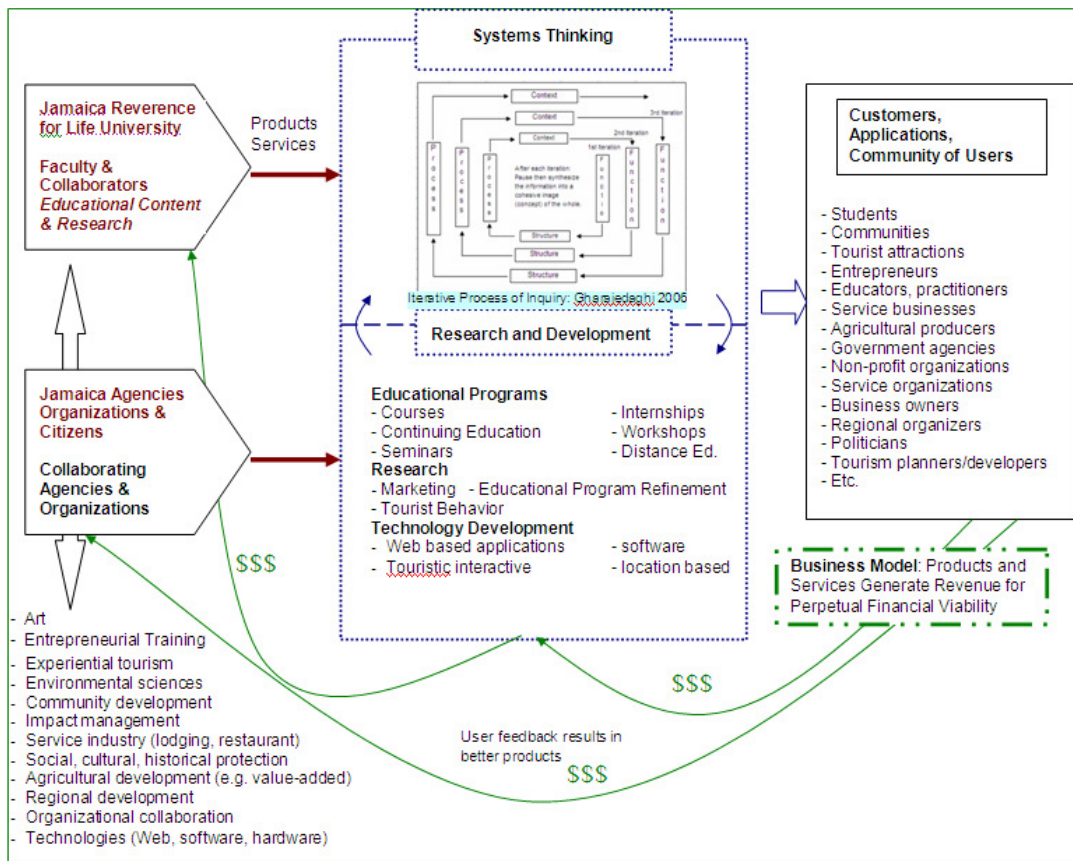
Diagram C7-2: JRLU systems approach using the Structure, Function and Process Iterative Model: Moving from knowledge and information to practical outputs.
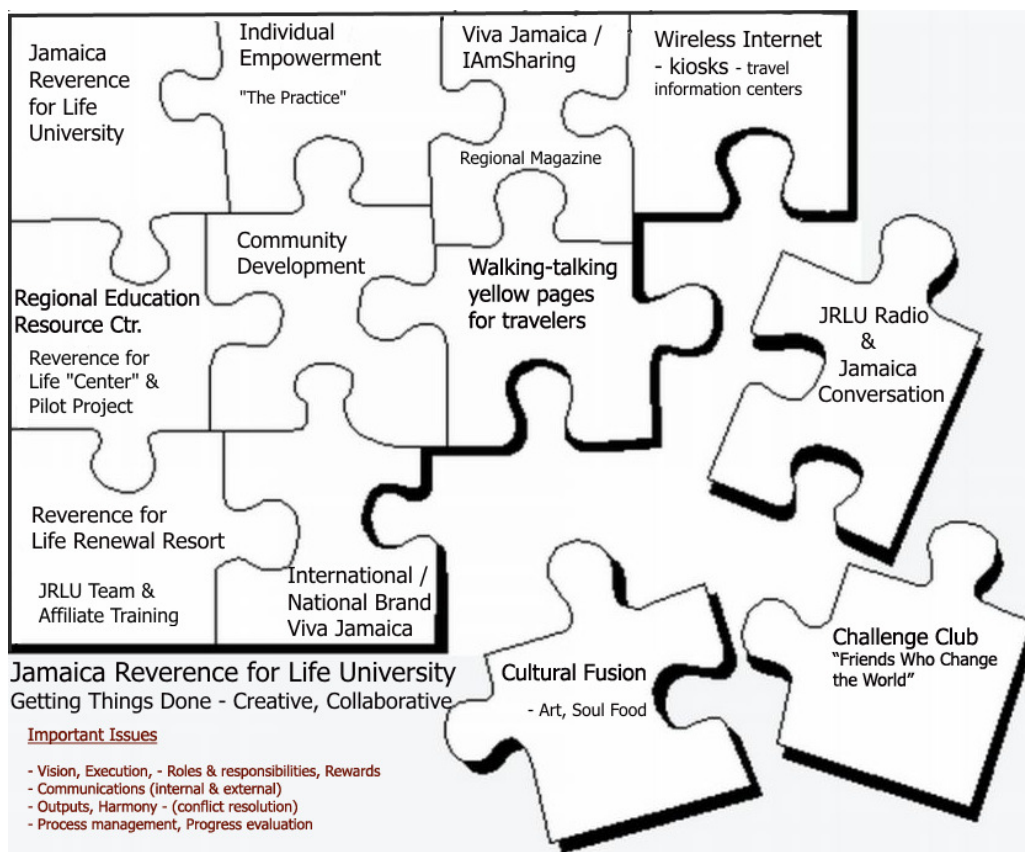
Diagram C7-3: The JRLU puzzle.

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 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 "<u>move from the competitive to the creative</u>", or to *awaken*.

<u>The Solution: Inspiration instead of Charity</u>

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 a "Reverance for Life" (including 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.

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* beyond what is discussed in the RRES Executive Summary on Chapter 5 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 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.

> 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.

> 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.

> 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).

> 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. 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 agricultural, 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.
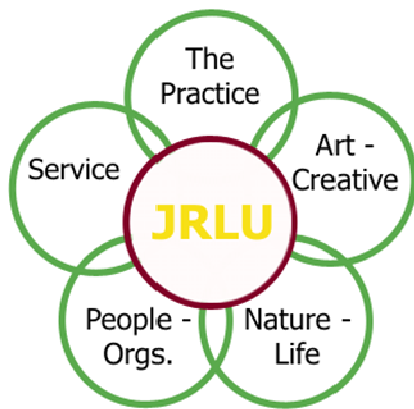

Diagram C7-4: JRLU's Core Content Curriculums

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 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

- For a Free Copy of the book email anskadberg@gmail.com
www.13lightmessages.blogspot.com

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	*Supplementary Principles*
- Conscious Deep Breathing	- Integrity
- Self Talk	- Sensory Attunement
- Healthy Nutrition	- Challenging Belief Systems
- Exercise	

- Unconditional Self-Acceptance

- Vision

- A Spirit of Generosity

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".

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

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 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.
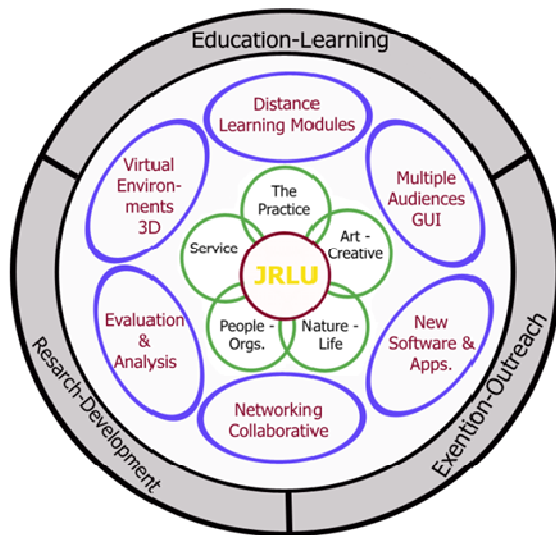

Diagram C7-5: The Library of the Future, infrastructure components and core content areas.

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 system in Volume 2)

- 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 there 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.

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 (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 strategies are being adapted to another project that was first established in 2003 in Texas as a pilot project called the TexBox 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.
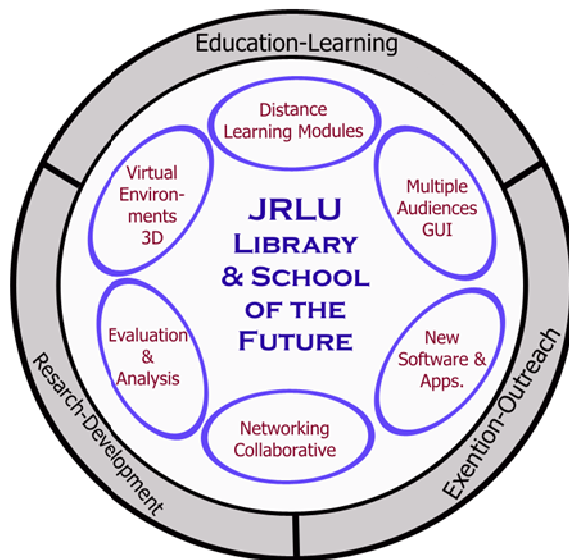
Diagram C7-6: JLRU's Library and School of the Future

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 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. 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.

<u>First Steps</u>

- 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

<u>*Pilot Community (Region) Selection Criteria – tentative*</u>

- Leadership

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

<u>Taking the Center to the People</u>

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.

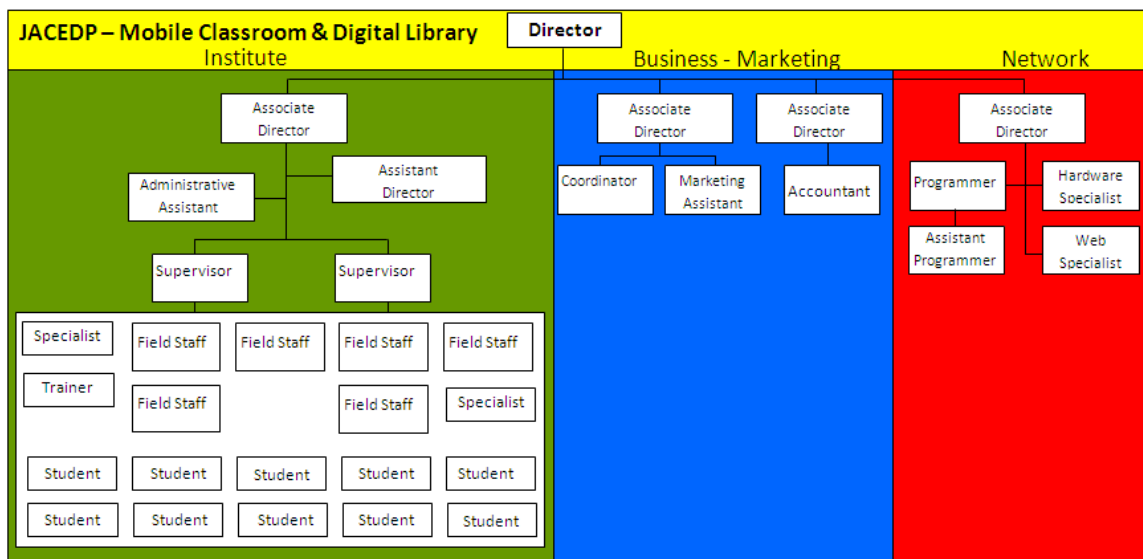**Figure C7-1:** The JACEDP Mobile Classroom and Digital Library

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.*