

CONTENT of Chapter 1



THEME	page
Introduction	29
Politics	42
Science	52
Finance	62
Business	74
Philosophy	83
Religion	90
Economy	100
Psychology	109

THEME	page
Technology	115
Art	126
Media	132
Military	144
Environment	154
Energy	179
Medicine	189
Education	202
Home Journey	218

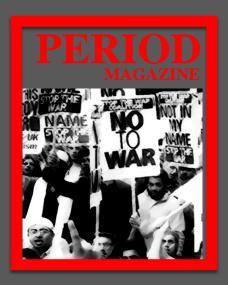
INTRODUCTION

The Year is 2020...

Despite of many good intentions, our world is still riddled with major problems to which we have not found solutions.





















Despite all the resources and abundance of our planet, the majority of people still live in abject poverty, while the rich get richer...





Information technology, originally designed to unite us and better the quality of our lives, increasingly divides and separates us ...



A vast majority of our learners either have no access to education at all, or have access to education that does not prepare them for the world they will occupy...



Civilians have lost trust in the ability of politicians to better the quality of their lives, yet they keep electing untrustworthy political representatives.









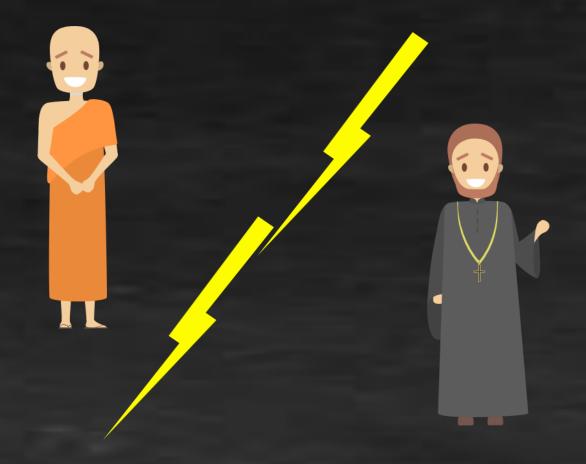
Pollution, depletion of natural resources and climate change have created an instability in our natural systems.

The effects are felt more and more each day...



Disease and toxicity are prevalent...

People are getting sicker, with a healthcare system that cannot keep up and provide for the growing number of patients...



Our tolerance for one another hangs in balance, as we struggle to find a peaceful identity that unites rather than divides us...

THE WRITING IS ON THE WALL:

The problems of the world are mounting.

Time is of the essence.

We need solutions quickly.

And it must be a COLLECTIVE effort!

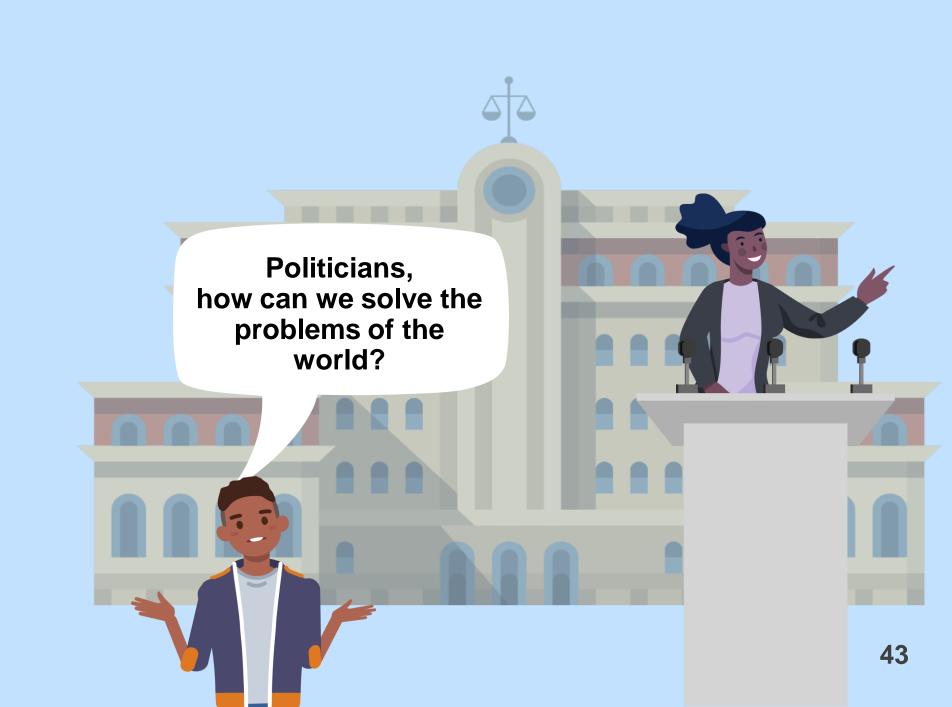
A group of young thinkers, saddened by the gaping wounds of our world, decided to embark on a great adventure...

It seemed to them that the adults around them had done a great job of making a mess, and perhaps it was time to take matters into their own hands...





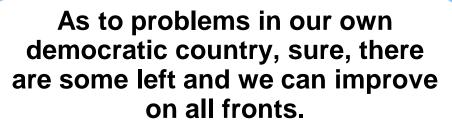




Problems? I think we first should acknowledge how far we have come. Look at the so-called developed world and how it prospers, thanks to democracy, the rule of law, the protection of human rights, the protection of private property and free enterprise.

Now, if we could get the less developed countries and dictatorships of this world to accept these political developments, the big problems of the world would definitely disappear.





And we have a programme for it. We know how this can be done. Vote for us and you will see.....

And beware of the opposition, they are wrong, so vote for us, vote





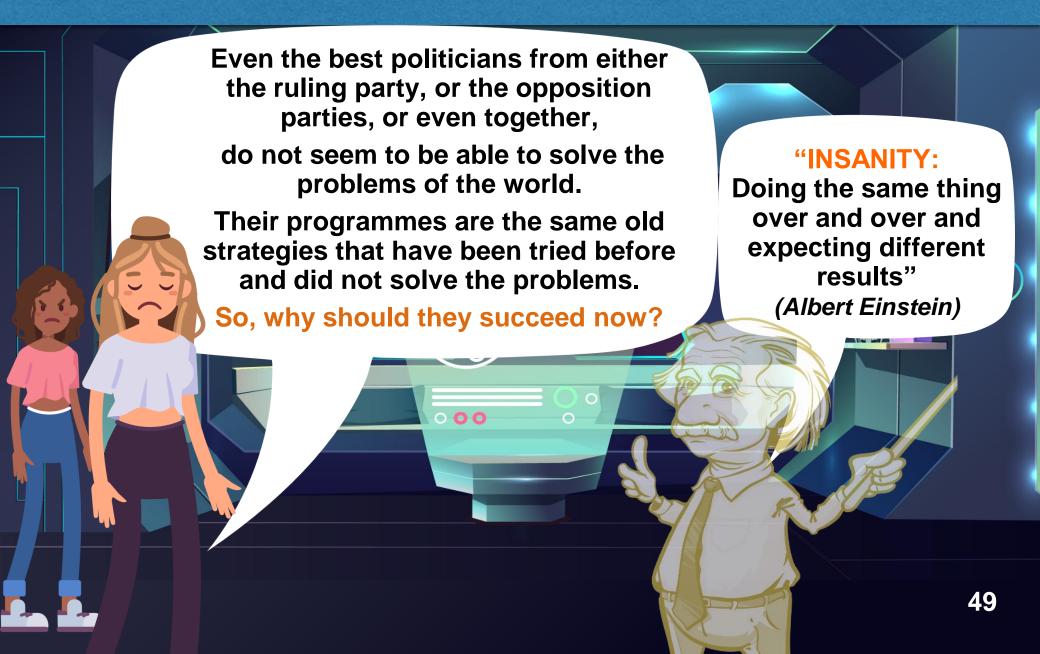
The kids leave the mainstream and opposition politicians very despondently and ask now the protesters, whistleblowers and revolutionaries...

How can the problems of the world be solved?

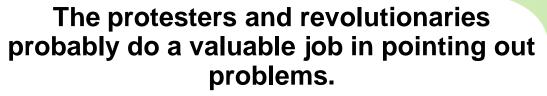


We need to get rid of the corrupt politicians. Change the system, keep protesting, raise awareness, make revolution, change the leadership.... They have created the complex problems, so getting rid of them will fix the problems. Just join us to speed things up.

The kids reflect on their experience with politics and concluded ...





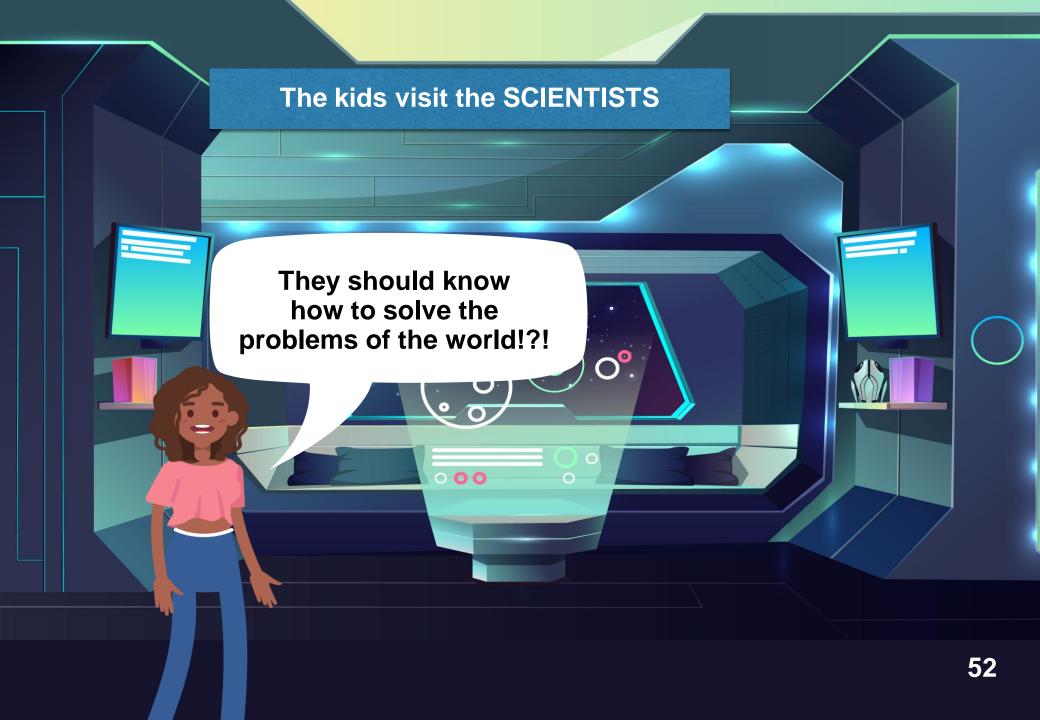


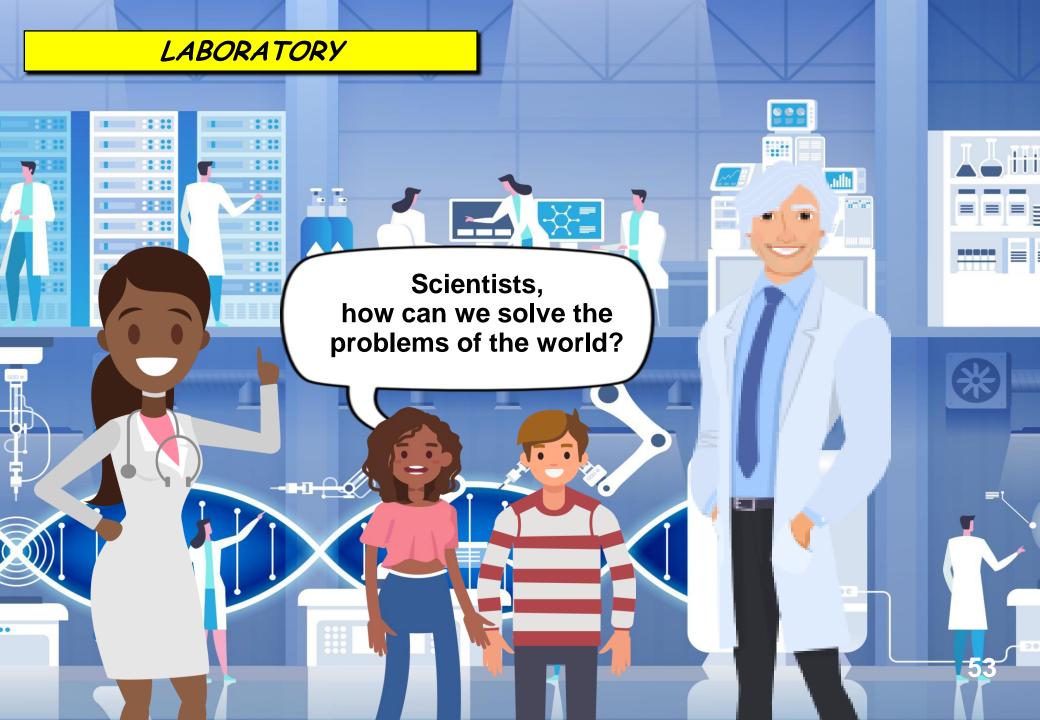
But they also seem to have no solutions, or only partial or naive ones.

They seem to rely on the view that if one gets rid of a bad government or system, a good one will automatically arise.

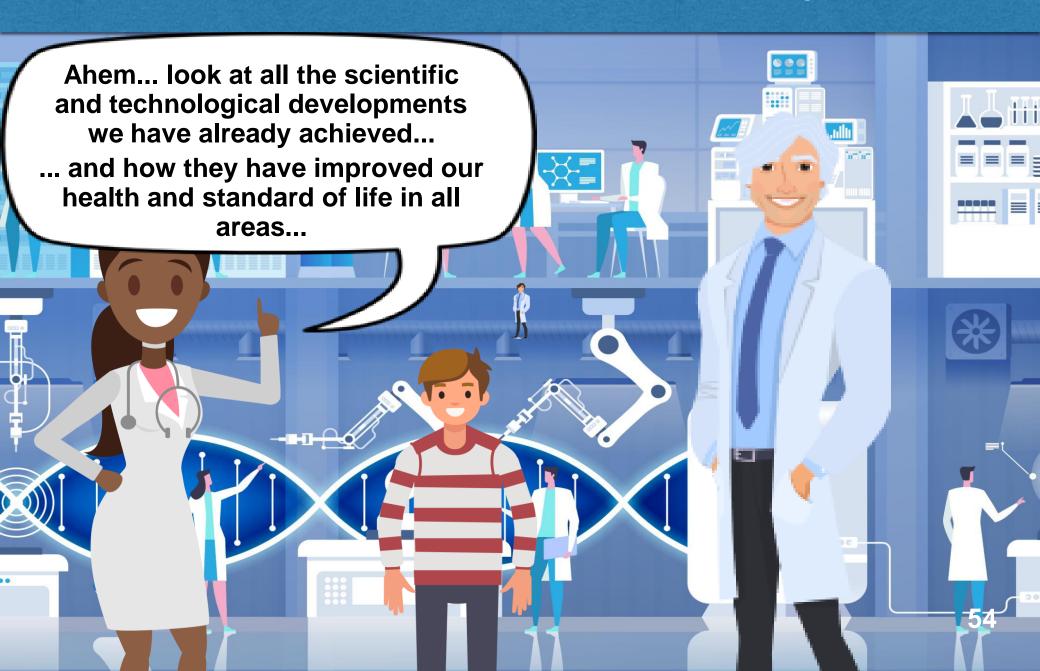
It seems that we place too much emphasis on politicians and their power.

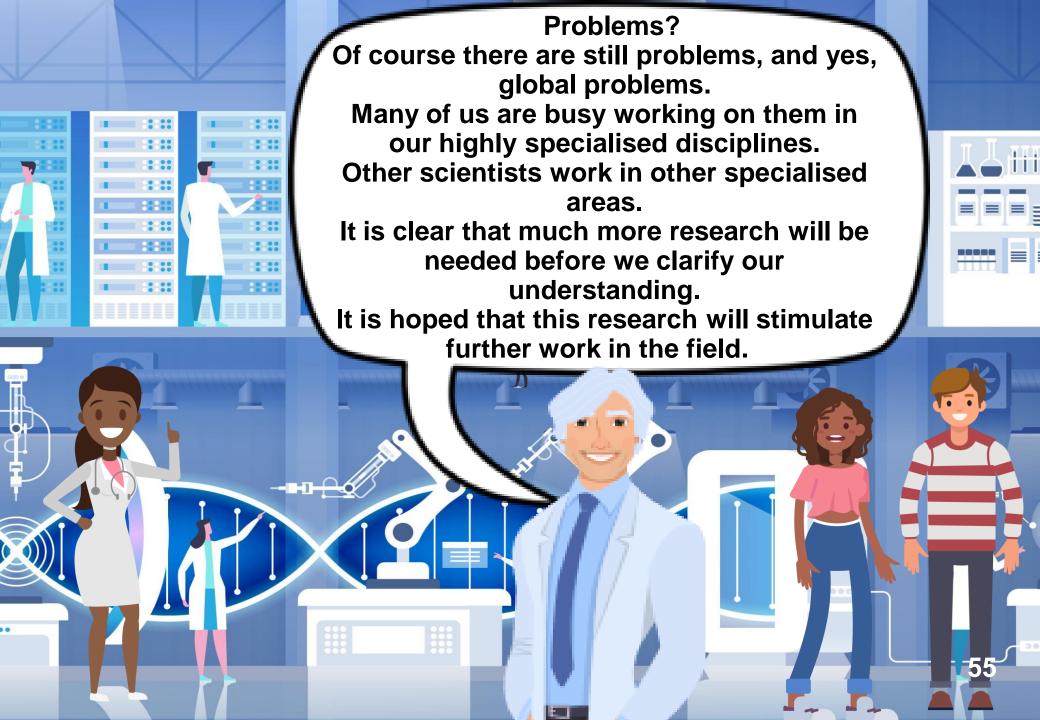






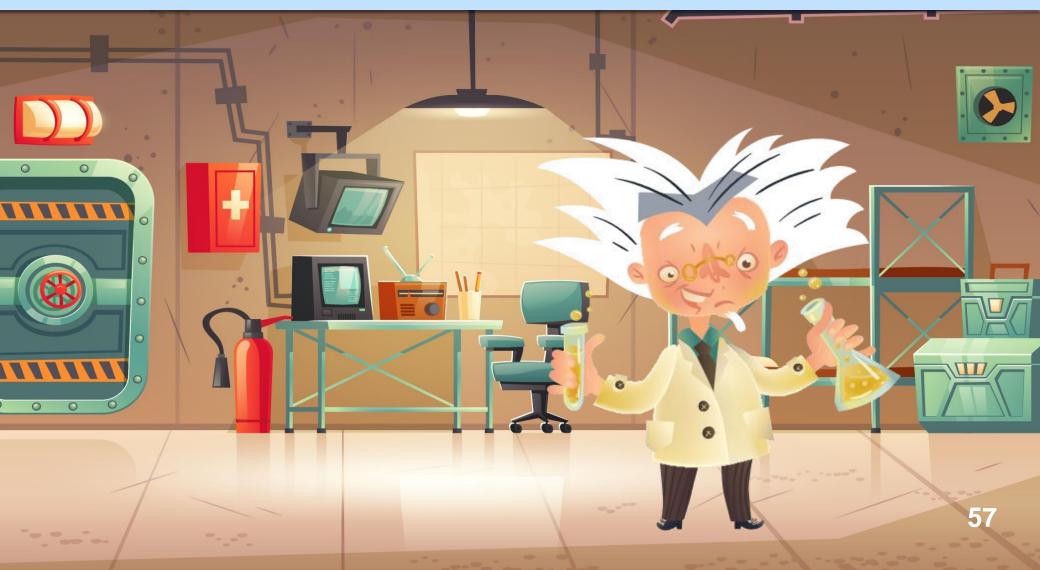
The scientists look at the kids in perplexity...

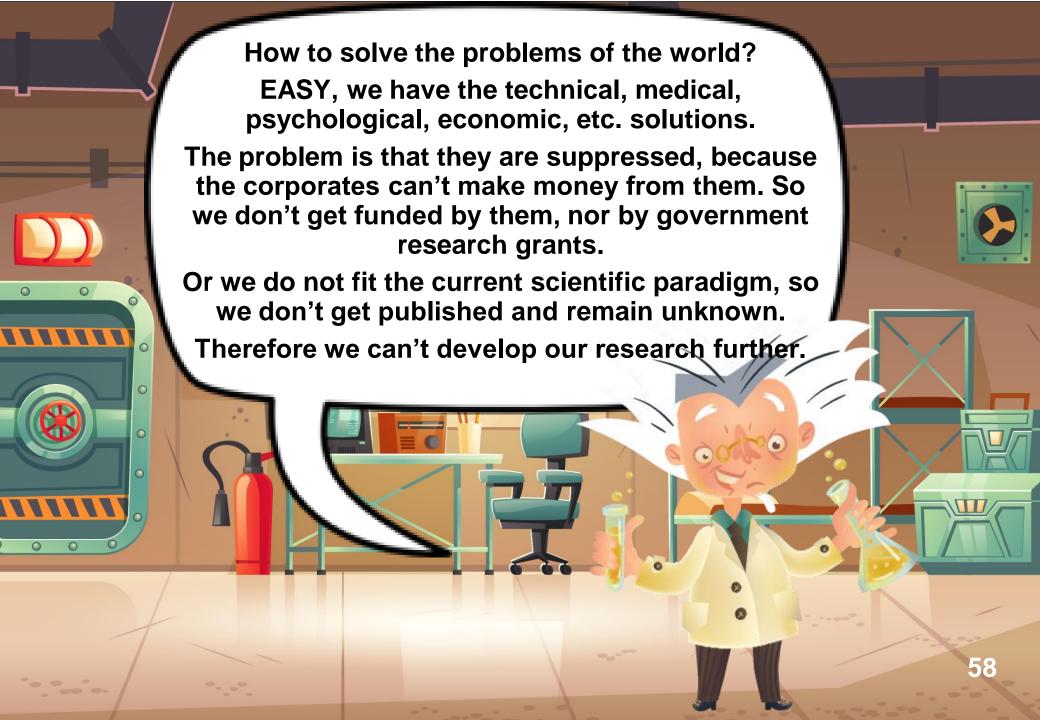




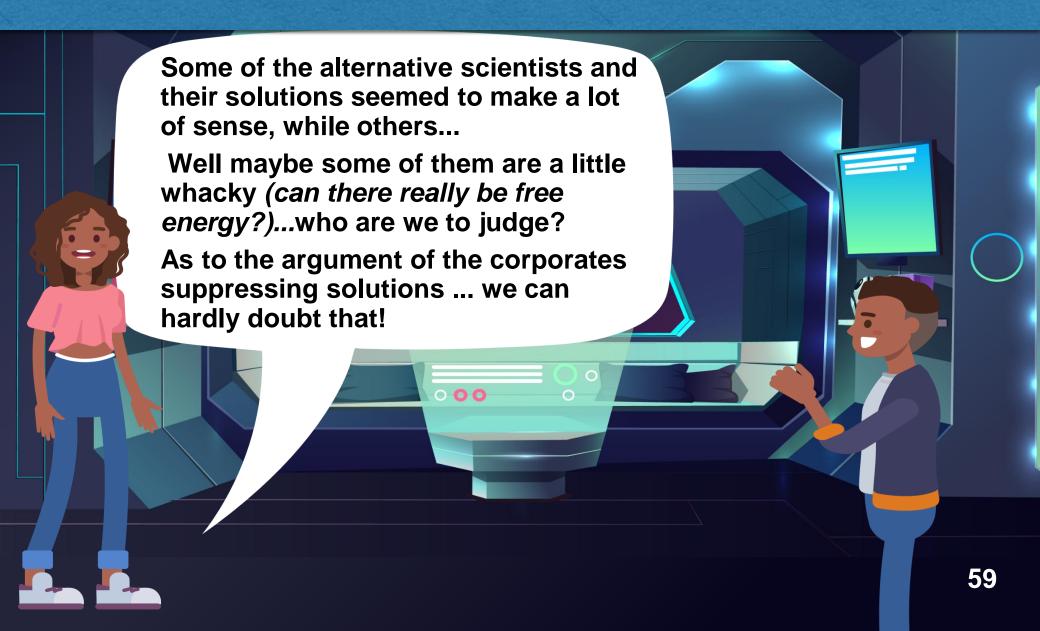


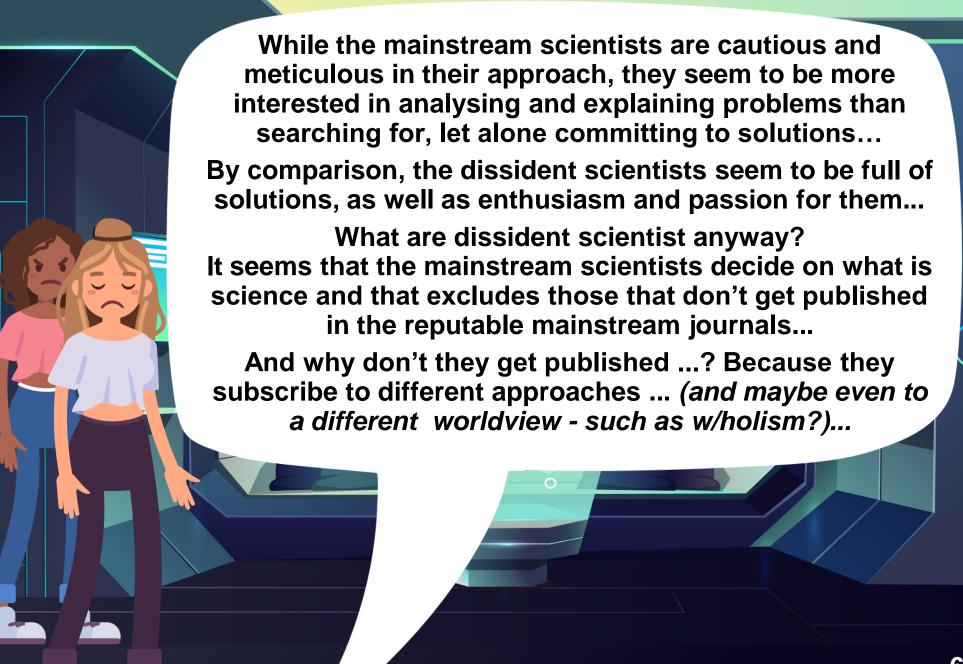
The kids also encounter some scientists who work outside the scientific establishment with topics and approaches that are not recognised by established research institutions and mainstream science....



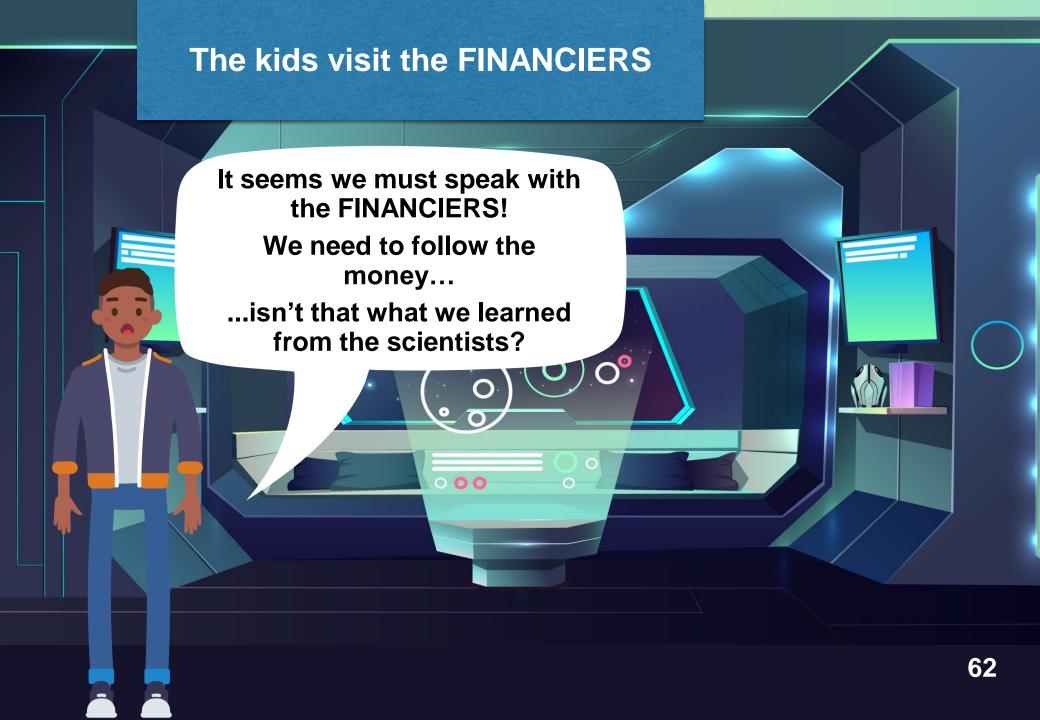


Again the kids left a little confused, and returned to their reflection room to make sense of it all...





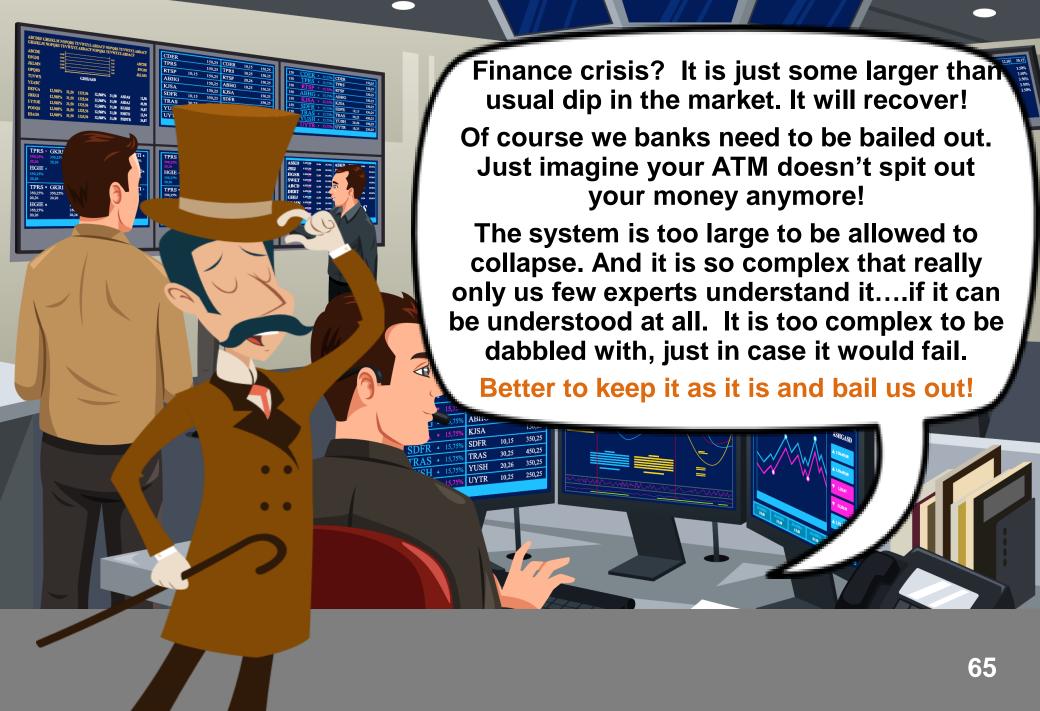




And so the kids go to the centre of FINANCE to speak with the bankers, the traders and investors. If money is power, they must be the most powerful people around...

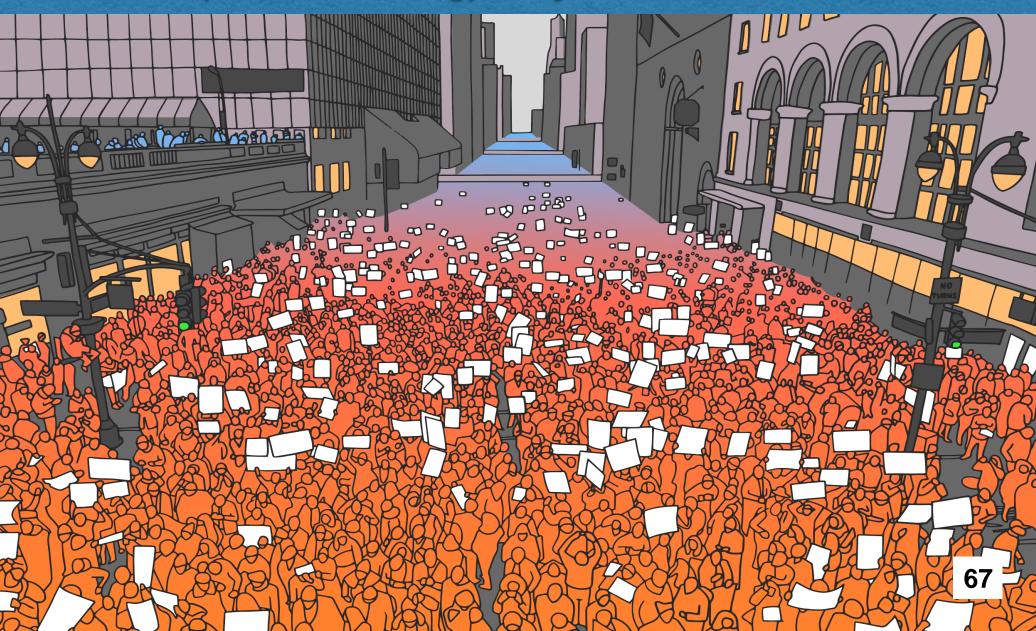








The kids interview some *Occupy Wall Street* Protesters (and march along). They learn a lot....



In 2009 the money in circulation was estimated at 600 trillion dollars, while the real value of the global GDP was 60 trillion...

Since then, the amount of money has increased even further.

But we don't know exactly by how much, because the FED has stopped issuing relevant statistics...

tax trading

Nationalise the

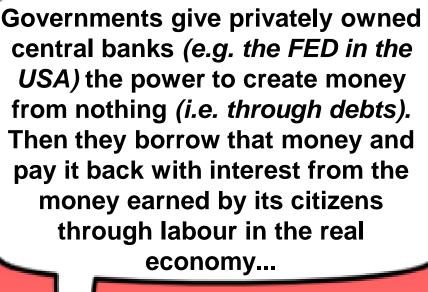
Foundations

Maybe two statistics can enlighten us:

- in 2015, the US maize crop was sold about 35 times and
- in 2016, each barrel of oil was sold about 60 times (and mostly with big profits)...

WE ARE THE 99%

... behold the market efficiency and value add of financial trading...



And after a financial bail-out, countries have to sell public facilities (like harbours, roads, railways, national parks and other public goods) to private investors at a fraction of market value, just to service interest payments to the banks they have previously bailed out with tax money...

tax the finance trades

OCCUPY WALL STREET

ME ARE THE 99%

The trusts

The trusts

The finance trades

OCCUPY WALL STREET

WE ARE THE 99%

The trusts

The finance trades

OCCUPY WALL STREET

WE ARE THE 99%

The finance trades

OCCUPY WALL STREET

WE ARE THE 99%

The finance trades

OCCUPY WALL STREET

WE ARE THE 99%

The finance trades

OCCUPY WALL STREET

The finance trades

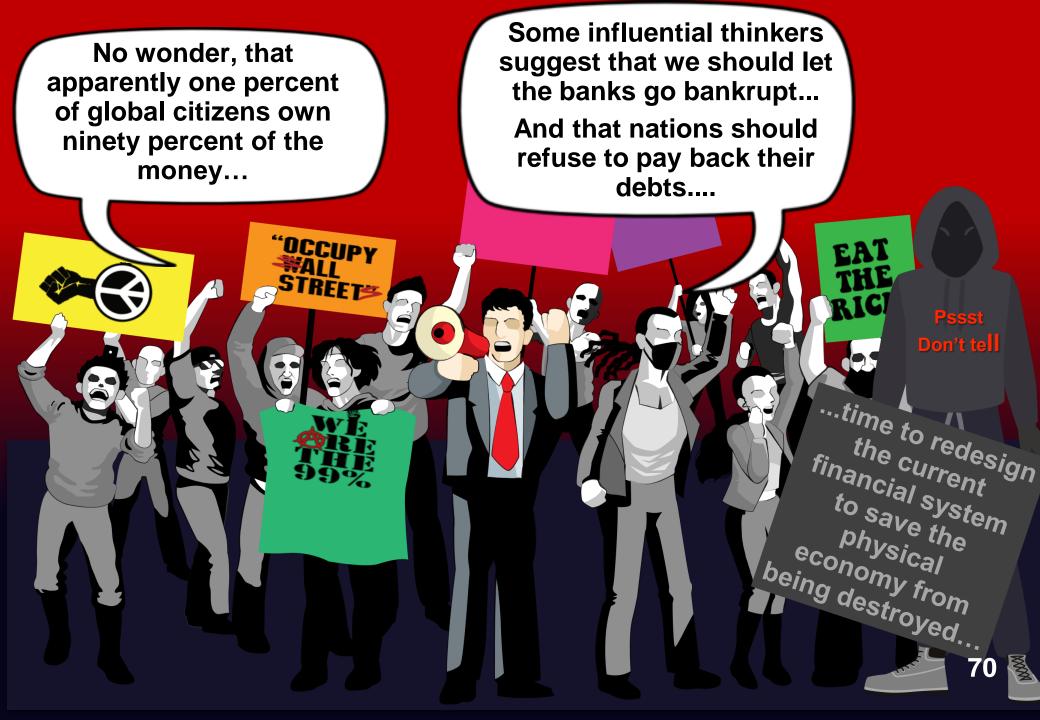
OCCUPY WALL STREET

OCCUPY

69

What a cool

model!!



... about the 2007-2009 financial crisis...

WHY? The crisis was primarily caused by deregulation in the financial industry which permitted banks to engage in hedge fund trading with derivatives.

The cost of those spectacular financial speculations:

- 5 trillion \$ of pension money, real estate value, savings and bonds disappeared . 8 million people lost their job/

 - 6 million lost houses And that only in the USA! And apparently 45% of the global wealth was destroyed!

And the cost of the bank bailouts to the tax payers in the USA. "That \$700 billion Wall Street bailout may be closer to \$3 trillion", Says David Corn. (Of course, depending on who counts what.)

too BIG to fail

The kids leave the world of finance (being profoundly disturbed and disillusioned) and return to their reflection room to ponder...

I can feel the weight of the proverb that money is the root of all evil...

I found the cynicism of the finance world painful!

If the amount of money in circulation is a multitude of the physical stuff produced, the finance economy and the real economy are actually de-coupledeach part seemingly playing according to different rules. (Have economists caught up with this?)

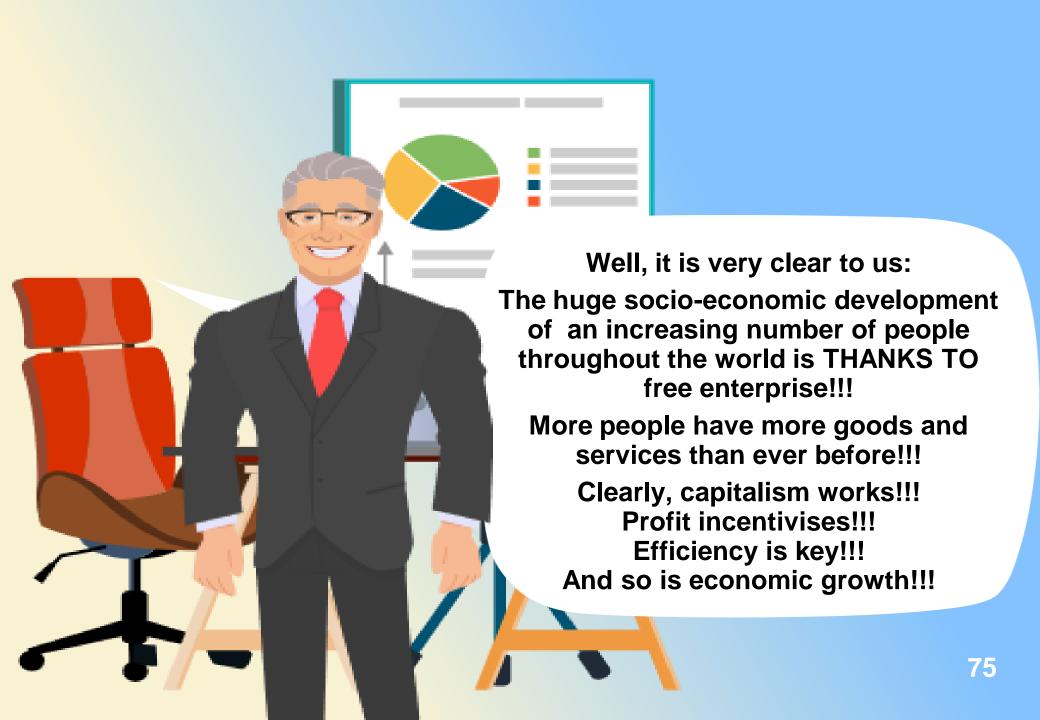
Indeed, the current finance system seems to interfere negatively with the physical economy...

...even threatening to collapse it!

... and they reflect some more...





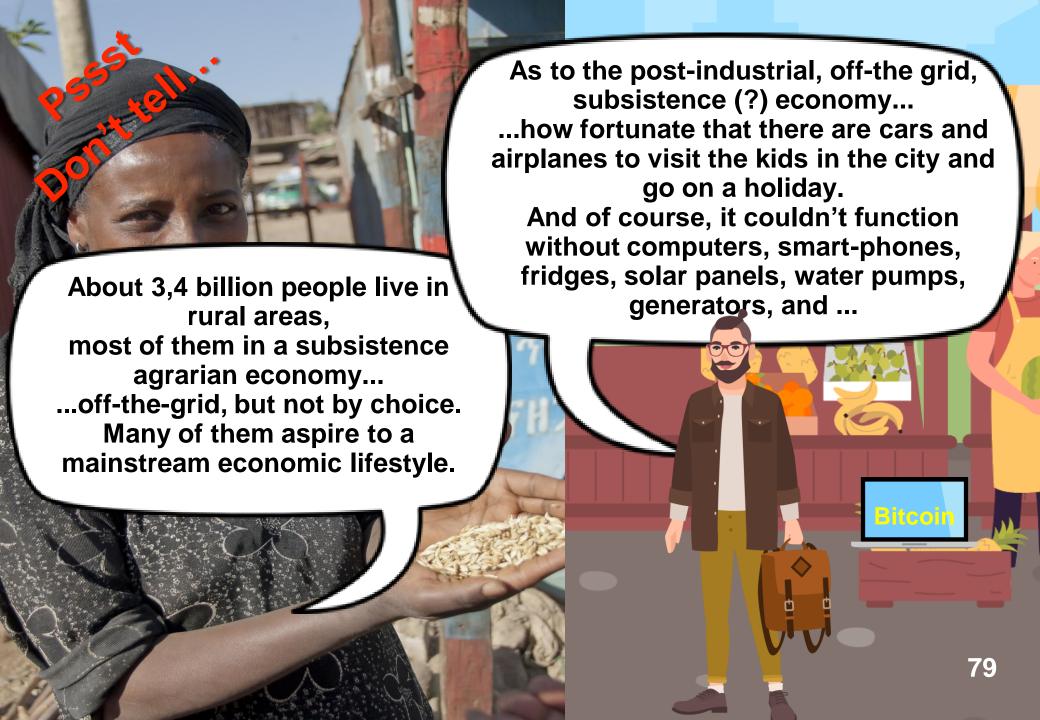




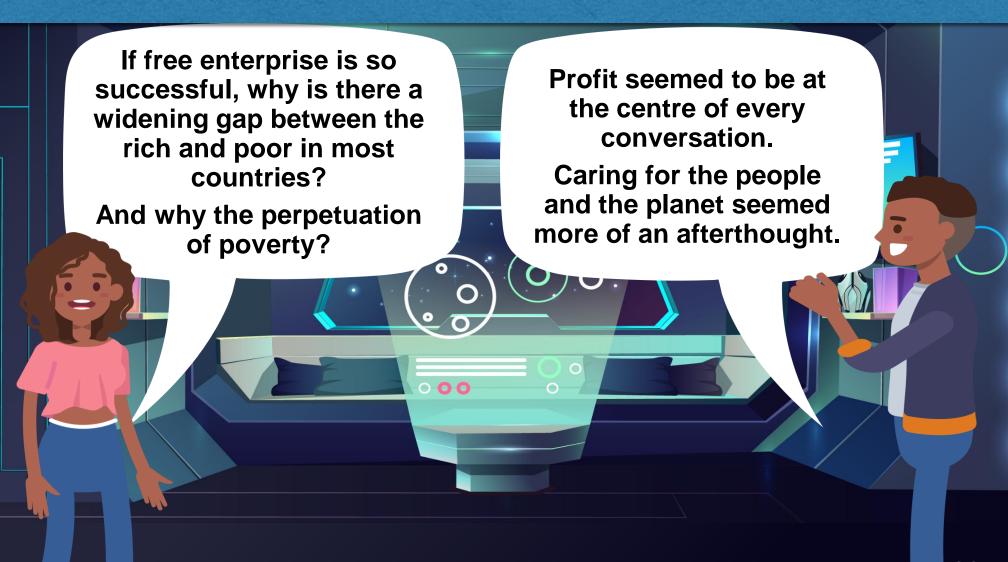


The kids also visit some alternative businesses...





The kids reflects on what they learned about private business...





It spells poverty for the large numbers of people having to live with it.

As to its off-the-grid proponents: do they consider the numbers of people and the carrying capacity of the land? Do they really believe that they are the future?

Considering the growing world population (from 3 billion in 1960 to 7,5 in 2020 and 10 in 2050)
(Don't call it population explosion, that is politically incorrect!) ...
... if all 10 billion want to live like the US citizens?
Great prospects for business profits, but what about the limited resources and the social and ecological impacts?
(We better discuss this with the ecologists!)

All this prompts the kids to reflect on the underlying business paradigm...

Making society pay for the negative by-products of business (like pollution, environmental deterioration, health problems)...? Is this a new Socialising Costs and Privatising Earnings Ideology?

Some kind of Capitalistic Socialism?

Or is it neo-liberalism?

Or is this some post-industrial ideological confusion?

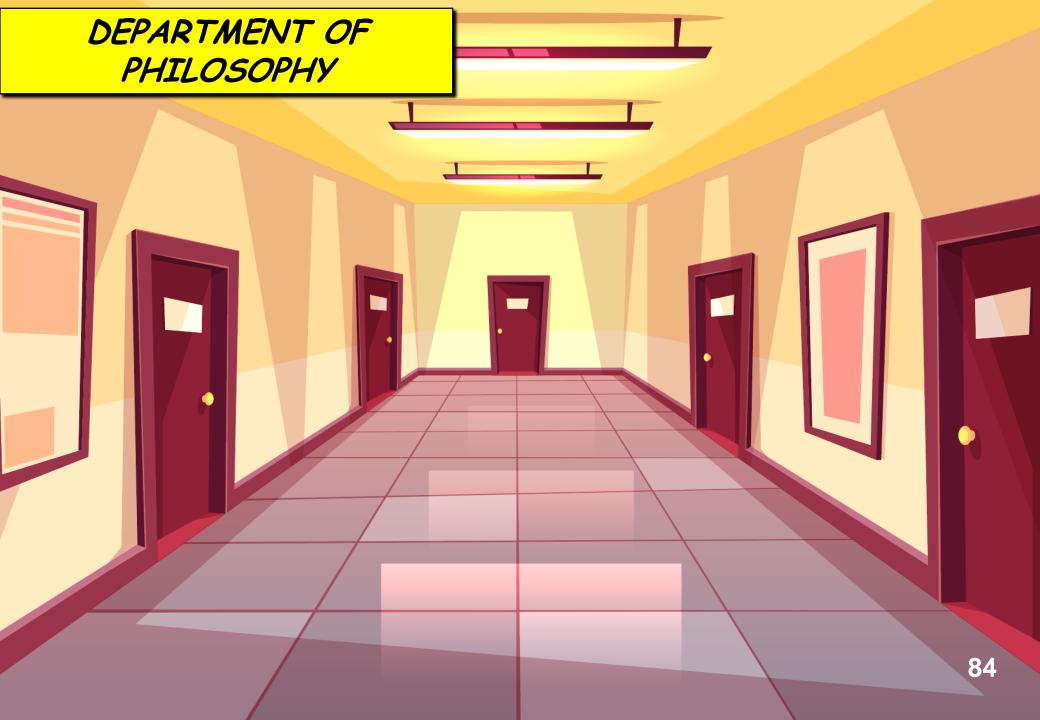
A fake ideology?

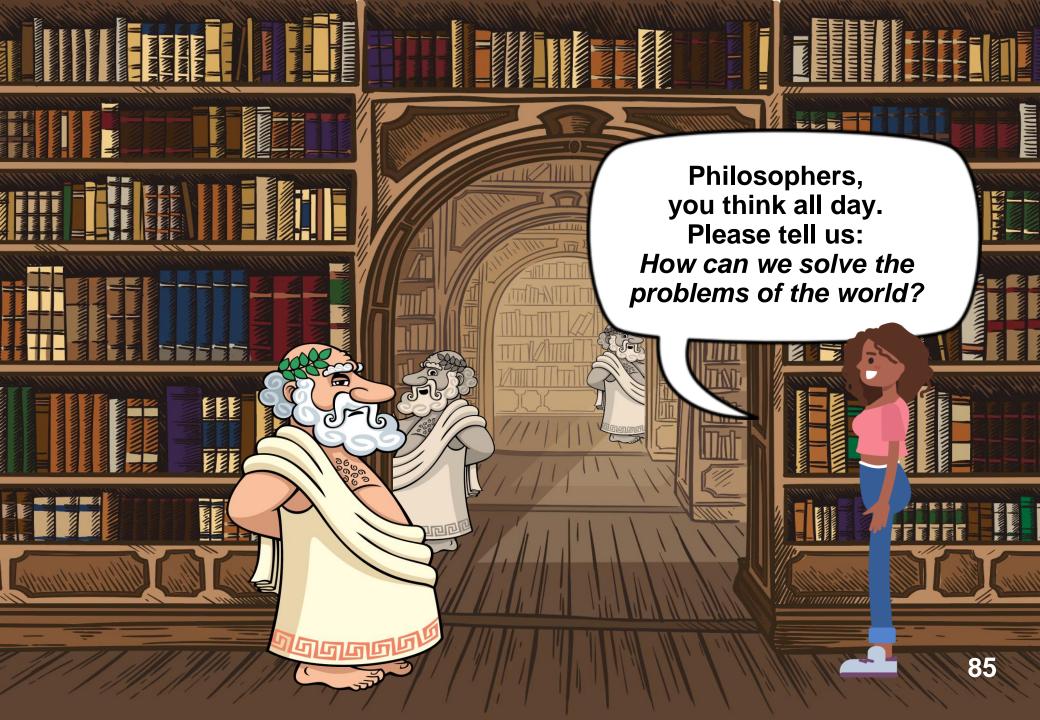
As to the credibility of traditional socialism, it collapsed with the Berlin Wall and worker benefits and worker rights keep crumbling ever since...

... while the *Traditional Capitalism* morphed into a *Finance Capitalism* on the one hand and a global, oligarchic (if not monopolistic) Corporate Capitalism on the other hand.

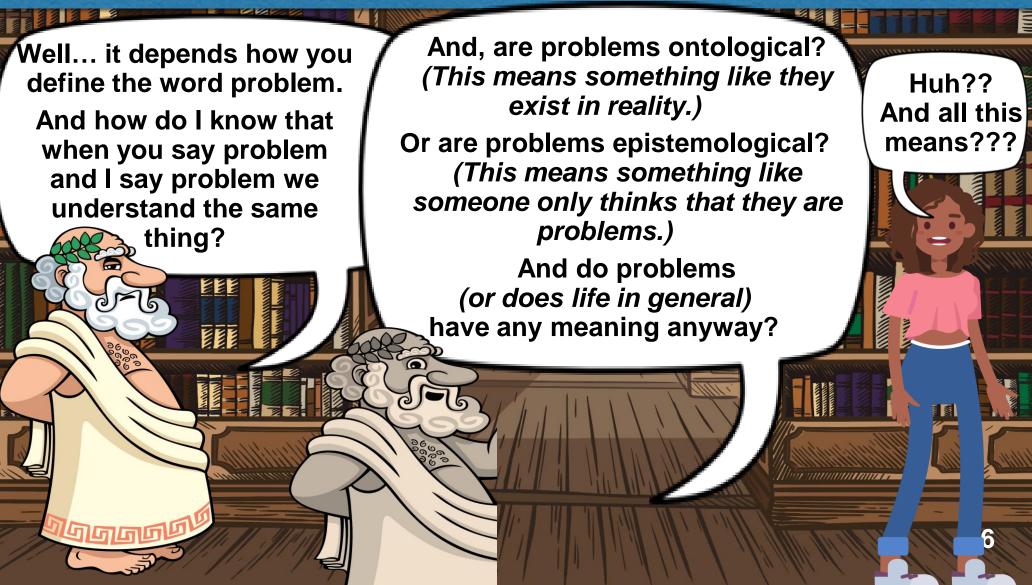




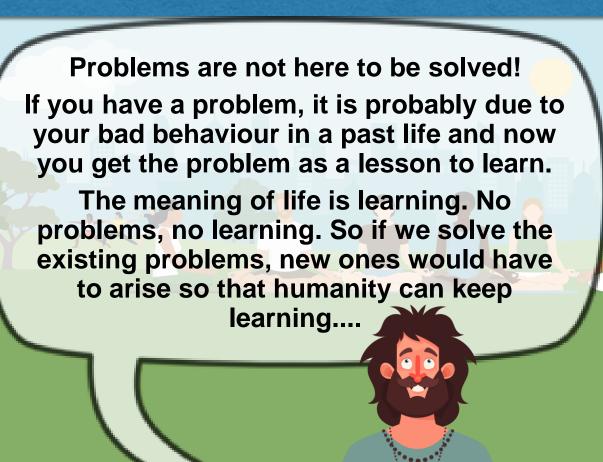




The kids meet some philosophers, who pace up and down scratching their heads, while they are thinking ...



The kids encounter the so-called new age philosophers and ask them about solving the world's problems...



The kids reflect on what they learned from the philosophers ...



... and they keep on reflecting...



The adventurers proceed to search for some old wisdom and visit RELIGIOUS LEADERS....

They wander from east to west,
meet important representatives of the great
religions and ask them about the problems of the
world.

Each of them provides wisdom and a fable.

Each commands to love God, fellow humans and all creatures.

Each talked about the need for prayer and meditation, inner silence, mindfulness and introspection, faith and hope; and God's wisdom and guidance.

we need to ask GOD for forgiveness

we need to listen to GOD's guidance

we need to meditate, to elevate consciousness

we need to pray, several times in a day

we need to follow the scriptures and holy book

we need to atone for our sins and forgive ourselves and others



The religious leaders said similar things, yet could not agree among themselves, as each had a very different idea of what God is and is not.

PSSSt tell. Those who believe in re-birth get another chance at solving the world's problems. The righteous enjoy an apparently problem-free existence in their own exclusive heaven or paradise. The baddies and those of the other faith get their just punishment in hell.

The kids attend a lecture about religious dissidence and learn that ...

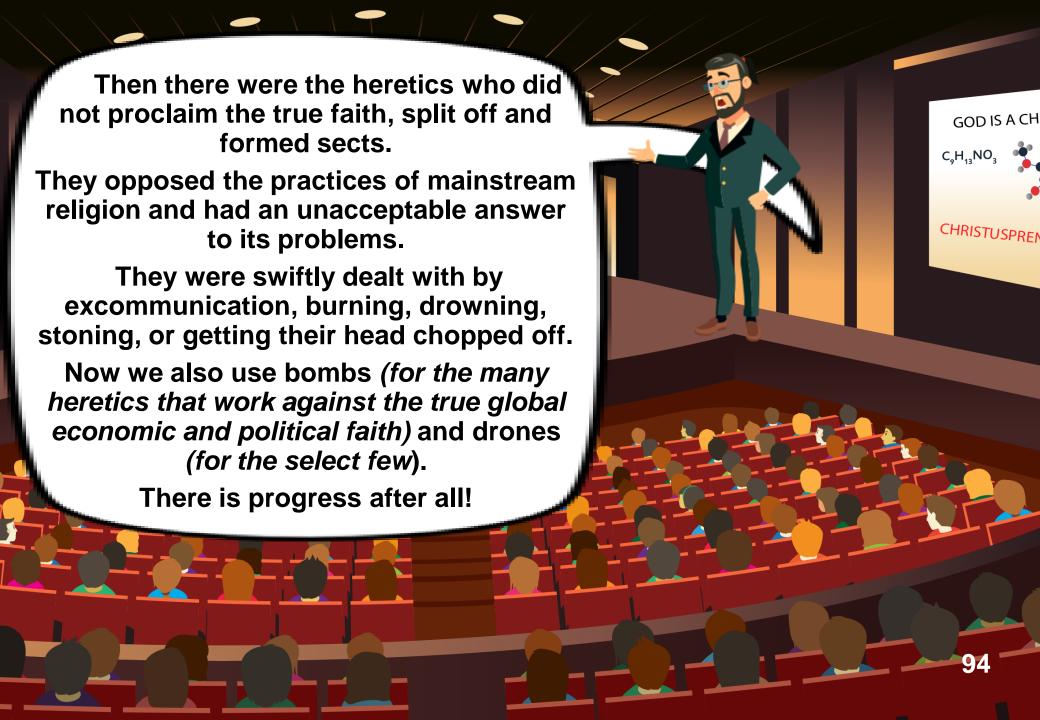
Throughout history, each religion had its enlightened mystics who proclaim a direct connection to and enlightenment by God (if they spoke at all).

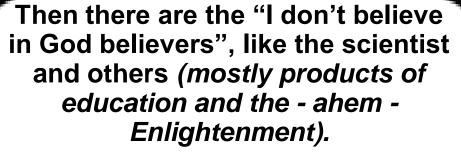
Some of them seem to be revered by their religion, some quietly tolerated, some not.

Then there are the New Age mystics (the result of chemistry, brainwave manipulation and other consciousness techniques, besides the long standing tradition of meditation).

The mystic's approach to solving the problems of the world seems spirit and consciousness related:

Enter the field of cosmic consciousness.
Follow your inner guidance and right action will follow.





Being fervent, dogmatic and missionising in their belief (as well as cynical), they are like religious leaders (promoting a kind of antireligion). After all, they only believe that science can solve our problems, not God (who is dead anyway).

> AHA! ...to believe or not believe is actually the same: it means NOT KNOWING...

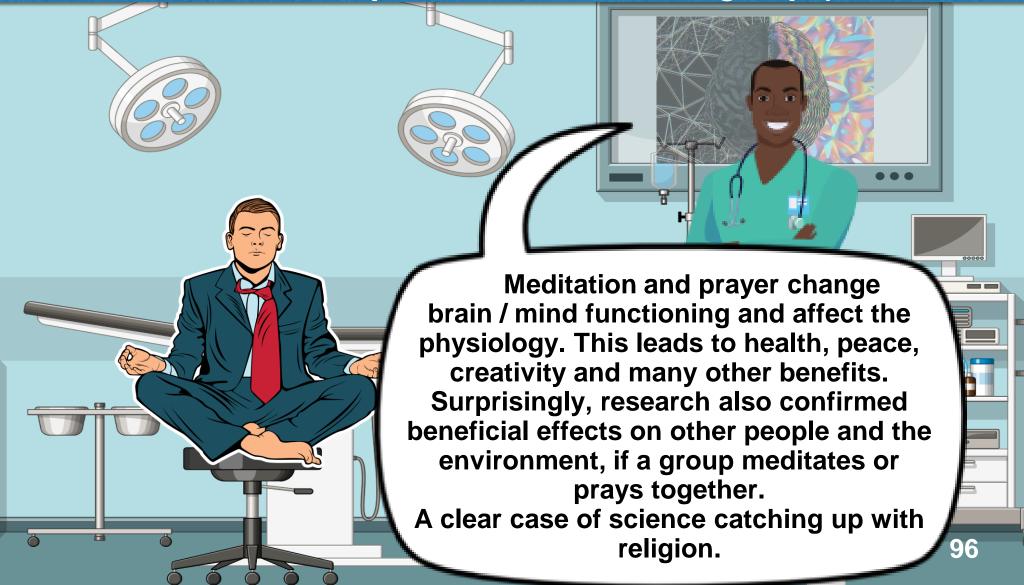
GOD IS A CH

C₀H₁₃NO₃

who could have

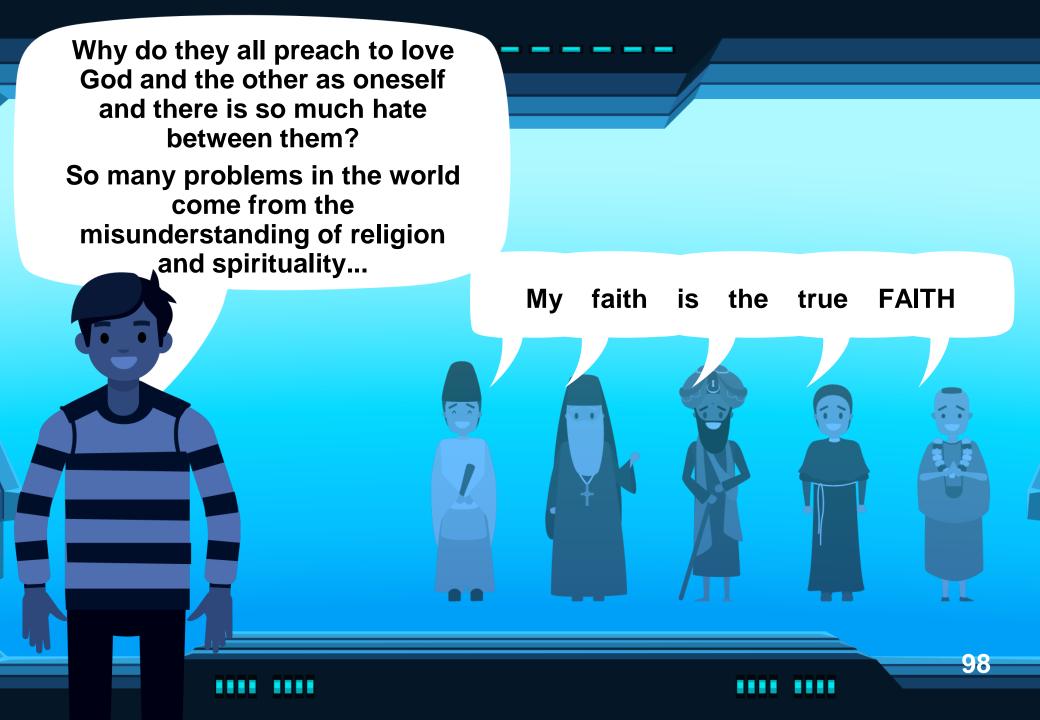
killed GOD?

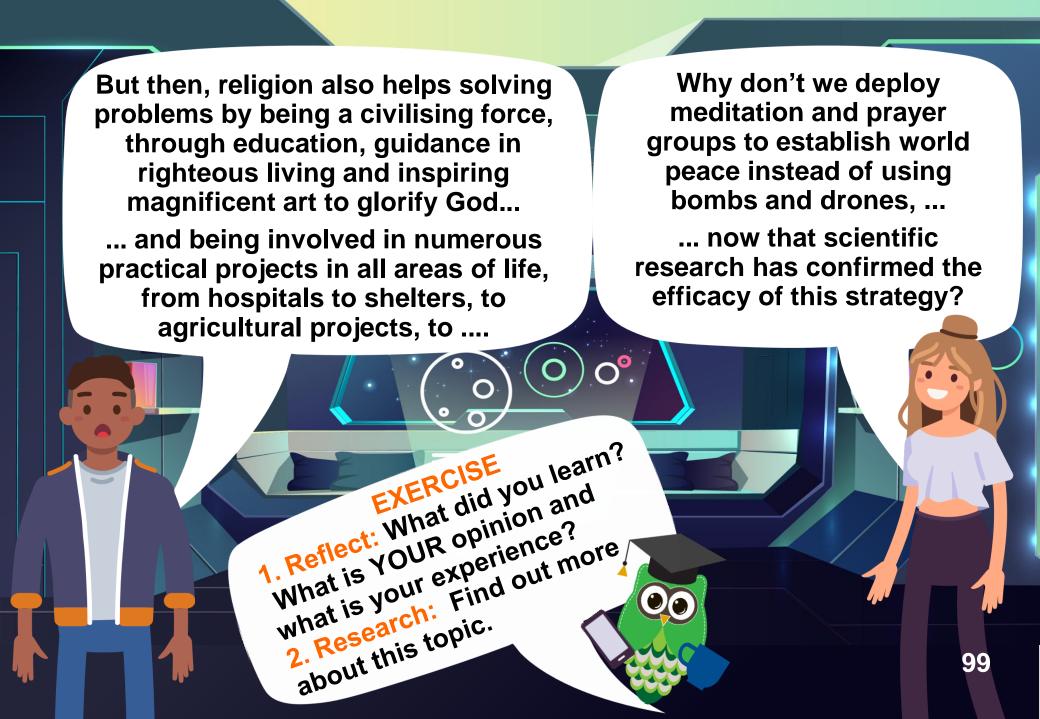




The kids reflect on what they learned from religious leaders...







The kids think that they have become too introspective and that it is time to become more concrete and objective. Therefore they embark on a trip to the ECONOMISTS...



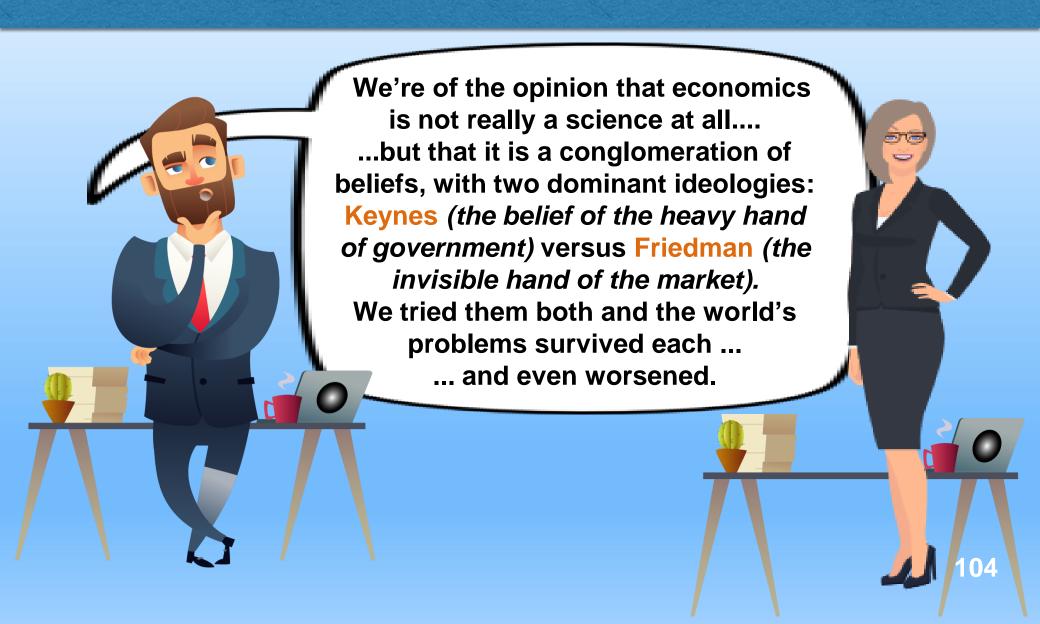
The economists love a good puzzle to solve, and are very interested in looking at the data...



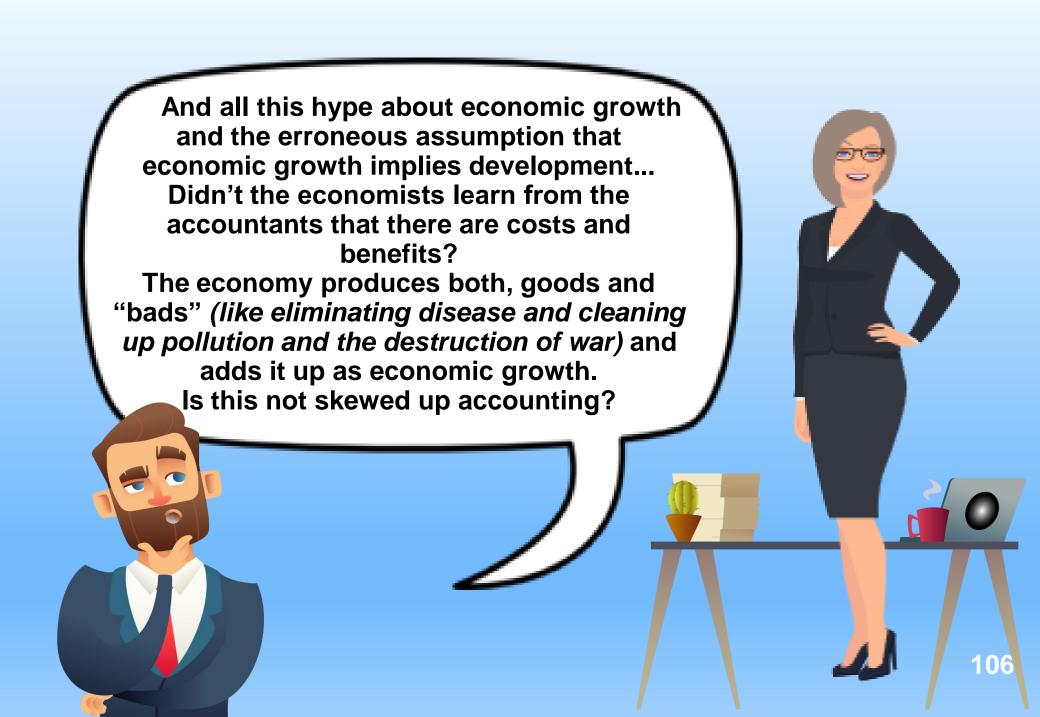




The kids also visit the not so well established, published and funded economists.









Let us quote Robert Kennedy (1968):

"..the GDP does not allow for the health of our children, the quality of their education, nor the joy of their play. It does not include the beauty of our poetry, nor the strength of our marriages, the intelligence of our public debate,

nor the strength of our marriages, the intelligence of our public debate, nor the integrity of our public officials.

It measures neither our wit,
nor our courage,
neither our wisdom, nor our learning.
It measures everything,
except that which makes life
worthwhile."

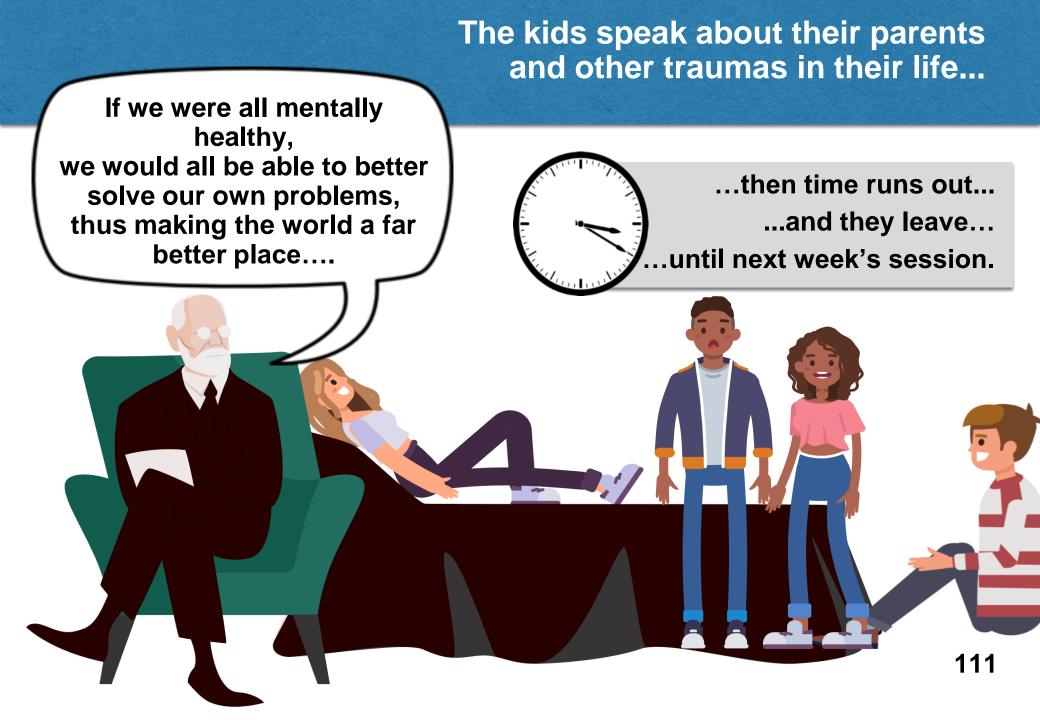
The kids reflect on what they learned from the ECONOMISTS...





Exhausted from their journey the kids are happy to sit on a couch for a while, before asking: psychologists, how can we solve the problems of the world?

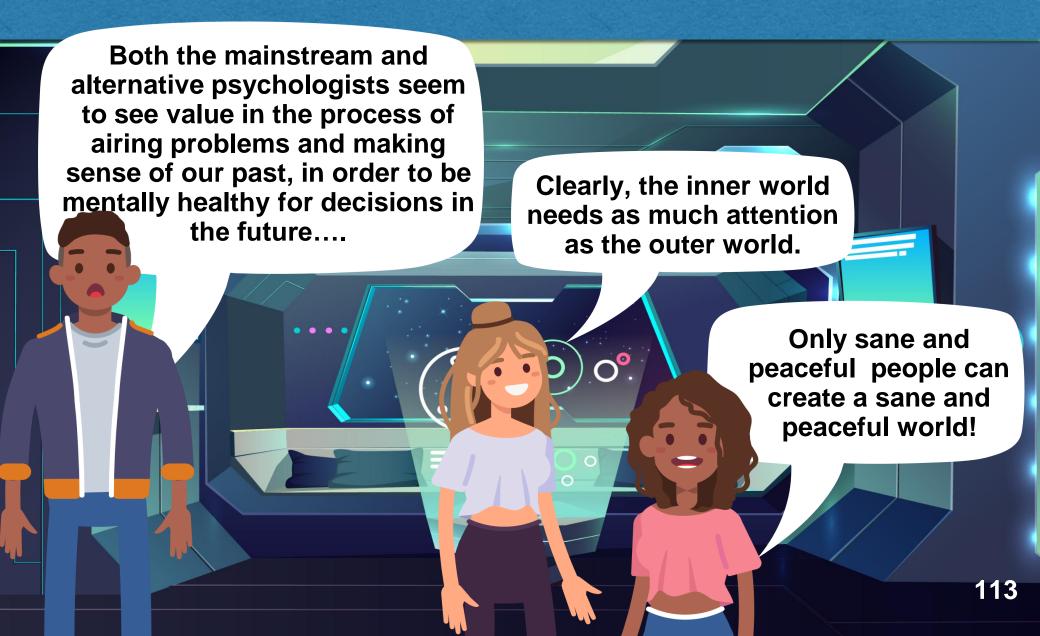




Next, the kids explore the human potential movement and discover a mixture of alternative medical thinking and alternative religious thinking...



The kids reflect on what they learned from the psychologists ...

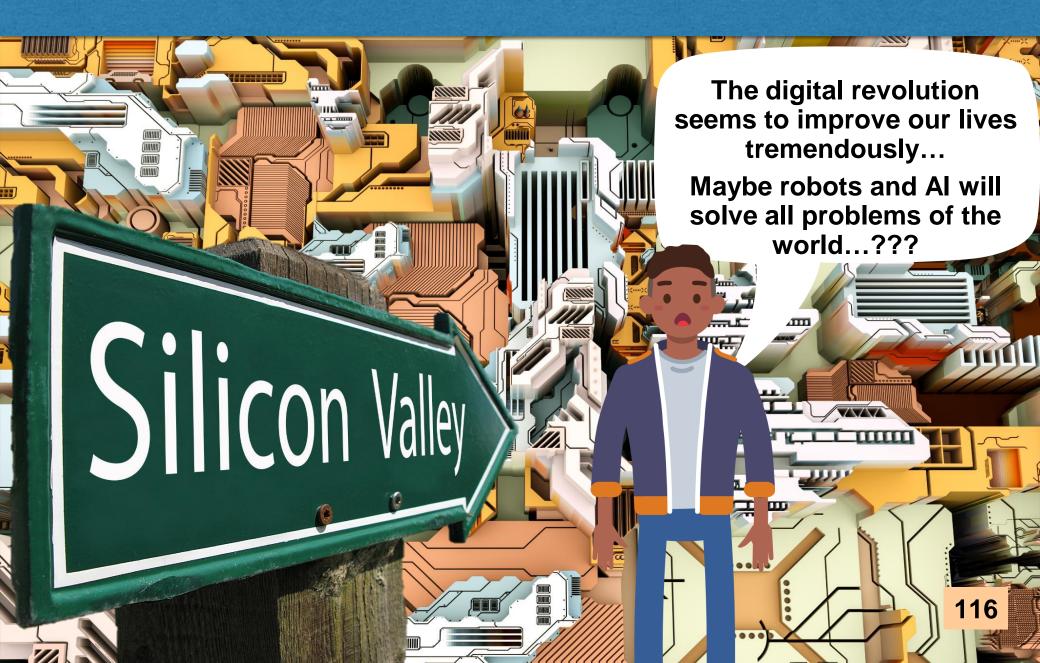


... and the kids reflect some more ...

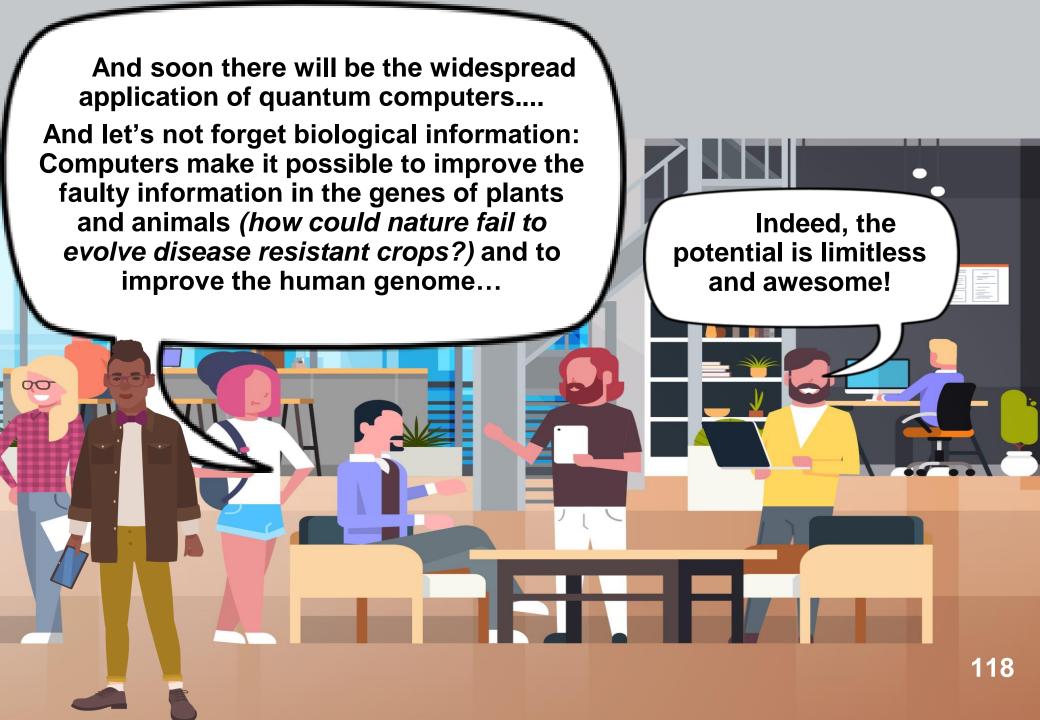


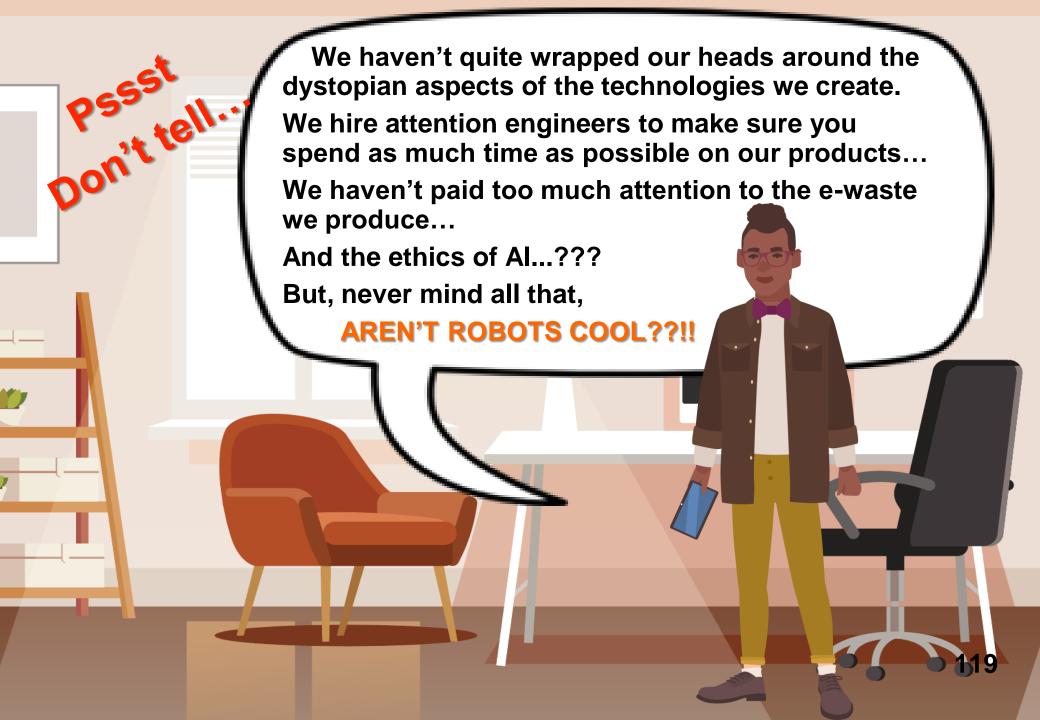


And so the kids move to meet some techies...

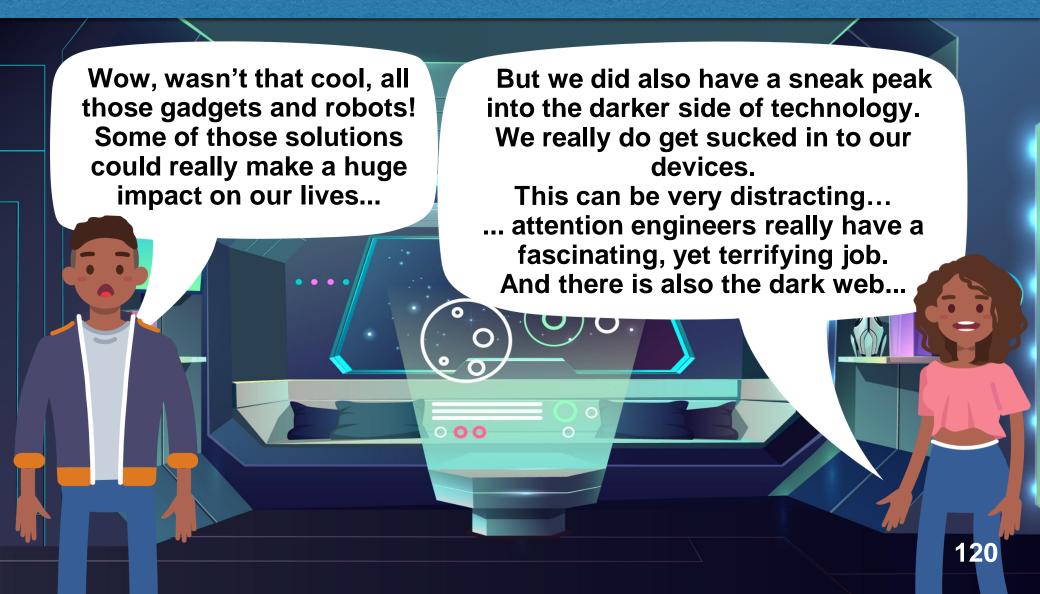








The kids are very excited about the power of information technologies



Just as the kids begin their reflection, one of them got the following message on her laptop.....



those silicon valley suits have no idea how powerful technology is... and what it could be... we need less surveillance... more transparency... everything should be free for all to consume and see... sure hacking is seen to be bad... but don't forget how powerful we hackers are... we can tamper with elections... bring politicians to the floor... expose just about anything about anyone... is it moral?... well perhaps more moral than corrupt governments...

The kids reflect on the influence of TECHNOLOGY...

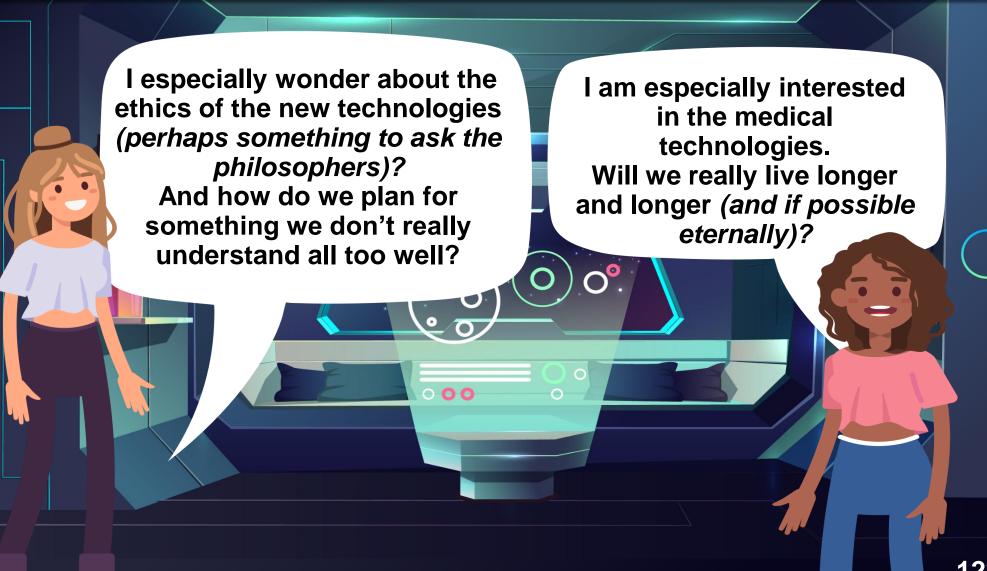
Information manipulation, cyber crime and the potential of cyber warfare are very real....but information technology has also been used to expose some pretty serious crimes.

And what can be done about the e-waste...

... and the awful working conditions of those who produce our gadgets in the poorest areas of the world???

Also, we have not yet explored block chain and what it could mean for changing our finance system, or for encouraging whistle-blowing (which could maybe transform our political system?).

... and they reflect some more...





Apropos medical technologies: "We will vaccinate 7 billion people" (Bill Gates) ...

... with insufficiently tested RNA and DNA vaccines.....???

and combining
surveillance and medical
technologies (like chipping 7
billion people ?)...

... to keep them in permanent lock down with Big Brother (nay, Alexa) watching?

PS: THE ULTIMATE DYSTOPIA

Imagine that you have a smart
Imagine in your brain and anyone
phone in your brain and anyone
can send you anything they
can send you anything the
want (like 24/7 hearing the
want (like 24/7 hearing the
music you most hate or seeing
music you most fear) and you
spiders you most fear) and you
can't switch off !?!?

... and there is more to reflect on ...

And we have not even begun to explore other technologies, such as fracking and other energy technologies, new materials development and the latest weapons of mass destruction!

After all, technology is not just about manipulating information!

We should also ask the military about biological, radiation and weather weapons and the use of outer space!





BOOK STORE









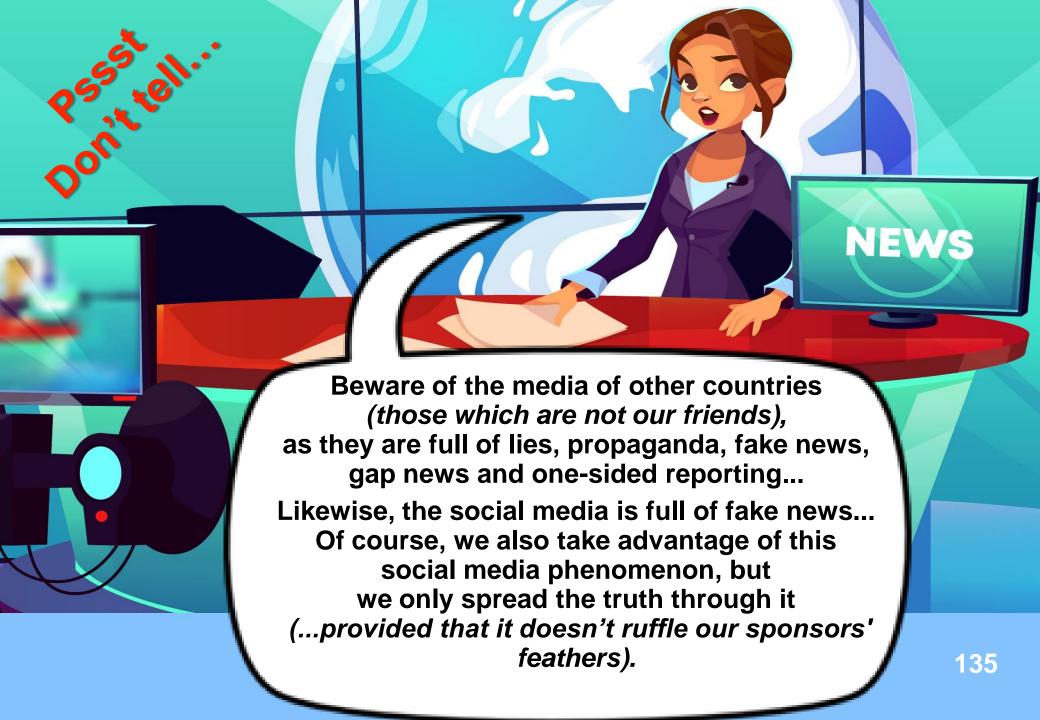
The kids realise that the artists are very powerful in spreading messages far and wide...











The kids also meet the independent, alternative and social media...



cancel

Social media is not as free as we think. Only two groups of actors are sure to have good access to social-media data: One is the online giants (like Facebook and Google). The other is governments (and their secret service agencies). The social media (like other forms of technology) influence politics in two ways: On the one hand they are making societies more democratic. On the other hand, they also provide those in power with new tools of control, making societies more totalitarean!

A last century concept?

Increasingly, some of our favourite alternative media (which we regarded as quite balanced and neutral) have been censored or deleted by you tube, facebook, etc...



CENSORED

... you'll be next, if you express your opinion and it deviates from the mainstream... ... of course, we live in a DEMOCRACY of course, there is freedom of speech...



cancel

cancel

And PRIVACY?

The kids also speak to the media consumers...



... and they learned...

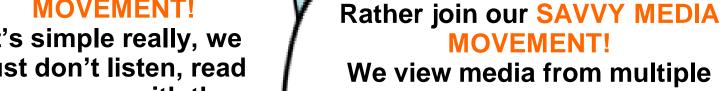








It's simple really, we just don't listen, read or engage with the news often, if at all...



sources, from different countries, local and international, independent, mainstream and alternative...

How lazy! Don't do that!

We make up our own minds about what we do and don't believe. Although we still can't know what is true, we try to make sense of it all. We try to find out with logic and common sense.



The kids reflect on the media ...



... and they reflect some more...

Can the repetition of an ongoing stream of a-contextual bits of news items really convey the truth and be regarded as meaningful information...?

EXERCISE learn?

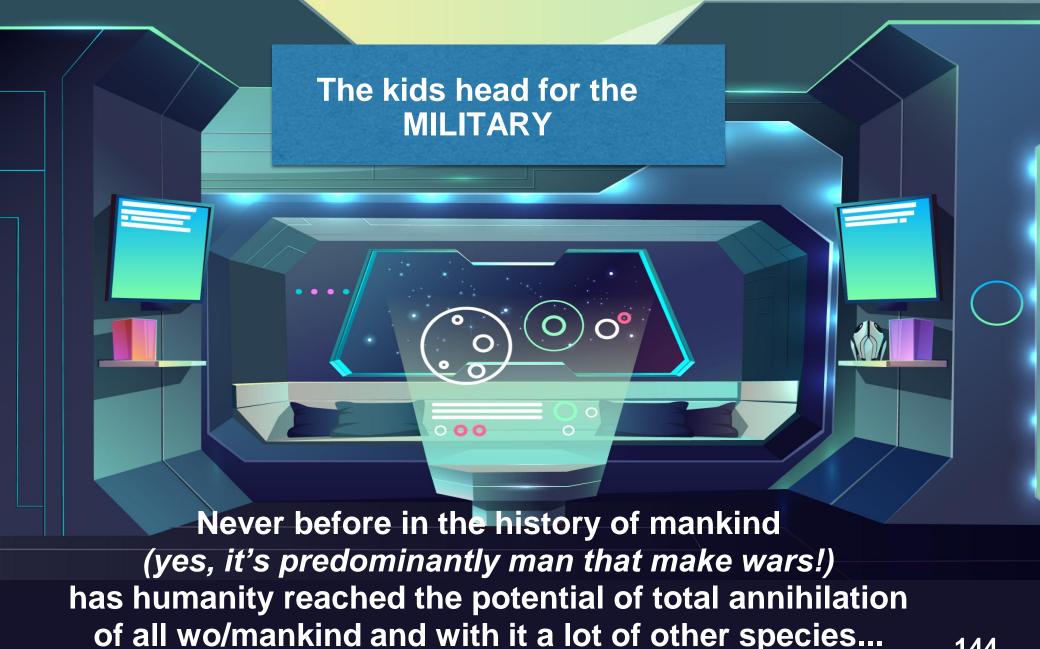
Nhat did you learn?

What is your experience?

What is your experience what is your experience.

2. Research:
about this topic.

It is difficult to say what is fake and what not, which sources are lying and which not? Who and how can this be evaluated and judged? Whom can we still trust?



... several times over.

144

The kids are deeply concerned about the unprecedented global militarisation.

It could end in a few minutes of spectacular fireworks.
And after the mushroom clouds have settled?
Darkness and ashes.
Dust to dust....
Total annihilation.
The solution to all of

humanity's problems?

Why not the military of the most powerful nation in the world, the USA?

Its military expenditure is double that of the next four largest spenders together.

This is definitely mainstream!

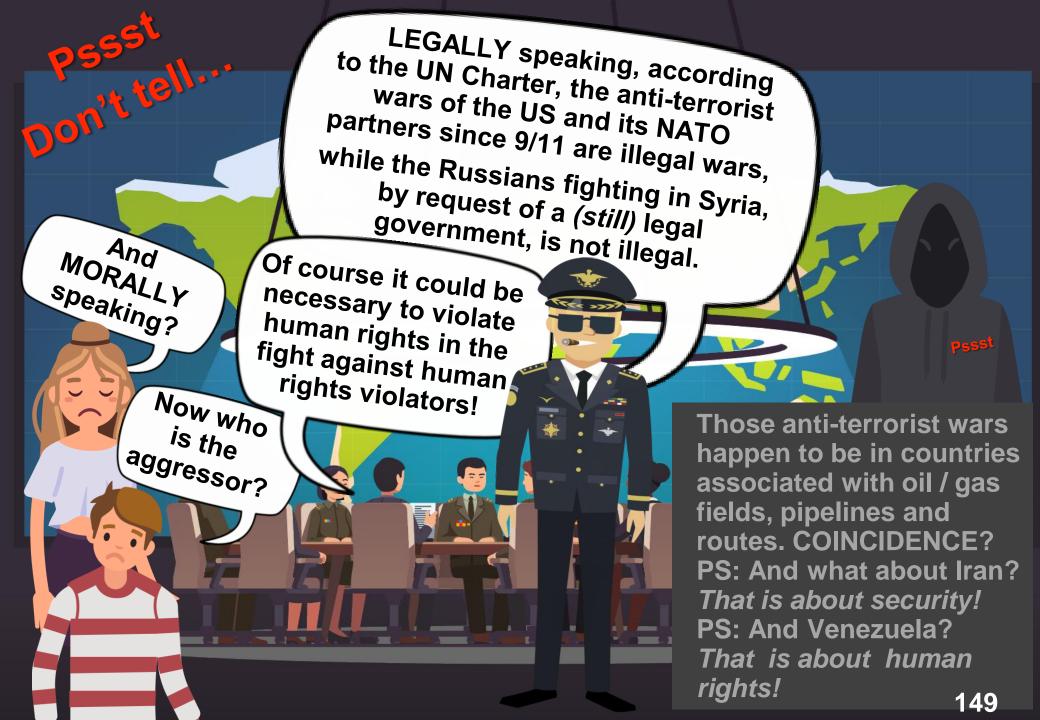
Surely, no one can want that! So why this militarisation?
Whom to ask?

Dear military:
Why do you
make so many
wars?









And what about the terrorists.....?





The kids reflect on what they had just heard...



The kids ask in desperation





.....they visit some leaders from Greenpeace to find out about environmental problems and solutions...



Species disappear in the sea because of unsustainable fishing and pollution.

The rivers, lakes, sea and rainwater are polluted, as well as the land and the air we breathe.



Toxic chemical and nuclear waste are dumped on land, in the sea and air.
They enter our bodies through the food chain and destroy our health.

Nuclear power stations and military nuclear installations are ticking time-bombs.





PEOPLE, raise your awareness!

Stop consumerism, realise that less can be more.
Stop offenders, punish them, boycott them, don't buy their products.

Stop corrupt governments and politicians, greedy and uncaring businesses financiers, bureaucrats and bought scientists.

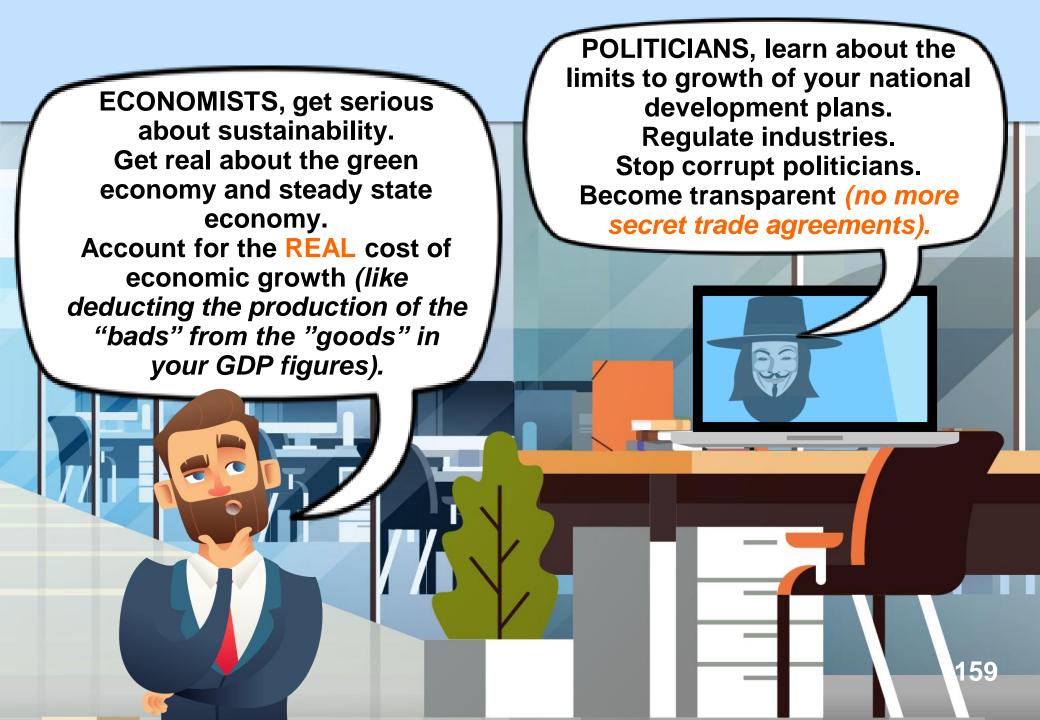
Shun the governments which don't sign nuclear and environmental treaties.

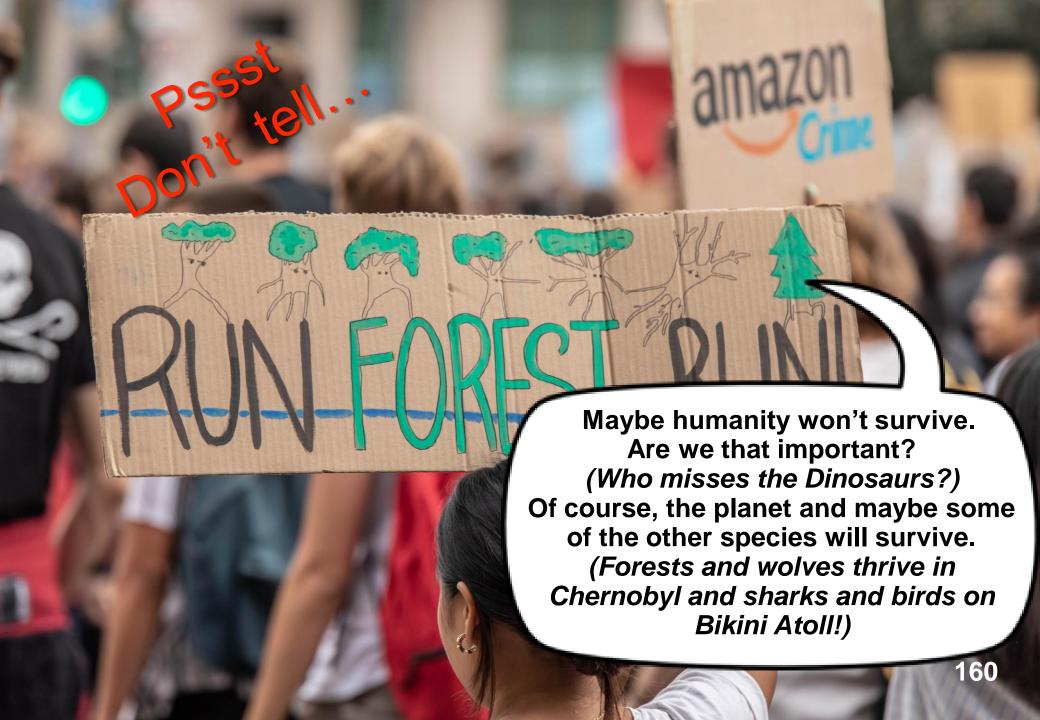
Demand strict controls of the polluting industries.

Make industries liable and pay for the damage they cause.

MEDIA, tell us the TRUTH of the total state of affairs about the impact of our economic activities on the planet (like resource use, pollution, destruction of eco-systems) and who actually pays for it.

158







....and the kids explore the apparently biggest threat of all....

CLIMATE CHANGE IPCC climate models

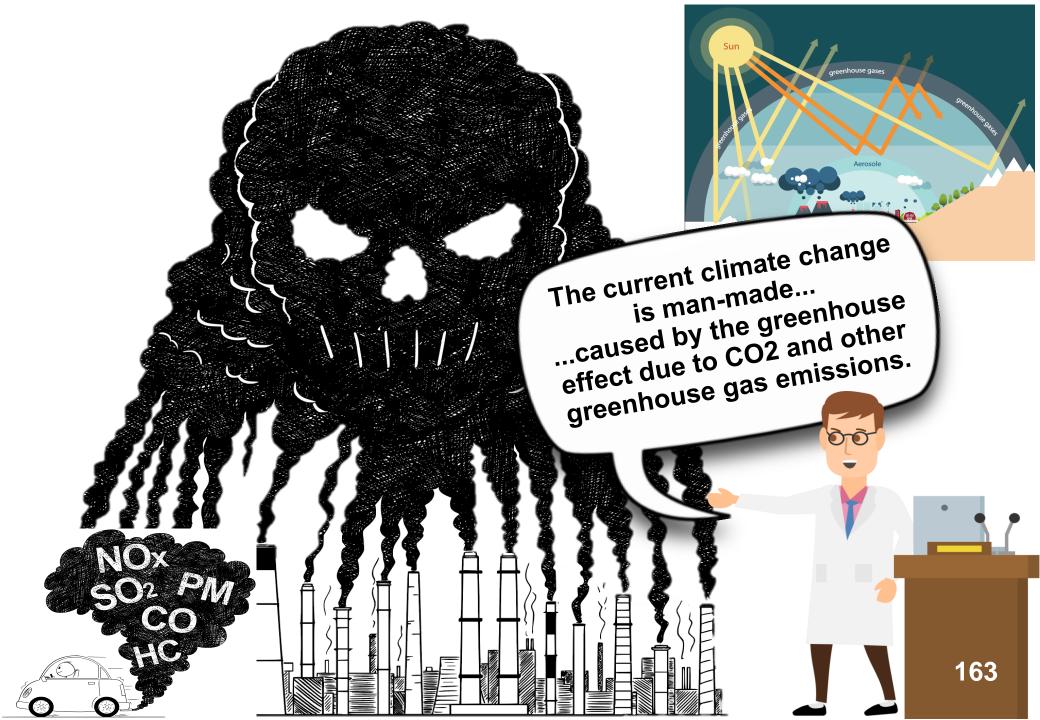














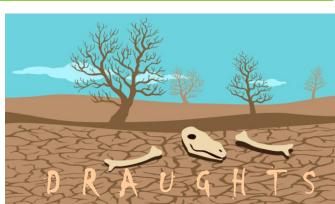












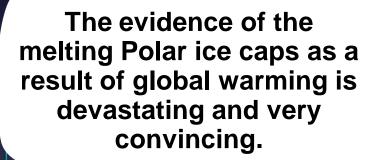




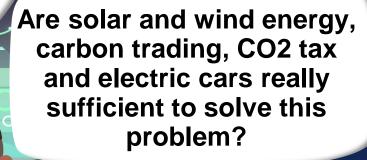




The kids reflect on the devastating evidence and the proposed solutions...



If this is due to greenhouse gas emissions, what can we do to stop or even reverse it?



Pssst Don't tell....

Global shipping emits
more CO2 than all
more CO2 than all
cars of the world and
the US military as
the US military as
much as an average
sized nation.

The green deal investment
plan of the EU for the next 10
plan of the EU for the next 10
years is one trillion Euro.
years is one trillion Euro.
Rock
The EU appointed Black Rock
The EU appointed Black Rock
to advise on environmental
to advise on environmental
rules for banks.

THE CONVENIENT
TRUTH
is that CO2 trading is
great business for
business and
that a CO2 tax is a
continuous source of
income for
governments.

The kids start to panic and begin to search for alternative views... Is there another Panik! perspective on climate change? Panik! Panik! 169

... and they meet critical (mostly greying) scientists...



We regard climate change as a natural phenomenon.

The planet came out of an ice age and therefore the earth is warming now – as it always did.

Based on historical evidence, we dispute that CO2 is MOSTLY responsible for the current warming phase.

We object to the apparent scientific consensus on ACC (anthropogenic climate change, or man-made climate change).

We deplore the absence of an honest scientific debate!

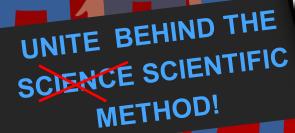
We object to the commercialisation and politicisation of climate change and the media hype.



Can you explain the difference in the scientific approach? YES, we MUST unite behind science, BUT by adhering to the scientific METHOD in the pursuit of TRUTH and with an open scientific DEBATE!

The APPARENT scientific consensus that 98% of scientists agree on an ACC (anthropogenic climate change, or man-made climate change), seems to be based on a study by Cooks et al.

The categories of this study have been manipulated to produce the consensus.





THE STUDY by Cooks et al. (2013)

Of a total of 11 944 studies investigated, 7970 did NOT mention ACC at all, and were therefore discarded.

Of the remaining 3 974 studies, only 64 claimed an ACC influence of more than 50%, while 9 papers denied any influence at all.

The remaining papers were put into somewhat unclear categories, whereby 3832 papers explicitly or implicitly endorsed an anthropogenic influence without quantifying it and 69 talked of a minimal influence without quantifying it.

Wrong conclusion: "There is agreement that the current climate change is mostly caused by human activity."

Right conclusion: "Human activity has some influence on climate change, but we don't know how much."

Do your own calculations:

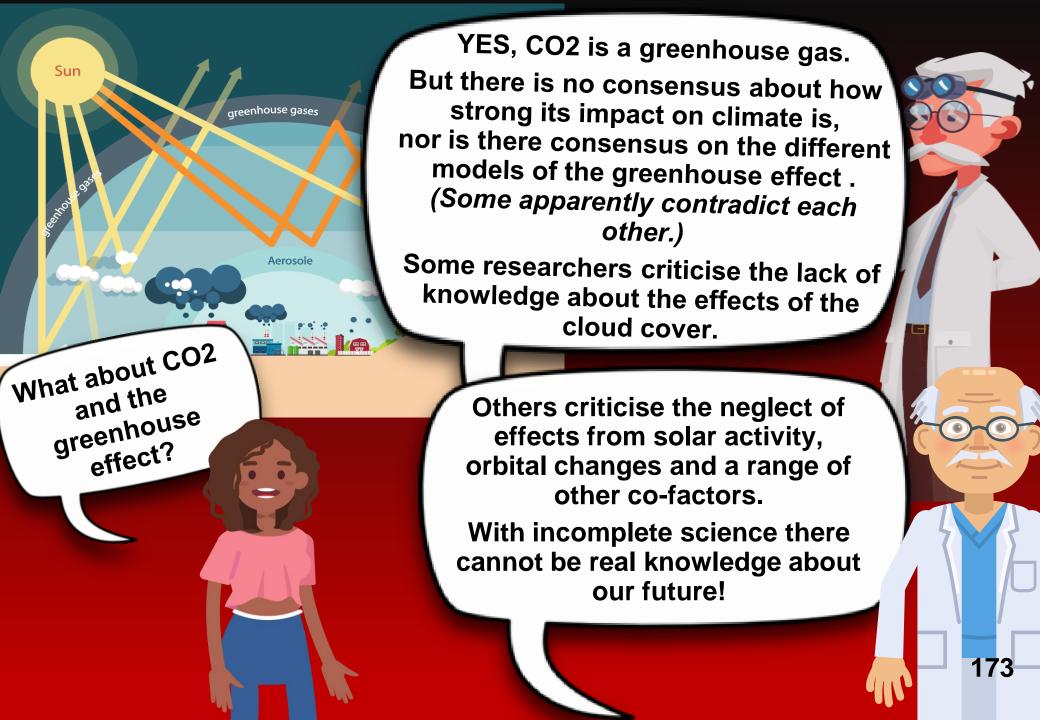
Yes, you get the 98 percent if you ignore the 66,7 percent of papers that did not mention an ACC.

If you were to take the 64 strong endorsers as percentage of the total of 11 944 papers.

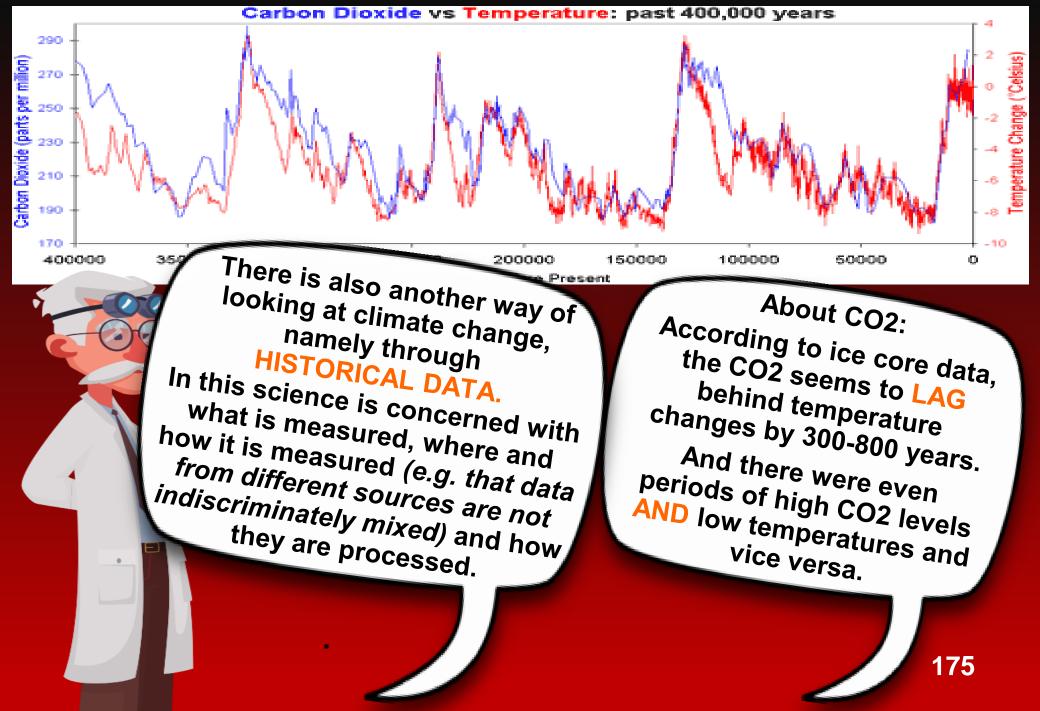
AHEM!?!



172





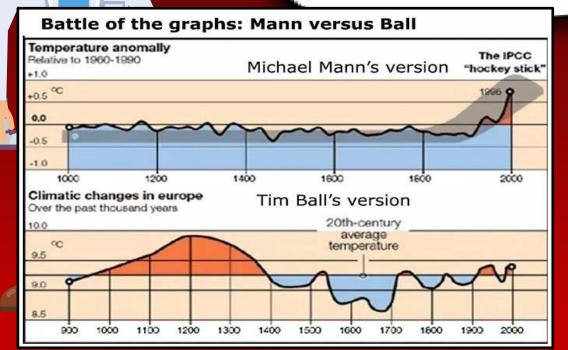


What about the frightening global warming, depicted by the famous hockey stick?

Is it getting hotter and by how much?

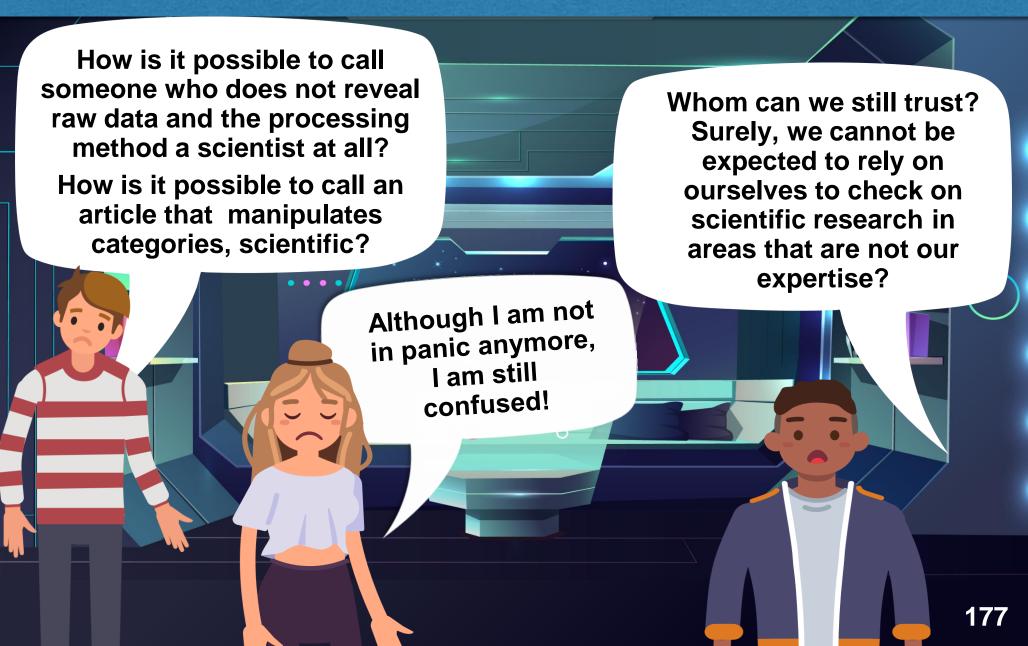
Are the current temperatures unique in the history of the earth?

Behold the famous "battle of the graphs", which was waged in a court case for some years. The case was eventually dismissed, because climatologist Mann (of hockey stick fame) refused to reveal his raw data to climatologist Ball (and the court) and claimed the processing method as personal IP.

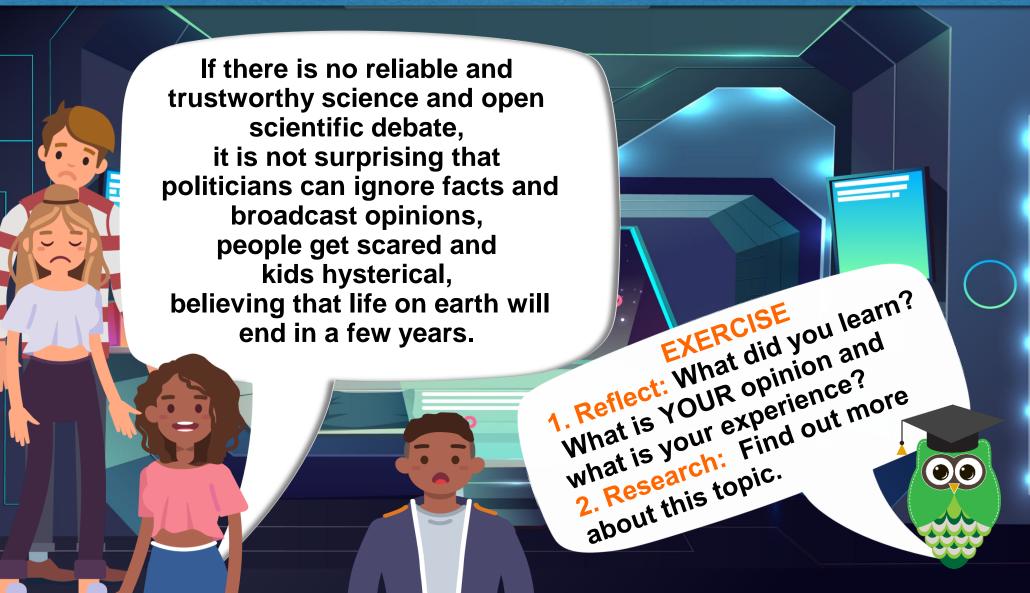


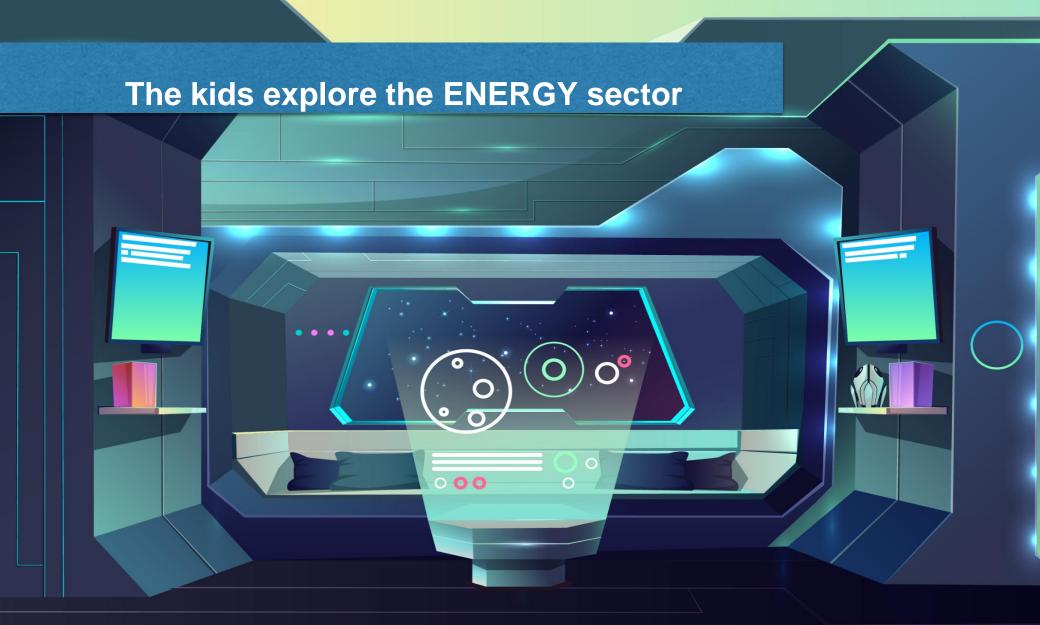


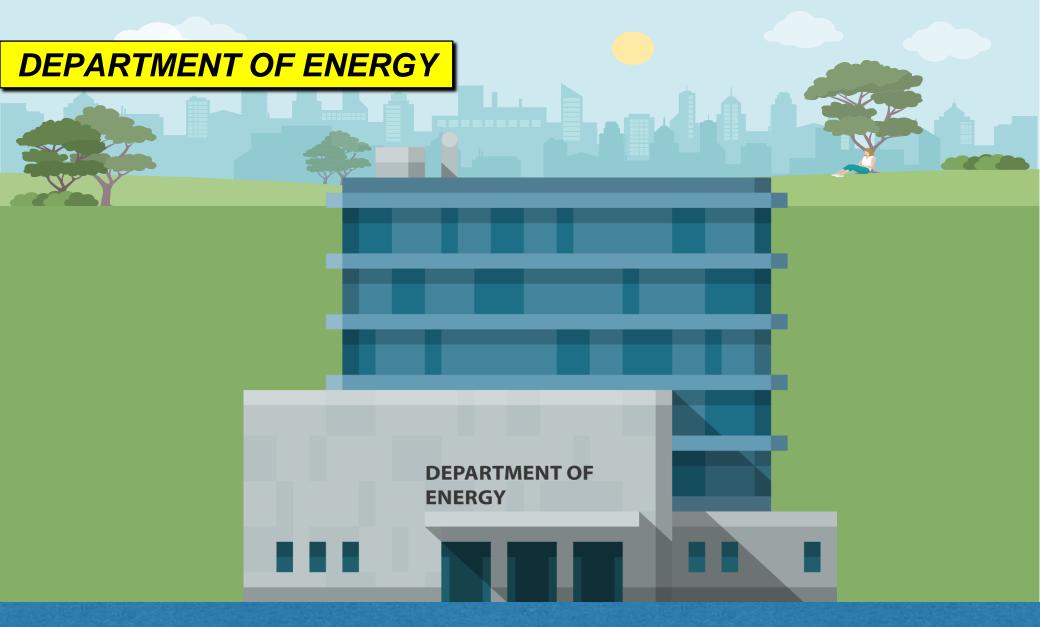
The kids reflect on the different perspectives...



... and there is more to reflect on...







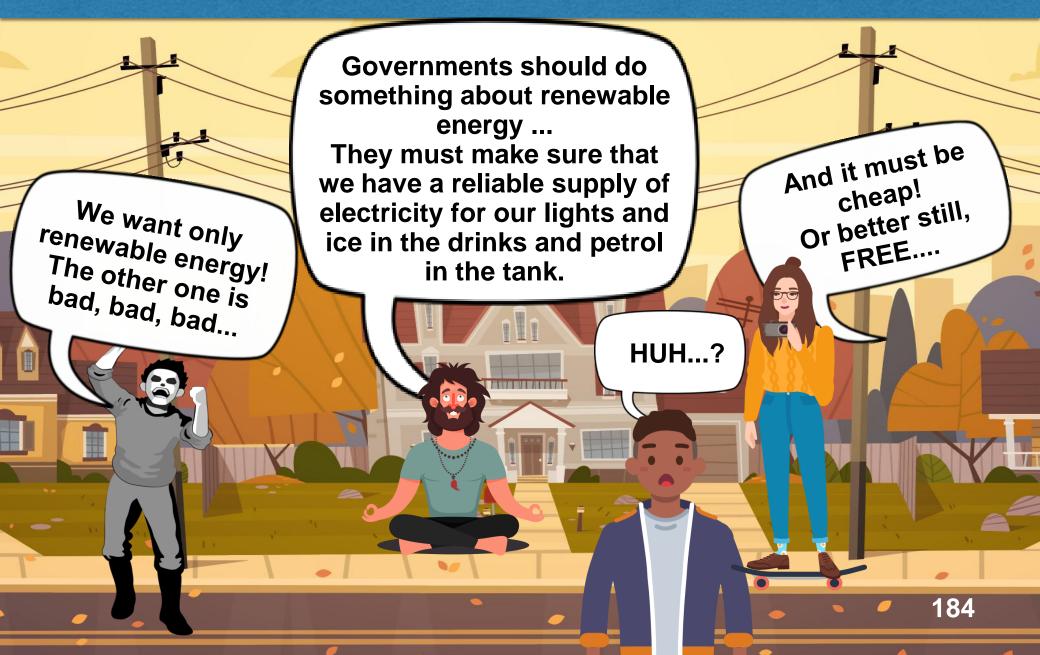
They talk to the energy experts on how energy can solve our problems...







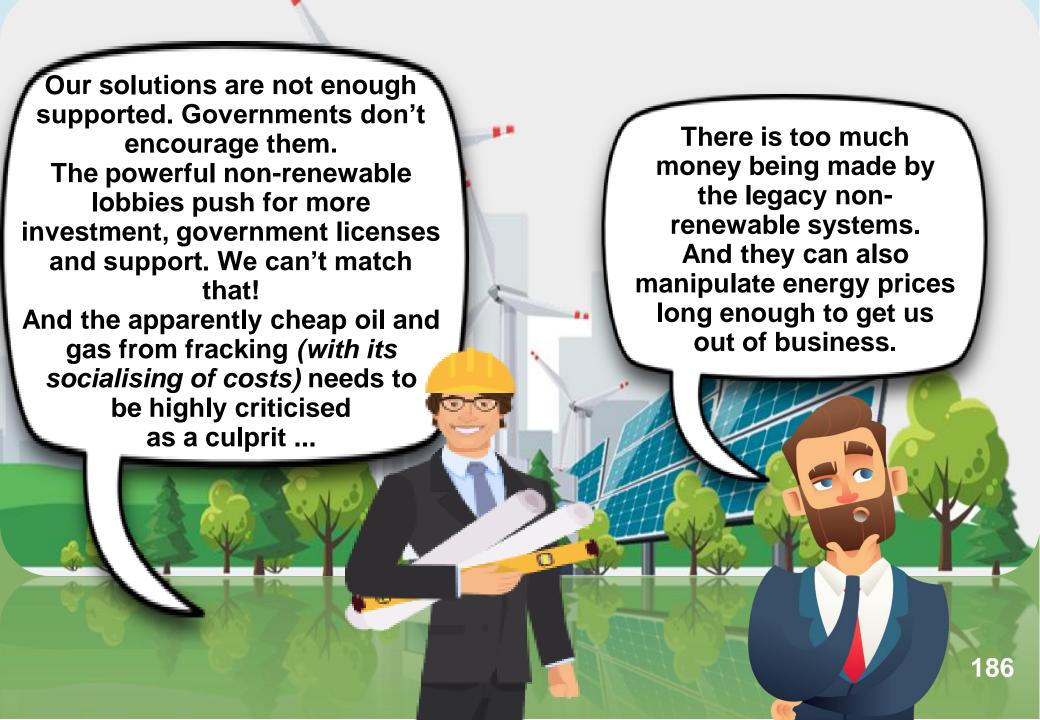
The kids also interview some energy consumers...



The kids also explore the renewable energy sector...

We are deeply frustrated.
We assure you that we have the solutions for hundred percent renewable energy NOW and that the solutions are economical.

So why are we so far from a totally renewable energy industry?



Pssst, Don't tell...

Lack of supply chain planning results in wind generators and solar installations being switched off when the wind blows and the sun shines!

Of course fracking is cheap, if the cost of the side-effects on water, health and environmental destruction is left to society.

(Didn't we hear about this type of capitalistic socialism before?)

And the Greens conveniently forget the truth about the mountains of batteries, solar panels and windmill blades when they have to be discarded...

...and those windmills are UGLY, UGLY, UGLY!

The replacement of real forests with windmill forests? We could paint them green!

The kids reflect on what they learned about energy...

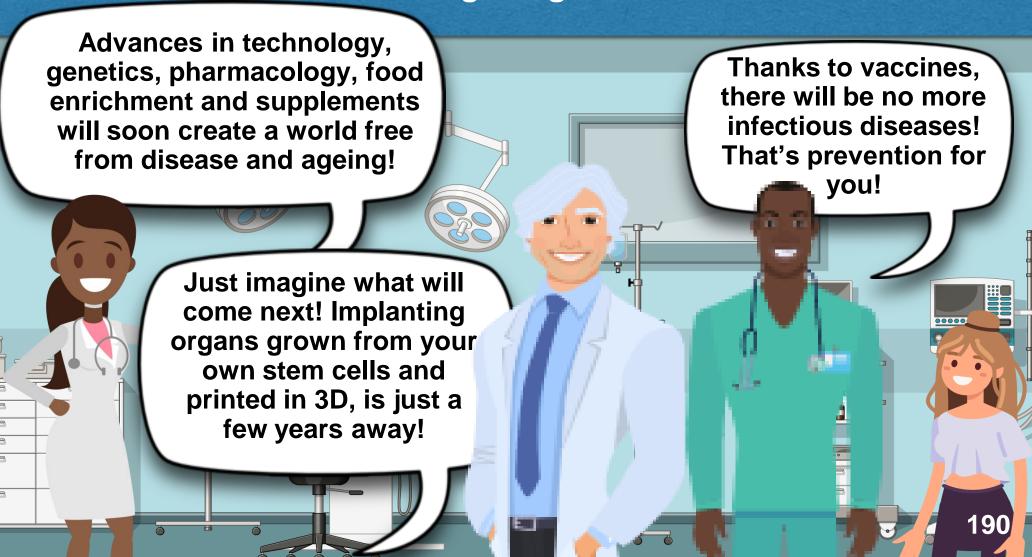


The kids explore MEDICINE

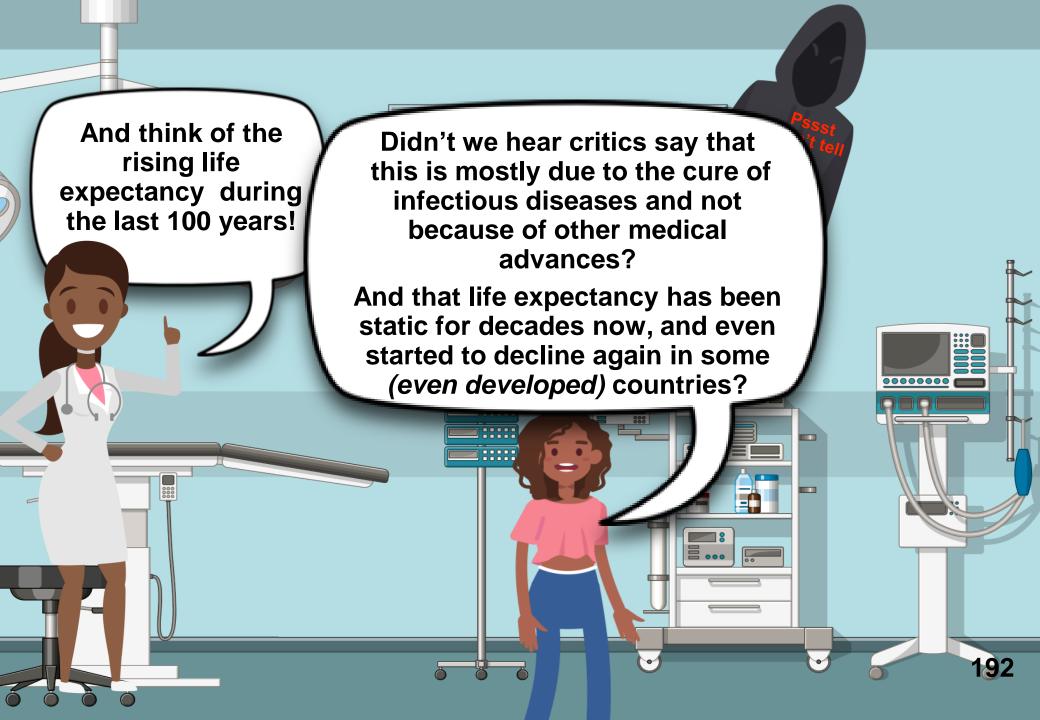
The kids are exhausted and ask the medical profession how to solve medical and medical system related problems... and maybe get an energy boost....

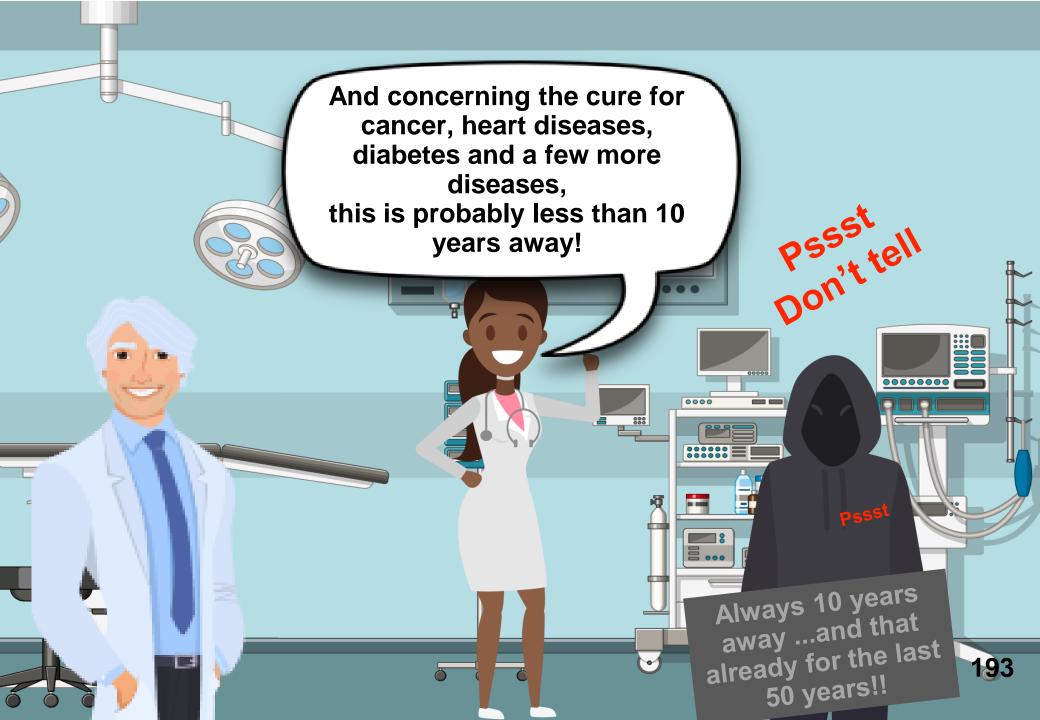


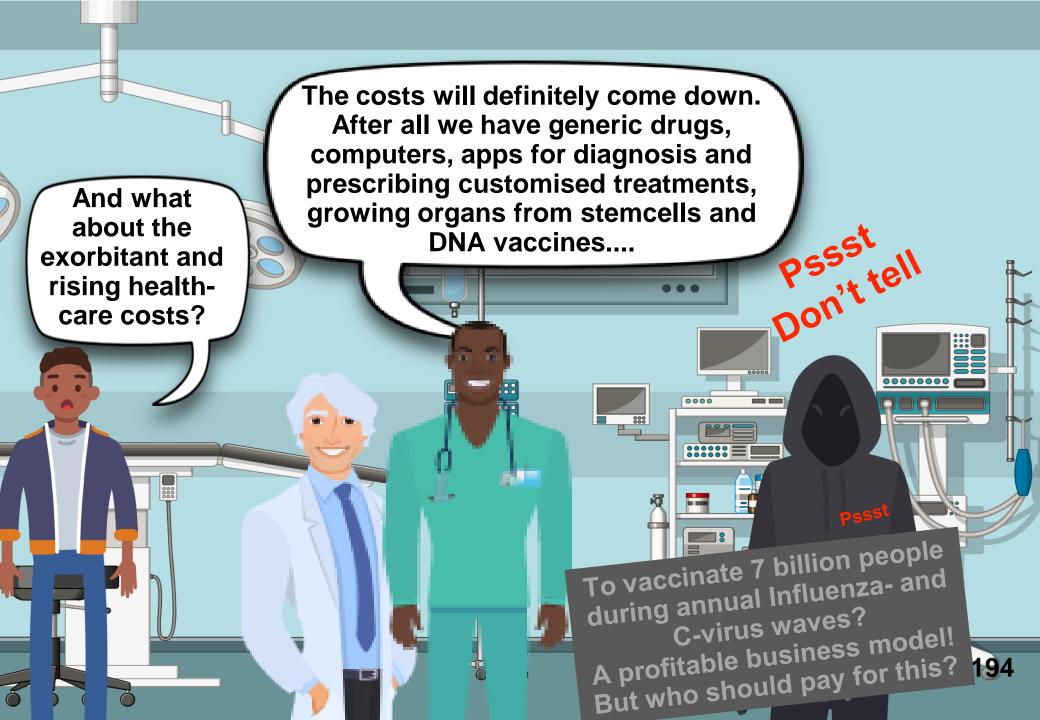
After some initial research, the kids realise that medical costs are huge and rising, while death rates remain mostly constant. The top causes of death are from lifestyle related diseases. We are getting sicker...

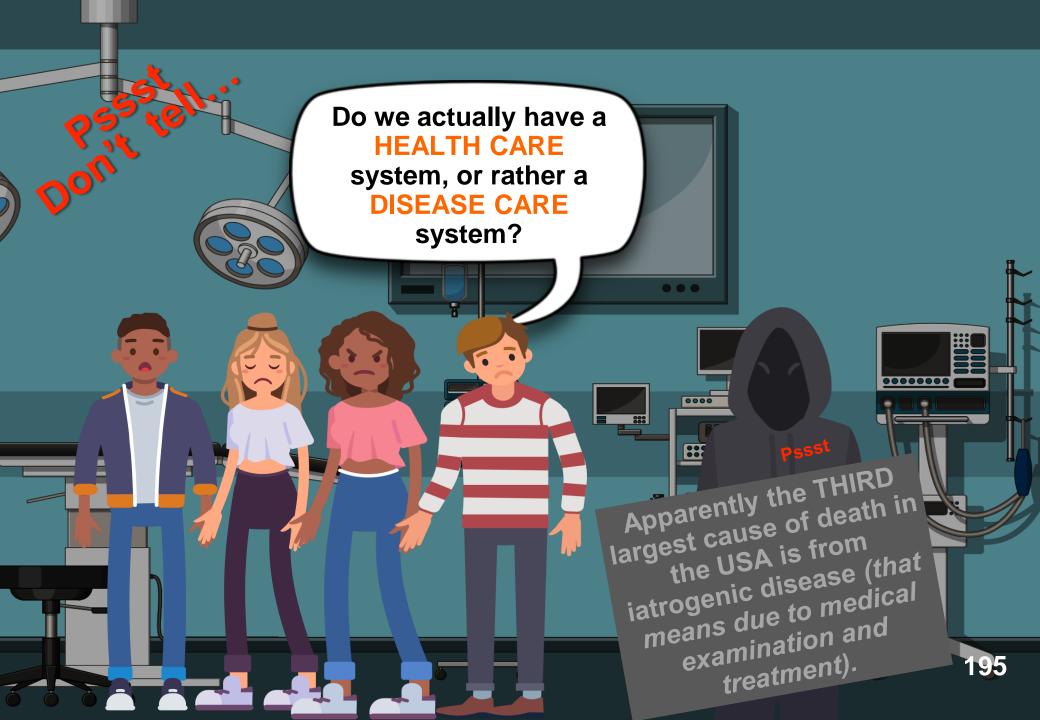












Then the kids visit the medical ALTERNATIVES and are overwhelmed. So many different approaches from ancient Chinese and Ayurvedic traditions to herbalism, homeopathy, energy medicine and faith healing (beyond the medically recognised placebo).

There are also computer-based approaches and quantum technologies for diagnosis and treatment, that work with subtle energies, electro-magnetism and photons.

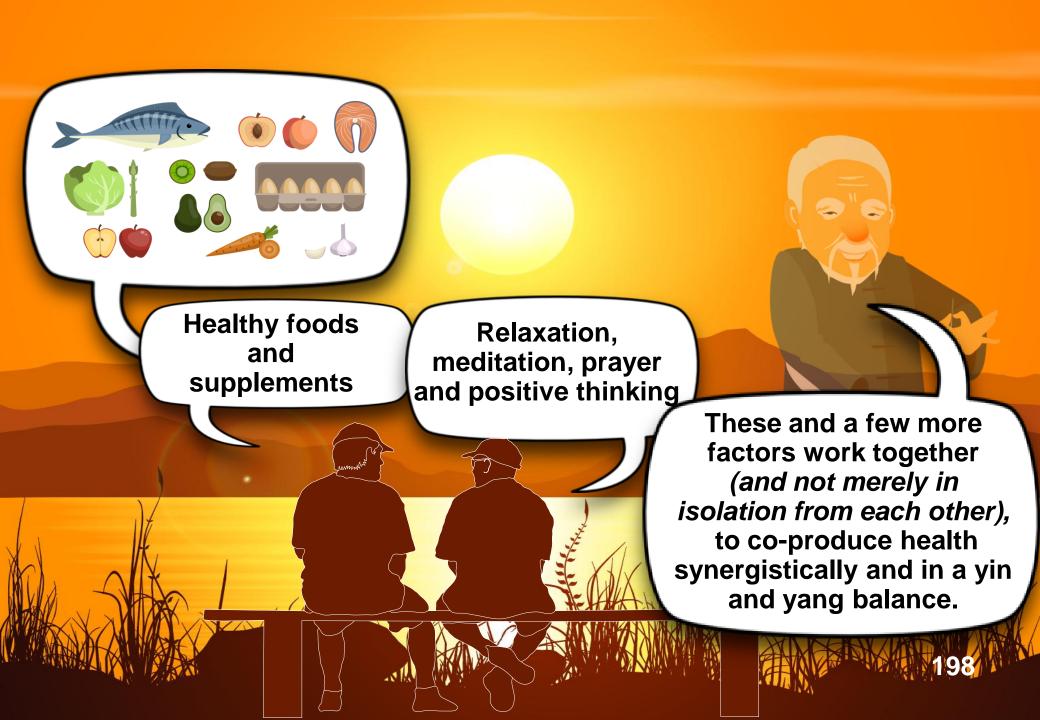
And there are ever so many alternative approaches to specific diseases (including treatments that our grannies already used successfully).

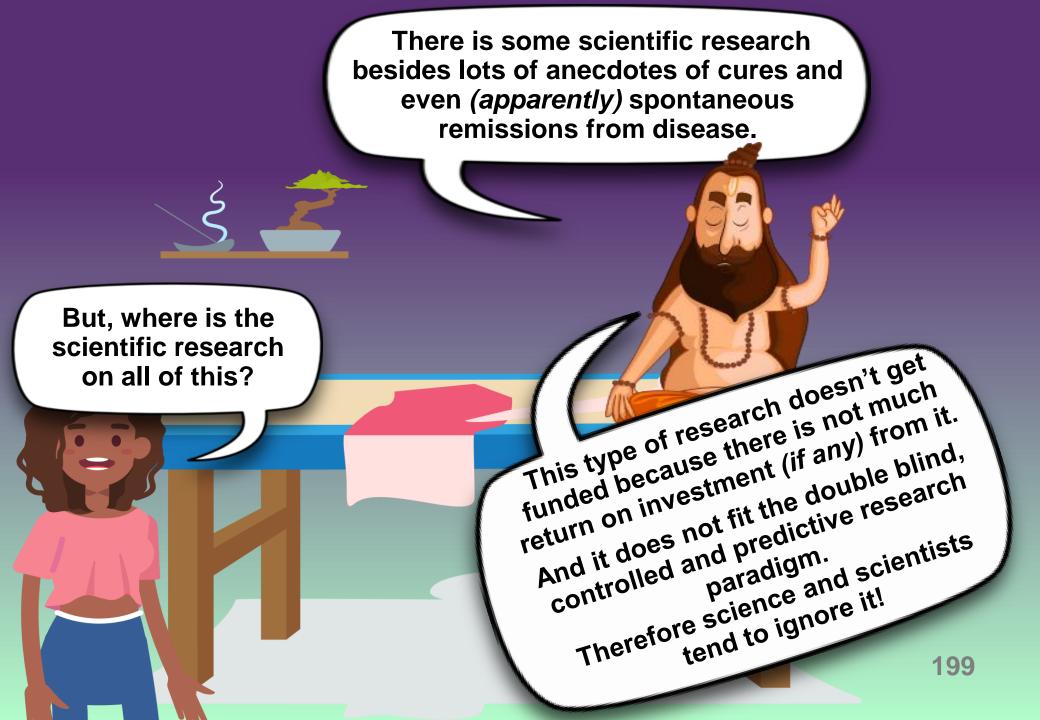
AND ALL OF THIS WITHOUT THE DREADFUL SIDE-EFFECTS OF SOME OF THE MAINSTREAM MEDICAL TREATMENTS!

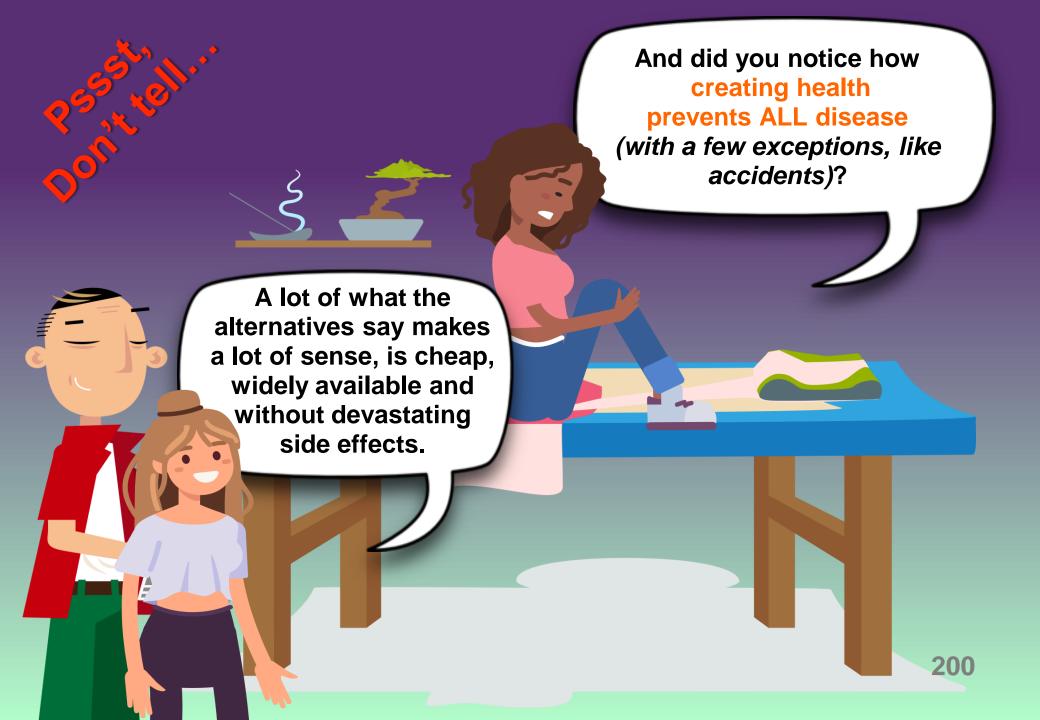
And yes, they also encounter the weird (derivatives of the cure-all snake oil!).











The kids reflect on what they learned about medicine...

Is medicine another area of life in which alternative solutions are being ignored, while unsustainable legacy systems are being maintained and make lots of money for their investors ...

And who should do something about it and how?

psssignary tell...
...ever heard of personal responsibility?

EXERCISE

1. Reflect: What did you learn?
What is YOUR opinion and
what is your experience?
2. Research: Find out more
about this topic.

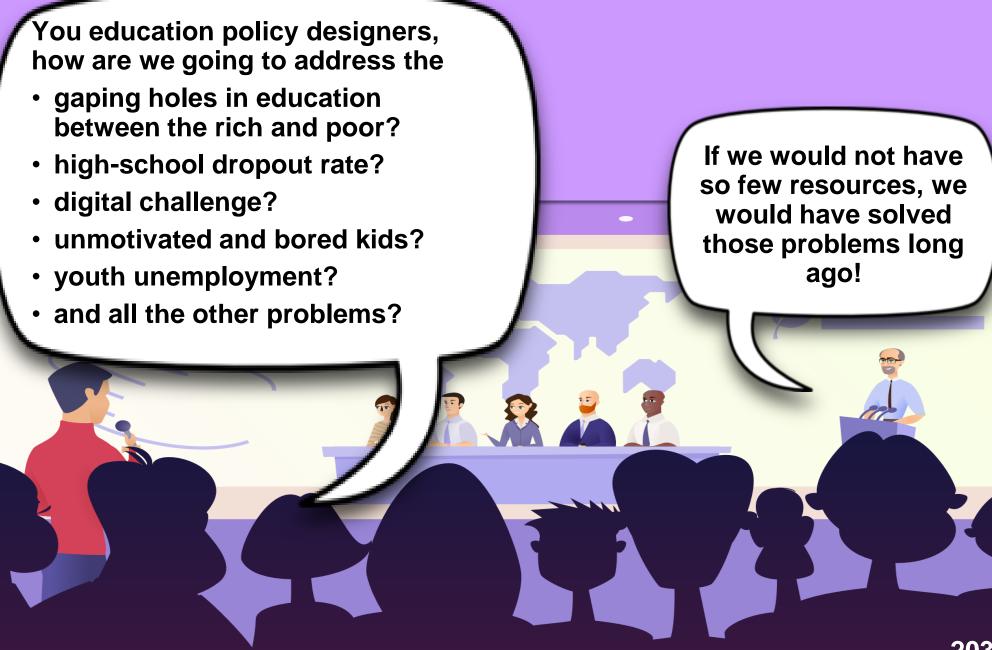
....while the cost of their negative impact is carried by society which doesn't really get any healthier?

The kids explore EDUCATION...

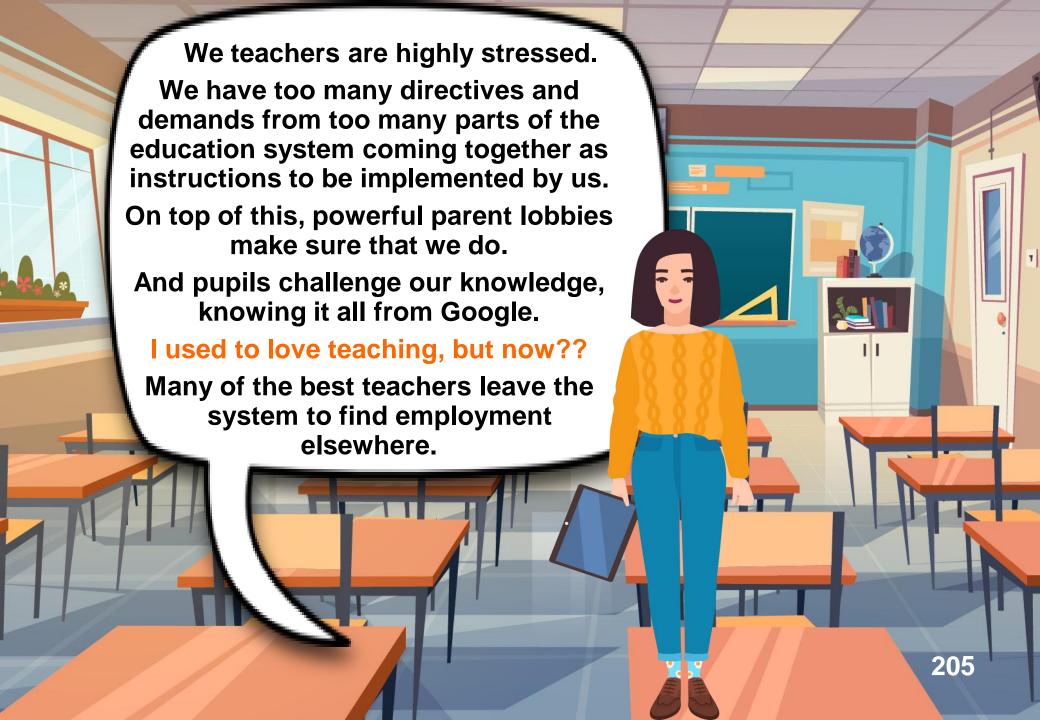
Being pupils in the education system, the kids look forward to meeting the education experts and attend a conference on education policy!

This is also the last stop on their epic journey...











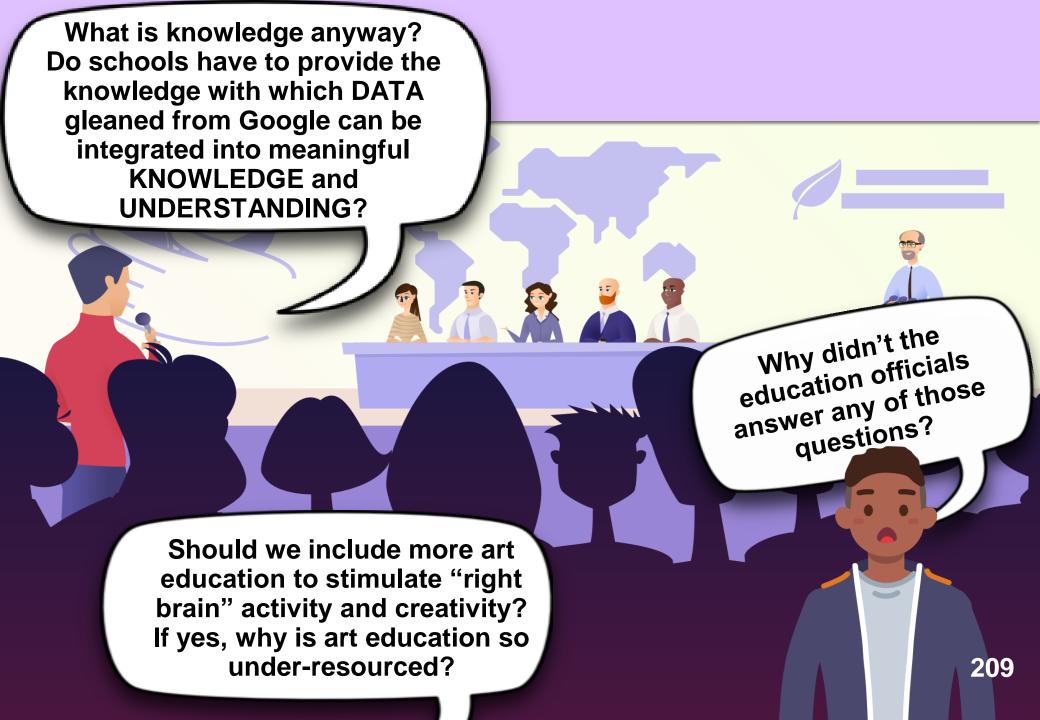


Who challenges the relevance of the curriculum when apparently all knowledge is available with a slide of thumb?

OR IS IT?

Who is responsible for the curriculum?
(Only the policy makers seem happy with it, except for making minor updates from time to time).

Does the curriculum and the whole education set up meet the realities of BRAIN / MIND FUNCTIONING?



Pssst Don't tell ...

An education system based on rote and prescribed minimum standards cannot develop the unique talents and interests of students!

...nor can a system
that allows kids to explore,
but doesn't provide
frameworks for and
guidance in
evaluating the researched
material!

...nor can a system in which kids are herded through the curriculum according to their age instead of their unique capabilities!

...nor can a system
in which kids who speak
different home languages,
or have special needs,
sit in one classroom
throughout their education.



The kids explore alternative education and learn that....

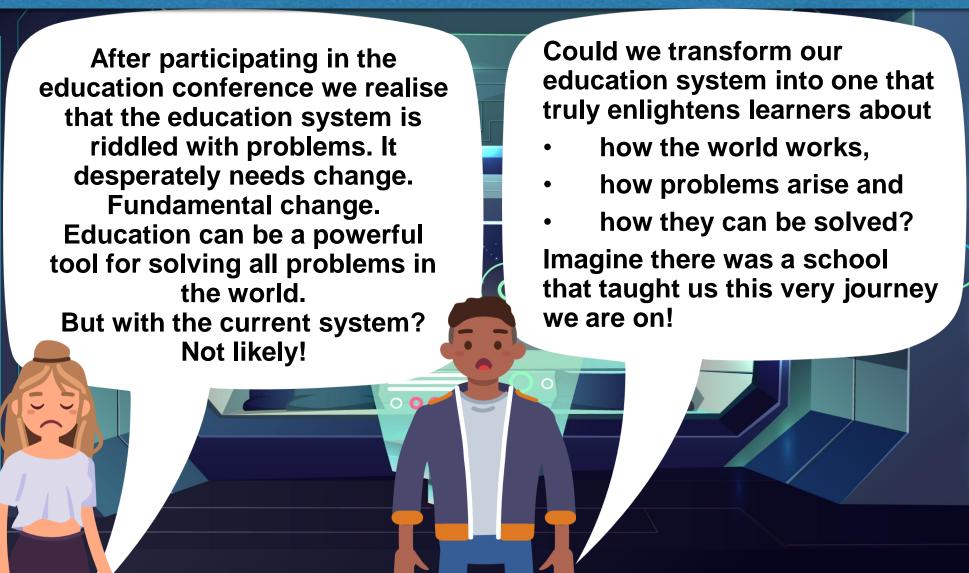
...there are many alternative education approaches available (such as Montessori, Waldorf), which have a lot in common with remedial education, such as

- a personalised curriculum
- negotiated individual progress
- close working relationship between teacher and pupil
- collaborative group work and mutual support
- a w/hole-brain approach
- learning through exploration
- learning through teaching
- etc.





The kids return from the last stop (and last hope) of their journey... and reflect on their experience with educationists



...and they reflect some more...

I am good in some subjects and bad in others.

Wouldn't it be nice to work on each subject with others who are more or less on the same level than I, never mind what age they are?

I wonder why nobody suggested to progress pupils according to subject knowledge (so that a pupil is in a different class for each subject), instead of forcing them to learn the same content at the same time, which is too slow for the more talented and interested in a subject, and too fast for those who are not and who therefore never quite catch up.

And of course for some subjects (like art, ethics and music), we can all be together in the same class according to age.

... and more reflection ...

In many countries,
the majority of school
leavers can't get a job..
Whatever will happen to
them (and us)?
And what is the purpose of
education anyway?

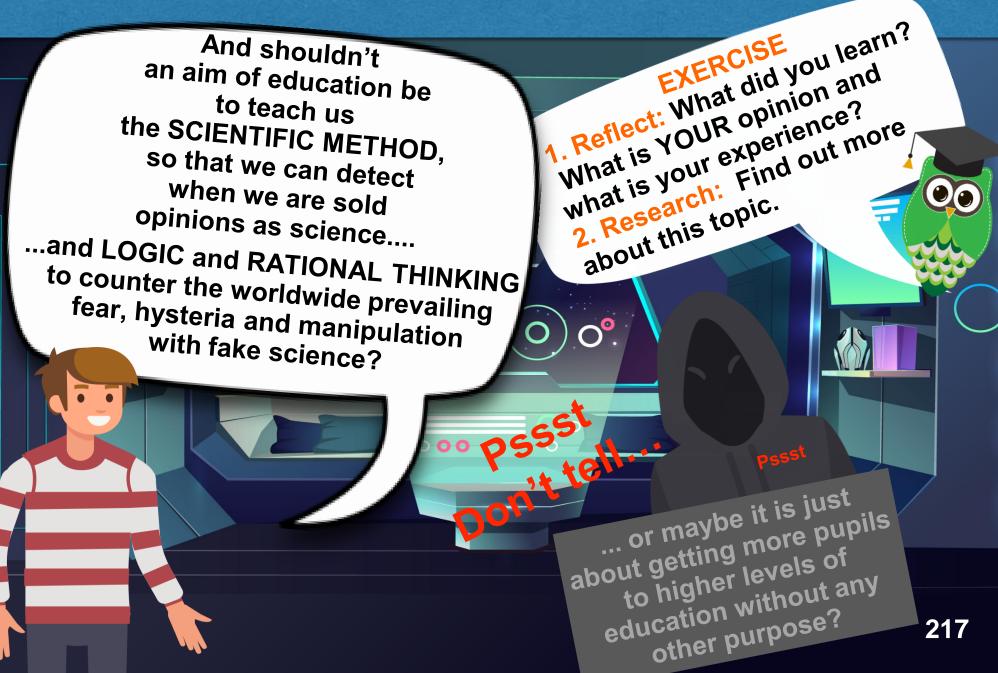
I think that one of the aims of education should also be to give us an overview of the different scientific disciplines, so that we know how everything fits into a larger picture.

After all, we can always google the details...

Surely the purpose of education is not to prepare us for a job (especially since the technical progress creates continuously new jobs)?

Isn't it rather about developing our potential?

... and more reflection ...



And so the adventurers complete their journey.
Having spoken to so many people,
they feel now rather overwhelmed.
At the same time they know that they have missed so many other perspectives.



But, it is time to return home and make sense of it all

