

## 4 ELEMENT TWO; THE THRIVE EMPOWERMENT CENTERS

To further the shift in consciousness Sustainable World Education brings and connects the new paradigm in education. Many powerful individuals and organizations, committed to bring a new quality of life, are already launching innovative schools. We will add our THRIVE Empowerment Centers and will aim to inspire all other innovative schools to join the online Empowerment Platform of the Young World Leader Program. On this platform we will experience oneness as never before. This will self motivate people into action with creating a world which works for everyone. A global network bringing a new awareness, using scientifically proven universal laws, like the Law of Vibration and the Law of Conscious Transformation of Energy. (More detailed explanation in Annexure 1)

Through innovative visual communication technology all these schools and centers will be connected. Our society has forgotten who we truly are. We make fear based decisions, coming from wanting certain things not to happen. We exert control, make laws, rules and policies and enforce them. This does not work very effective. We need a paradigm shift. This shift involves:

1. a shift from external authority to internal authority, noone will have authority over others.
2. a shift from looking outside in the physical world to looking inside in our (collective) mind.
3. a shift from governed by adults to being governed by the young people themselves.
4. a shift from operating fear based and government controlled to operating love based and locally managed.
5. a shift from the Egoic separation in age to an age mix.
6. a shift from mandatory harmful teachings to a freely chosen inspired learning.
7. a shift from a rigid setup with 1 location and fixed rooms to a dynamic worldwide location with everchanging facilities driven by the current demand of the young people.
8. a shift in the decision making paradigm from a selfish context to a context which works for all involved.

Worldwide already a start has been made with creating a new environment for our young people. Decades ago schools like Sudbury Valley ([www.sudval.org](http://www.sudval.org)) and now many democratic and other alternative schools have presented this new paradigm.

Let's take look at children. The first four years young people learn tremendously. Speaking, walking, 1 or more languages, all amazing accomplishments in very little time. [Annexure 1; Law of Pure Potentiality] Then we start sending them to traditional schooling and self learning becomes being educated by external authority. This system starts reducing the acceptance of the unique individual. It starts taking away freedom, choice, self esteem, creativity, social skills, happiness, initiative, equality, respect, honesty, openness, power, trust, courage, vulnerability, feeling of safety and peace of



mind. External authority always creates either victims, rebels or conformists. Many become passive in life and wait for external orders or stimuli to come and react to that in ever similar ways. This creates major problems in the world. Look into the eyes of a 4 year old. Do you see the passion and love for life? Do you see the high level of initiative? Everything is an adventure. The orders are clearly coming from within! Are you also inspired to keep that spark for our future children?

The THRIVE Empowerment Centers will be very effective and for very low budget. Teachers are not required at all. Adult facilitators can be limited to as little as one young person. It takes older adults much more time to unlearn their ineffective conditioning and have the awareness needed than it will take a young person. The centers are extremely simple to replicate and will replicate even faster as we grant the young people the profound experience of running their own centers with very little interference of adults. For starting a new center it requires only one open minded committed *young* person connected to the existing THRIVE Empowerment Centers through visual communication technology. The rest will all arise out of the process occurring in the interactions with the other centers which are already running. If we have the awareness of the importance to go beyond the systems of control of the Ego then a very organic process will bring rapid transformation.

#### **4.1 What is an THRIVE Empowerment Center?**

A place where you come to empower and enable yourself. A place where you can discover yourself and your purpose. It is our belief that if you find your purpose, your authentic self expression, that you will become a member in the community who is playing his or her part in society. We believe this will lead to a world which works for everyone. [Annexure 1; Law of Dharma or Purpose]

#### **4.2 How does an THRIVE Empowerment Center work?**

Through increasing your awareness / consciousness by exposure to local THRIVE Empowerment Center members, global THRIVE Empowerment Center members, inspiring guests and THRIVE Empowerment Center facilitators. We learn by example, all that's needed is exposure. [Annexure 1; Law of Conscious Transformation of Energy]

#### **4.3 What is the mix of exposure at an THRIVE Empowerment Center?**

As centers throughout the world are all connected the available exposure is almost unlimited. We believe that no one should have the arrogance to determine the right mix of exposure. That responsibility lays with the young person as a member of one of the centers.



#### **4.4 At what times can I be at the THRIVE Empowerment Center?**

Monday to Friday from 9:00 am to 5:00 pm

#### **4.5 For who is an THRIVE Empowerment Center?**

For young people 4-18 years old and parents who value non intrusive education based on trust, respect and granting young people the burden and privilege of being fully responsible for their education and their lives.

#### **4.6 Why should I join an THRIVE Empowerment Center?**

Because attending an THRIVE Empowerment Center will empower and enable you to find your purpose and achieve any goal you have for yourself, others and society.

#### **4.7 How much cost to a membership at an THRIVE Empowerment Center?**

This is not yet decided.

#### **4.8 Which values do you learn?**

- Freedom and Responsibility
- Self Esteem
- Social skills
- Happiness
- Honesty
- Humor
- Openness
- Power
- Trust
- Respect
- Safety
- Equality
- Vulnerability
- Courage
- Love / Acceptance
- Peace of mind and many more

#### **4.9 How does it look like being at an THRIVE Empowerment Center?**

The preferred location is one close to nature or set in nature. A building with different rooms for different activities. The purpose of a room can change according to the needs of the members. All ages are mingling and members join in activities based on shared



interest (not age). The center is governed by all members in a weekly 2 hour meeting on Thursday 10:00 am. Here decisions are made by consensus as that guarantees that it will work for all involved. There is no external authority in the center. All members and facilitators are equal. Members are respecting other members activities and do not disturb each other. There is a room with visual communication technology which will connect the members with the other centers around the world to have valuable exposure to children and adults from the different cultures in our world.

#### 4.10 Innovations at the THRIVE Empowerment Centers

Everyone chooses from their own interest what, how, with who and when they want to learn. Everybody pursues his or her own way to develop themselves. At the THRIVE Empowerment Center learning is natural, the context is always pursuing what is important to you at that time.

The THRIVE Empowerment Center embraces ages from 4 to 18 years old. The dynamics between human beings of different ages, who learn with and from one another, from mathematics till human relationships, is one of the most powerful structures in the THRIVE Empowerment Centers. The offer of knowledge, wisdom, insights and ideas is coming from the whole group and all other people and organizations connected with the THRIVE Empowerment Center. This way the THRIVE Empowerment Centers offer a rich environment full of opportunities.

There are different spaces for different activities. A room for painting, a room for using computers, a garden to play, a kitchen to cook, a global communication center for connecting with the world, a quiet room where you can read in peace. More rooms can be created. The setup of the THRIVE Empowerment Center will be changing continuously, adjusting to the desires of the members, creating a dynamic environment which fulfills the desires at that time.

Activities could be initiated by anyone. Everybody does the things which inspire him or her most and works from their own enthusiasm. This creates an environment where the members inspire one another.

The THRIVE Empowerment Center is governed by the members together. Young people and facilitators take care of themselves, their environment and the quality of life. If necessary rules are made, adjusted or removed. Decisions are made by consensus.

The primary objective of the Sustainable World Project is to create a world which works for everyone. The basic context with any request in a meeting at a Community Awareness Center is derived from this. This context is: *"How can it work for all involved?"* This is to build the foundation and have young people transform into mature responsible adults who will have the same automatic mindset when they leave the center. This will forward the realization of the primary objective of the Sustainable World Project. *A world that works for everyone.*

**As facilitator, parent and member we choose an environment where:**

You feel safe. The access to this is to be with each other. This is achieved by honoring everyone's freedom of choice and freedom to be. No feedback will be given unasked. If you want to contribute you always ask permission.

You trust each other. The access to this is being aware and let every one go through his or her own process. Do not interfere without asking permission.

You accept each other. The access to this is to grant somebody being. However do not forget that also everybody is responsible for their communication and actions as access to workability in the whole community. It is for example not allowed to hurt someone because you are angry. But you can be angry.

You and you alone are responsible for your experience of life. If you do not like something then ask yourself what you can create to alter your experience.

Diversity provides empowerment. Using visual communication technology we learn from connecting with people from different cultures and experience the privilege to profound values.

You will give shape to your own desires. Your context of being at the THRIVE Empowerment Center is to live the life of your dreams, not to "help" others or "make" others happy. This is specially important for the facilitators. Do not tell young people how to live, be an example!

You will get what you want by inspiring others and making powerful requests. It is not what you do but who you are being, which makes all the difference. Powerful people make a thousand requests, get nine hundred ninety "No's", and are not stopped by that.

**4.11 Rules at an THRIVE Empowerment Center**

In the center there are 2 types of rules. The first set are the rules on which the center is based. These rules are:

1. Do not hurt or disturb each other.
2. No one has authority over one another.
3. Governing of the center is done by a community meeting where decision making is through consensus. No mandatory presence is required. If you choose not to come then you choose to accept the decisions made.
4. Every member has to be certified to use certain facilities or obtain certain roles. Any member of any age can request for this certification. Certification is initially done by the first initiator until later other members are certified for certification.

These rules are not negotiable by members, only by senior founders. Specially in the starting years. Later when the centers are running for many years and the awareness



has grown then we can take a look at these rules. At that time founders and members can strive together to see whether different rules or no rules at all can create a higher quality of life.

The second type of rules are all other rules in an THRIVE Empowerment Center. They can be made, changed or removed by consensus in the weekly community meeting.

#### **4.12 Operations and Replication of the THRIVE Empowerment Centers**

At the beginning of phase II the first THRIVE Empowerment Centers will be started from the available funding. We will only fund the whole operation for initiators with sufficient awareness. For other initiators we will only fund 50% of the visual communication technology to connect the initiator of that future center to the network of the Sustainable World Project. When phase III starts, the existing centers will have to manage themselves without our financial support. Now, none of the new centers will be funded entirely. All new Centers will be started depending on available funds from our own funding or external funding. We will pay a maximum of 50% of the visual communication technology to connect the first initiator of that center to the network of the Sustainable World Project. We want to stress it is very important not to fund the whole operation unless there is awareness as in the process of interaction with the network of the Sustainable World Project the initiator will build the awareness needed to sustain the center.

THRIVE Empowerment Centers will be connected with the worldwide network of the Sustainable World Project in the interactive events. In the events the THRIVE Empowerment Centers can make requests, offer specific support and share their processes for learning with all other THRIVE Empowerment Centers. Also in the worldwide interactive events, element 2, "THRIVE Empowerment Centers First Facilitator" trainings will be setup. When a monthly, or weekly event is over than the visual communication technology can be used for follow up. Initiators can connect with any other center, or centers for next steps. An initiator, facilitator or member can also connect with every day people around the world for taking support in the education. A Center can even connect with the corporate world and request for more resources.

The use of the room with the visual communication technology is setup by the weekly CAC meetings governed by all members. There will be very little specific guidelines or systems of control for the THRIVE Empowerment Centers. This is all a very organic process and instills trust, respect, responsibility and self reliance. All centers will go through different processes and the visual communication connection will increase awareness globally so every issue will be resolved in a matter of time.

Replication this way will be extremely fast this way as we only setup the systems of visual communication which will give the THRIVE Empowerment Centers access to all the resources in the network of the Sustainable World Project.



#### 4.13 The extreme low cost of the THRIVE Empowerment Centers

Anybody in the world who is inspired by bringing new ways of education can start an THRIVE Empowerment Center. The initial investment is as low as the price of an internet connection, a web camera and a headset. In phase II we are even willing to pay 50% of that. This hooks up a person to a worldwide network of resources named the network of the Sustainable World Project. This network will support with all the solutions.

What will be the most easy way to start? Setting up a Home Schooling facility, an other Alternative School. For us it will all be the same and we name them THRIVE Empowerment Centers. What material is needed? The network will offer or share. The new paradigm of sharing and including will bring down all cost. Teachers become facilitators and there are only a few needed. The wisdom of an entire network is available. Cost of building will come down as many homes will become THRIVE Empowerment Centers. Buildings which are empty throughout the day will be utilized.

In the years to come as government awareness is increasing systems of control will disappear as people now understand that control comes from fear and does not bring a sustainable world. The rules to launch an THRIVE Empowerment Center will therefore become less and less and again the cost will come down. Finally an THRIVE Empowerment Center will not be one separated building anymore. It will be a worldwide community sharing all resources available. What is needed for this? Only a change in our thinking. Only a paradigm shift in our conditioned minds.



#### 4.14 Examples to get an experience of how it can be

##### Nadia

In August 2003 Nadia participated in the pilot project of the first THRIVE Empowerment Center in the Netherlands. With 20 children between 4 to 18 years old we experienced the power of transformation through innovative and interactive education. Take a look at the photo and labels are not needed to see the challenges Nadia was facing at her traditional school. She requested us whether she could join for 1 day a week and whether it was okay her mom would come along. We said: "That is totally fine! You are very welcome." We understood that her request reflected her sense of safety and wanted to provide her the safe space she so much needed



*Illustration 4: August 2003; Nadia at the start of the pilot.*



Nadia started her first week. The members and facilitators just let her be. We knew she had all that was needed inside. As no one interfered with her she started to feel safe. When she felt safe she started to inquire what to do. Few months down the line she came to us saying: "I would like to rewrite the book Lord of the Rings." We said: "Okay, go ahead, enjoy!" It did not take long and Nadia came to us asking: "Can I come twice a week because I am really enjoying my time here?" We said: "Of course you can!" It took about 1 year and Nadia started coming full time. We saw her take more and more initiative. She started taking leadership in the weekly meetings. On request of some of the younger children and her own consent she started teaching them English. She started expressing her creativity in art. We started to see more smiles.

The respect for young people in our center had become internalized in Nadia. The value we saw in children had become internalized in Nadia. After two years the pilot was over. Nadia's growth however continued as she now had discovered how valuable she was. In other words she had learned to accept, love and appreciate herself. This new foundation had her make new choices in life. As our external world is always a reflection of our internal world I think that the next photo shows the transformation which occurred during and after the pilot project.



*Illustration 5: November 2005; Nadia after the pilot project*

### One Computer, Seven Students

In the beginning we had to share 1 computer with 7 children. We expected some trouble to come from this ratio. Soon the first children would come to us. "I want to work with the computer. He is never letting me. It is his fault." We were mindful not to solve the problem. "Do you want to talk about this?" we asked. "No", they said as they already knew how boring most conversations are with adults. We waited.



*Illustration 6: One computer with 7 students.*

Some small fights started. Finally after the first "human" escalating signs of violence they all came to us. "We want to talk." they said. "Okay", we said, "What do you want to say?" Then the complaining and blaming from the old communication paradigm started. "It is his fault, that older boy!" the young ones would say. "No!! It is the little ones!" the older children would say. We listened till all emotions came down a bit. Then one facilitator asked: "How can you solve this?" It took some back and forth. Actually a couple of meetings, but finally one child said: "Maybe we can make a schedule!"

As facilitators we put our hands over our mouth to shut up our EGO which was thinking: "I could have told you a long time ago." This is exactly the point where we adults often fail. We forget that (young) people have to go through a process themselves and come to the solution themselves. Then the learning will be there to stay. If not, and an adult intervenes and brings the solution as an external authority then there is only one possible outcome. The adult has to make the schedule. Which he will do proudly and it will look very good. But then it starts. As the children do not "own" the solution the only way to implement this is by setting up external rules, manage it, control it, force it, punish them if they break the rules . . . . and finally all be miserable. This is the core of why the world does not work people! True responsibility comes from within. We cannot

force it, though many people in the world still try very hard. Smile! Just bring the awareness. Make (young) people think by asking questions. For a facilitator it is our (difficult) job to stay aside, to be with the young people and let the process unfold.

Needless to say that the schedule created by the 7 young people has worked ever since.

### The Egg Timer

At our Awareness Center we had different costumes for children to play with. The “Zorro” costume was most popular. Often the children would fight over it. As the children became more and more aware of their power in setting rules they came up with an interesting one. The exact moment you would be “Zorro” the egg timer would be set to 30 minutes. After 30 minutes the egg timer would ring and the next person could play with the costume. Who would have thought that having one costume would bring learning in creative leadership to share resources. I cannot help but sharing my thought that maybe two countries should implement this rule when they fight over a piece of land which both claim to be theirs. Smile!



*Illustration 7: The Egg Timer Rules!*

As our sabotaging EGO is not so easily discouraged the children started fighting over the egg timer. Our 8 year old Dean came up with the smart idea of trying to turn the egg timer anti clock wise. The egg timer died a quick and ringless death. I remember having the conversation with our two 8 year old boys. “It is his fault!” Dean said pointing at Mick. “No, no, no, no, no, it is not my fault!” Mick said with a naughty smile. Dean looked very victimized. “You can wipe that victimized look of your face.” I said, “there is nothing wrong. We are just looking at how to deal with this.” At an Awareness Center the children learn very fast that every action has consequences. Also they learn that these consequences come *without* the usual anger, blame and punishment. In only one conversation Dean confessed. He was the one who terminated the egg alarm. “What do you think you can do to restore the situation?” I asked. “Pay!” he said, still not looking

too happy. "Exactly!" I said. "But I don't have any money!" he whined. "Well, that is something we can resolve very easily. Do you see those dirty windows?" I said while pointing at the huge windows in our center.



*Illustration 8: Dean thinking about the "Egg Timer"*

Dean started cleaning. Quickly his victimized being disappeared. He came up with a smart plan. First he went to the store to figure out what would be the cost of an egg timer. Then he enrolled one of our other facilitators to drive him around. First to his home, where he had 1 euro and 50 cents in his savings. Then to his mom, who owed him another euro. This money together with the money made by the cleaning of the windows was sufficient to buy a new egg timer. On top of that he was also able to pay the facilitator 17 cents for gas. Together they went for the ride.

When they returned I could see the transformation. What normally would become another item on the long list of things we messed up in our lives, had now become something to be proud of. I will never forget his face. A proud smile showed the transformation. A humble lesson for all of us where we see how we can give every human being an opportunity to clean up their mistakes and restore integrity and power. If we learn while we are young that it is okay to make mistakes, that there will be no punishment, but only an opportunity to correct the mistake, what will become possible when we are adults. What will be possible for our world?



## The Mice

There is a lot of learning possible by being in touch with nature and animals. At one of the weekly meetings 8 year old Mick and his sister, the 14 year old Priya, came to us with the following request: “We would like to keep some mice as pets.”

The primary objective of the Sustainable World Project is to create a world which works for everyone. The basic context with any request in the weekly THRIVE Empowerment Center Meeting is derived from this. It is: “*How can it work for all involved?*”

We asked them: “How will you make it work for all involved, including the mice?” This request came in the first year where the center used a part of my private premises. The children said: “They can stay in a cage in your living room.” As a facilitator in an Awareness Center your borders will continuously be challenged. All our facilitators have learned (the hard way) that you need to get very straight with yourself and others and stop being nice. If not then (young) people will take you for a ride. I said: “That will not work for me!” The children said: “We will put them in your shed outside.” As winters in Holland could get towards minus 20 degrees Celsius we actually did not know whether the mice would survive. As it also needed to 'work' for the mice the children decided to go to a pet store and ask an expert. The pet store owner said: “This is not possible!” The children returned, defeated and very victimized. “It is not possible.” they said with a sad face. We asked them: “And now what? Will you give up or look for other possibilities?”



*Illustration 9: The shed as location for the mice*

For some weeks the children were again going through a very important process. The process where we internally decide to give up on our dream or whether we continue to pursue. As we are bad observers, most of us adults might miss this learning and judge the center for having kids waste their time with some stupid mice. But look closer.

Imagine what it could mean for our world if all our children have this value instilled in them to pursue their goals with great determination. The quality to 'never give up until success is achieved' is giving young people a very high level of self esteem. To value yourself is to value another. I will keep repeating: *"We do not know who we truly are. We do not know how valuable, wonderful, powerful and beautiful each and every one of us is!"* It is so important to instill this while our children are young.

Worldwide research has proved without a doubt that many issues in the world are derived from the lack of self esteem people have. This means that having a system in place where our young people develop self esteem is of the utmost importance. How to do? Let them go through their process and give them the space to turn failures or in other words stepping stones into success. Do not solve their problems! Do not give unasked advice! Never!

We kept encouraging the children and were clear that we had to set the example. We did not give up on them giving up on themselves. Finally the children decided to go for a second opinion at a different pet store. This owner said that the cold should be no problem as long as the mice have sufficient hay to keep themselves warm. Fully excited the children returned. In a next meeting the mice were again on the agenda. Location was solved but who would take care of the mice in the school holidays. Creatively they said: "Whenever it is a holiday we set them free and when the holiday is over we get new ones." We thought that this was not such a good idea. Finally the children decided that they would take the mice to their home in the school holidays. Some other issues were dealt with and then the day they had been waiting for arrived.

As the children had gone through the whole process they had become fully responsible for having it work for all involved. In terms of finance, food, how to take care and location they had step by step resolved all issues and could now claim their prize. They went to the store and when they came back . . . . sorry, as I am writing this I feel my emotions coming up as I am so present to how important these processes are for our children. It overwhelms me and inspired by our children I also commit to never ever giving up making these centers available for every child worldwide . . .



*Illustration 10: The mice cage with sufficient hay.*

. . the children came back from the store and I believe I have never seen a child so happy and proud as little Mick and his sister Priya.

### The Key to Self Esteem and Success

When we would leave our center through the backdoor then we had to walk through a corridor ending with a big gate. The young children would often take the keys and run ahead. When the rest of us would arrive at the gate one of the 8 year old's was still trying to open the door. Immediately the adults would see that he was using the wrong key. Our facilitators are rigorously trained not to interfere. You can bite your tongue, slap yourself or cover your eyes, but you are not allowed to tell him the solution! It would disturb a very important process. Again we lack as observers. We do not see learning, we see a waste of time, right? No, wrong, what is happening is a project. The child is the project manager. The project is to unlock the door. There are two possible outcomes. Success or failure. Interfering of an adult (or child) will immediately lead to failure of the project manager. Failure will lead to a lower self esteem. Success will lead to a higher self esteem.

Finally Dean picked the right key. Then he turned it the wrong way and moved on to a next key. All others practiced patience, a good side effect of this project, smile! It took a few minutes but then he had it all figured out. He opened the door and if you are very present as an observer and look into the eyes of a young person in such a process, then you can see a proud twinkle. This is the deposit in the account of self esteem. Now multiply this with thousands of these small projects turned into a success in the 14 years the children are at an Awareness Center. Would that built a strong foundation of self esteem. We believe so and we have seen so.



*Illustration 11: The key to success and self esteem*

Some of you might now think: "Where will you find facilitators with this awareness?" This is where technology makes a big difference. As every center is connected with the other centers in the world every facilitator can tap into the vast resources of the other centers. Worldwide facilitators will have many dialogues with each other. The more aware facilitators will impact the new facilitators in a very organic process.

## The Horse

An eleven year old girl named Lisa had one big dream. A dream to have her own horse. At most schools this is not possible. When you are studying at a Community Awareness Center anything is possible. In the weekly meeting she expressed her wish. We said: 'The conditions are as always. It has to work for all involved. It has to work for you, for us and for the horse.' Obviously we could not keep the horse in the center and we encouraged Lisa to explore how to finance the horse, where to get, where to keep and how to maintain. Fully excited Lisa started surfing on the internet to find all kind of information. In our monthly news letter we added the horse to our list of wanted items. The list looked like this.

- Notebooks
- Colored pencils
- Books
- A horse



*Illustration 12: Lisa pursuing her passion to get a horse*

Even exceeding our own expectations the news letter found its way to France. Here a Dutch family was living on an old farm. They loved innovative education and they had one young horse which was allergic to a local bush growing in their neighborhood. All they wanted was a good place for their beloved horse. They were even willing to bring the horse to Holland. After the initial happiness now Lisa really had a problem. How to manage the financial aspects? Where to keep the horse? On the internet she had already found all the information needed in terms of what to feed the horse and how to take care of him. Through putting an online add she made a new friend who could support her in taking care of the horse. Lisa now started calling the administrators of the city to find a location.



I was just one among the many facilitators who found himself inspired by Lisa. Calling the bureaucrats was also not one of my favorite things. As Lisa had almost handled all the needful the adults caused a breakdown. Our team had not been able to raise Lisa's mother's awareness sufficiently. Despite repetitive efforts her mother was not understanding how the Awareness Center operated. Tuition fees were not paid and slowly things escalated. Finally Lisa and her mom left the center. We sent an apology letter to the horse and owners in France and concluded this event with an experience of being proud of what is possible in life when we dare to think big.

### Interactive Events

As a facilitator one of my passions was to organize interactive events in a home like environment between the young people at our center and the young people in India being sponsored by our Indian Ahaan Foundation.



*Illustration 13: Indian children teaching us some dance*

As always the children who would like to participate could do so and others could choose their own activities. In the interactive events the children could ask each other any kind of questions. "What are your hobbies?" was one of the questions. "Playing cricket" Harish said. Then 9 year old Annie was asked. "In the summer I go on the lake with my little boat." she said. "Can I walk to you?" Tabassum asked. Then we talked a bit about countries, distances and flying by plane.

Next it was time for some action. The children in India wanted to teach us a dance. One of the many many things I learned while being at the center was to stop being so

concerned about what other people will think of me. I learned again to participate in life. The other students enjoyed while Dean and I were making a fool of ourselves which finally lead to all of us having a good time.

When we came to more serious conversations the children decided to raise some money. On a next trip to India we would be able to bring some gifts. Around the Christmas holidays in December 2004 Yasmeen and I went to India.



*Illustration 14: The gifts from the children in Holland given to the children in India*

In a next interactive event the Dutch gifts were distributed among the children in India. The children in Holland were very amazed to see so much happiness on the faces of the children in India. They started realizing how spoiled they were. When we shared that for some children this might have been the very first gift ever received we literally saw a shift in awareness on the faces of the Dutch children. In Holland Nadia took a next initiative and more money was raised. Ten euro made it possible for us to buy slippers for all the sponsored children in India. The next day we bought the slippers and in a spontaneous action to express their gratitude Radikha and Sandhya turned to the camera and said: "We love you Nadia!" This was my first profound experience of what can be possible in live interactive events. I knew this was just the tip of the iceberg of what is possible if we connect people worldwide through interactive events.

### Age mix

The power of the age mix. Starting in our teens we become very aware of ourselves and our bodies. Often discomfort arise in expressing ourselves physically. Weekly in the center we would exercise doing Step Aerobics. Our 5 year old Jip would be the DJ. He had to almost stand on his toes to insert the CD into the player. His face showed how proud he was that he was allowed to operate the stereo system. With utmost care he would insert the CD. When the music started he would freely dance on the music. Sixteen year old Nadia was sitting on the couch, being more conscious about her body. Jip just jumped on her lap and continued swinging. After some minutes Nadia joined in and we all enjoyed the experience of dancing.

After the Step Aerobics Jip confiscated one of the steps. He started laying down letters and numbers. After he was done he started picking them up and putting them up straight. A more difficult activity. As I was observing him I realized that in many schools we have all this material developed to ensure that children develop their fine motor rehearsal. "We are so blind." I thought. "It is not needed to ensure this. If a child is in "the world" he will develop everything needed. Our left brain dominated control addiction is walking away with us." If you look around in the world you can see systems of control everywhere. Not only at schools, but also at work, in the governments and we even try to control nature.

Recently I saw one documentary where 1 Rhino was captured, transported for many miles to another area where it was released. It was supposed to bring a better balance or something. I thought it was very funny. Do not get me wrong. I do not judge this and I am also crystal clear I have all the same habits. I do think though it is very much time to take a deep breath and laugh at ourselves. At our significant dramas and at our arrogance that we actually think we can control people or situations. You can start laughing now. I will wait for one moment. Smile!





*Illustration 15: Jip putting letters on a step*

Now take a look at Jip. [photo] Do you see how concentrated he is working. He is not just putting some stupid letters and developing his fine motor rehearsal. He is training his ability to concentrate. I know that we all lack as observers. I am sure he is developing way more than just these two. Another ability I see being developed is learning to trust oneself. Values I see being developed here are: Confidence, Focus, Happiness and Determination. You might even see way more!

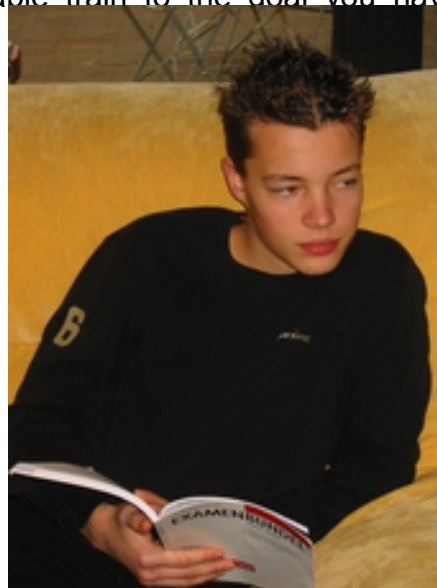




## Victor

Our oldest student was Victor. He was 16 years old. For two times in a row he did not pass his grade in the traditional school he attended. When we talked to him soon we discovered that he was very smart. The fixed systematic way of learning at his old school was too slow for him. He got bored and lost his motivation. We asked him: 'What would you like?' He said: "I would like to study at my own pace and go straight for the final exams. We said: "Fine, go ahead." He himself arranged all the right books. Then in between some playful fights with the 8 year old boys he mostly studied. He made a first attempt for the exams and failed. Another excellent process to build sufficient motivation to move powerfully through failures like an unstoppable train to the goal you have created for yourself.

Many adults underestimate the importance of failing young. Mostly we develop a weak relationship to failure and as adult we give up our biggest dreams and goals after a couple of attempts and failures. When we learn young then we can instill a relationship to failure as stepping stones towards our goal. Instead of creating a lot of drama after failing we immediately start looking for what is there to learn. I speak from a lot of experience here as the last 10 years I have been failing at launching the Sustainable World Project on a worldwide scale. I also see how I am lacking the proper education as even I had a traditional education. I can see without judgment how my conversations in regards to failure have been slowing me down in terms of effectiveness.



*Illustration 16: Victor studying for the final exams.*

Stories to write:

- Stealing chocolates Budo Sports. (about making mistakes, cleaning up and forgiving)
- Grand opening with Berdien Stenberg (playing big, taking initiative)
- School meeting about children who joined in the holidays (we, adults are the ones who have to learn)

## 4.15 How to Start

1. Join a existing center until and inspire consensus that you are ready to start
2. Write a vision for the year 2050
3. Inspire a team into your vision
4. Have online and offline meetings to get the team on the same page

#### 4.16 Meeting May 23<sup>rd</sup> 2016

1. What's Present round
2. **Future Vision.** Read Vision 2120 as example. Three people share how it looks to have a world which works for all. Pair share. 2 x 2 min.
3. Get to Alpha by 1 minute breathing. To create a world which works for all our minds need to be in Alpha. **Meetings** are therefore only held when we achieve a **state of 'Alpha'**. Meetings always start with meditation / breathing and this will be repeated during the meeting.
4. Get to Alpha by 1 minute breathing. Share **Dialogue Dragon** and start using it. To get a world that works for all we need to change the mindset from Beta to Alpha and then sustain it as long as possible in Alpha. This requires a higher consciousness communication model. Discover that Stillness Speaks. In Stillness we get to experience who we truly are. In stillness insights and brilliant solutions arise. So we have to slow down the mind. Rules of this new game => Communication Game. Explain that simply talking already invades the Prime Directive. The Universal Law of Free Will. The meeting facilitator will appoint a member for moderating (topic too long or Beta space) and a member for making notes.
  1. Ask
  2. Answer
  3. Listen
  4. Share after permission
 To practice this we use the Dialogue Dragon. Only if you hold the Dragon you are allowed to speak.
4. Get to Alpha by 1 minute breathing. In a world that works for all we need people to be responsible for having things work. In time ownership will be replaced by care taking. We need people to be cause in the matter by being a care taker of people, products and planet. To bring responsibility => **Certification**.

Certification for:

1. Joining the THRIVE Empowerment Center. No physical violence, no uncommitted verbal violence. No disturbing others. (this includes simply talking to young people who are doing something => reflect before you talk whether it is truly important, if so, then make eye contact and start with a question => "Can I say something about X"). Certification (OTHER WORD COMING FROM THE YOUNG PEOPLE). No authority. Center is led by the weekly meeting. Context is what works for all.
2. Leaving the compound.
3. The building (brainstorm with team)
4. The land (no harming the trees, what more, brainstorm with team)
5. The cat/animals (Do not disturb the cat, let it be, no picking up and petting unless you are certified)
6. Gate & Fence
7. The bathrooms (brainstorm with team)



8. The kitchen (brainstorm with team)
  9. The computers (brainstorm with team)
  10. Sensitive equipment (brainstorm with team)
  11. Quiet Room. Quiet part of land. (brainstorm with team) It is here that important dialogue will be facilitated.
  12. Perma culture on land – communication structure
- 
5. Get to Alpha by 1 minute breathing. To create a world that works for all we need a mindset habituated in communicating from a context of what works for all involved. For this we have the **weekly meetings** where young people and facilitators lead the center. To Empower our youth decision making is by consensus and the aim is to have the center fully led by the youth. This might take 5 years or more. Parents will be included as advisers, but the decision making is made by the youth and the facilitators. A small budget will be made available to the youth and as they grow in awareness so will the budget grow in size. The agenda points are given by facilitators and young people. The other members can propose agenda points, however the meeting team will decide whether to take them as often adults minds see problems where there are no problems. The meeting is not mandatory. If you choose not to join then you choose to trust and accept the decisions made. In the meeting anything can be spoken about, rules can be made, changed and removed.
  6. Get to Alpha by 1 minute breathing. **Roles:** Youth member aged 6-21. Volunteer, (Trainee) Facilitator. Blog writer. Video Artist.
  7. Get to Alpha by 1 minute breathing. **Days and Times.** Four days. (Brainstorm with team) Mon to Thu 10 am to 3 pm.
  8. Get to Alpha by 1 minute breathing. **Fees.** How much and when to pay.
  9. Get to Alpha by 1 minute breathing. Value: **Abundance.** Do we want to create abundance for all our members, including ourselves? Sustainability. Basic expenses will be covered by parents fees, facilitator training and open day fees. From the YWLP we will create an opportunity for any member, be it a young person, parent, volunteer, facilitator or otherwise, to participate in our financial model for generating abundant income for ALL members. As a community; as a team we connect with YWLP enrolling schools with 800 students x 4 sessions x Rupees 100 =3.2 Lakh. 50-50 with the person responsible for that school. This way we create 1,6 Lakh income for that member and 1.6 Lakh income for the center. This can be for all of you. By joining this team you also support the YWLP and creating a world that works for all by the year 2050.
  10. Get to Alpha by 1 minute breathing. To create new mindset the following **programs** will be organized.

The THRIVE Empowerment Center embraces 9 programs for radical transformation.

1. Transformational Interactive Dialogues to Awaken the Potential Inside.
2. A Rhythmic Movement program to generate Gender Comfort and Equality.
3. A Vocal Expression Program to generate Unprecedented Joy, Self Expression and Confidence.



4. A Healing Program to generate Acceptance and Peace of Mind.
5. A Well-being Program to generate Stamina and Physical Strength.
6. A Spirituality Program (breathing, chanting and meditation) to Instill Higher Consciousness Values and Skills.
7. An Awakening Program using Movies and Documentaries to let the members know what has been happening and what is happening in our world.
8. A Reconnection with Earth Program where mindful bare feet walking, exercise and games restore our connection with earth.
9. A Projects Program to create a Sustainable World for All People.

Read the **benefits** from page 10 of SWP YWLP for Youth.

Get to Alpha by 1 minute breathing. **Future 2017 or 2018** 3 months of traveling. Weekly meeting will be online or taken over by another facilitator. Three months on location.

Completion

