



# **Jamaican Youths Innovating at the frontier of Liberty, Choice and Creativity**

Deliberately Engineering A Legacy And Future Of Globally Successful People Beyond Vision 2030

By Christopher C. Green

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# To Gaviani Green and friends: enjoy the magnificence of life

## THE VISION:

- Empowering the creativity of Self-Directed Jamaican Youths beyond the “limitations” of Government, Religion, Business and Ideologies.
- Breaking the shackles of Colonial Systems and practices inherited via slavery – *exemplified by Bob Marley, Nelson Mandela and Martin Luther King.*
- Jamaican Youths Innovating beyond hopelessness, disability, morality and enslaving lifestyles to the frontier of Liberty, Choice and Creativity.

## Stemming From A 2014 Invented Possibility?

On October 1, 2013, I submitted my initial research to the Ministry of National Security, on the heels of the initiative (launched December 5, 2013) for citizens to “Unite for Change”, and normalize the society towards anti-crime behavior. On January 8, 2014, the Landmark Worldwide graduate body in Jamaica (founded by Donna Duncan-Scott and led by Vintoria Bernard) mailed my Possibility Postcard entitled “Landmark Be Extraordinary” and it reads:

“2014: Possibility of Being Creativity. See transformation of Jamaica from Crime to Freedom, Wealth, Productivity, Joy and One Love.”

Creativity is innate; hence this possibility essentially seeks to awaken the “agents of creativity”:

Can you observe, adapt and govern your life of success by unlocking the design of your own instincts, socialization and conditioning? Be Awakened!

## Can You Invent The Possibility Of “Being Of Help”? Sure!

There is no requirement to agree or disagree with this act of sharing Love, Joy and Peace. The information contained may help you or someone else.

# Lobbying Stakeholders For Human Progress And Creativity

January 20, 2016

Leaders, Citizens, Friends, Visitors and Well Wishers  
Local, Regional and International Partners  
Of Jamaica Land We Love.

Dear Sir/Madam,

## Curing Crime, Making Money via Self-Directed Learning Youths

Instead of flogging and punishing colonial slaves to do “muscular” work; the global economy requires people to do creative “intellectual” work while machines do muscular work. Even though research shows that poverty, slavery and colonial rote-based lifestyles “biologically” destroy the human intellect, God still demands healthy, sane, trained and wise humans with intellect to successfully embrace Christianity as shown by Moses’ food laws and the parables of the virgins/talents in the Bible. Hence, this is a call to help Jamaica’s Government, Religious and Business Leaders implement policies to produce Self-directed Jamaican Youths, biologically capable of using intellectual creativity to innovate, garner wealth and pursue lifelong goals at world class standards. Neuro-destructive foods and the lack of training environments for creativity are major factors driving crime, cancer and low productivity among Jamaican youths. Can the cure for Crime, also cure the Colonial Cancer destroying the Intellect in Vision 2030? Yes! Neuro-destructive cultural foods biologically destroy the intellect in young people’s brain hardware, which “limits” the social, productive and creative actions, thoughts and decisions they are allowed to naturally pursue. In reference to discussions with the Jamaica Defense Force, this is a call to lobby Government to utilize the Scout and Cadet movements to promote regulations for neuro-friendly foods, discipline, games and creativity among Jamaican youths. This unusual request is an act of friction against the waves of our inherited colonial culture, but we must act now to secure our children’s success in the global economy and spirituality.

The Intellect is characterized by intention, purpose, virtue and joy in exploring a rainbow of diverse ways to think and logically reason out challenges. To ignore or neglect the intellect is equivalent to flogging, which explores only two ways (fight or flee) of triggering muscular work, in submission to the feelings of fear. Developing this intellectual capacity requires specific neuro-friendly foods and lifestyles, which are no longer traditional to Jamaicans. However, Jamaica’s colonial systems of government, religion and business (GR&B) expect people to perform at global standards without directly addressing the neuro-psychological learning requirements of their intellect, especially since “ignoring” is a popular means of colonial flogging. Flogging will make a dog run or fight, but it will not make it learn to play games. Without neuro-psychological wellness, the laws of GR&B enforced by the security forces are unfairly punishing/oppressing people for involuntarily acting contrary to the otherwise unattainable global standards of intellectual creativity. Criminals and lazy people are not enemies; instead of flogging, they require “intervention” to resolve their neuro-psychological challenges.

Leaders of GR&B must ensure that their members, customers and stakeholders embrace neuro-healthy lifestyles to effectively participate in the global economy; otherwise our society’s facade is worse than the lottery scam. Do leaders expect to benefit from the suppression of people who are “neuro limited” to receiving overseas remittances and reeling money from the Lottery or the Scam in order to spend on GR&B services? Instead of regulating neuro-healthy foods and creativity for the wellbeing of society, outdated colonially cultured leaders of GR&B are still sending people with neural disabilities to eternal hell for disobedience, while suppressing and taxing them to innovate and produce beyond their physical capacities. Is this absurd?

Much of Jamaica's inability to maximize human potential and produce to meet global standards, stems from the colonial mentality of flogging, "badness" and institutional fear which magnify the survival feelings of fear to fight, often when there is no survival situation. This psychological trauma destroys the intellect and the benefits of educational achievements. Research shows that this "colonial culture" of fear and Rote learning has 90% power overruling the 10% power of educational intelligence or critical thinking. To transform to a culture of world leading innovators, I propose Creativity Learning to develop intellectual agility. Jamaica has not been able to implement a culture of effective governance and a critical mass of innovative role models. People are 90% culturally constricted to poverty, neuro-destructive lifestyles, low productivity, remittances, lottery, crime, borrowing and selling state assets to finance "consumption" and corruption, instead of making innovative contributions to humanity. Jamaicans are being crucified for no real ideological purpose.

Culture eats strategy and intelligence for breakfast says Peter Drucker, famous author. Is it easy to observe the increasing incidents of crimes? Yes, even though the increasing security forces and churches per square mile are intended to reduce crimes. How many more decades will we go in circles looking in the wrong places for solutions to crime and low productivity? The 2004 Task Force on Educational Reform Final Report indicates that many students suffer physical, emotional and cognitive abuse. Their homes, churches and communities lack the training to provide proper protection, nutrition and social values to effectively develop their cognitive, visual and motor skills. Instead of becoming socially functional, adaptable, spiritually conscious, empathetic and contributing members of society, our children are being groomed by the culture of vulgarity, 'bad-man-ism', violence, and social irresponsibility.

With twice the population of Jamaica, Singapore and Demark have little police visibility and churches are usually empty, yet criminal murders average 2 to 5 persons per month compared to Jamaica's 100 persons per month since 1995 according to the United Nations Office on Drugs and Crime (UNODC). For several years, the European Union Economic Partners (EPA) and the National Development Bankers have reported that Jamaican entrepreneurs are not adequately utilizing the available facilities for export trade and grant funding respectively. Contrary to traditional beliefs, crime and low productivity are not due to a lack of money or resources from government, religion or business and the resolution goes beyond these colonialia cultured ideologies.

Similar to Trinidad, Denmark and Singapore, Jamaica is expected to use its superior human capital, socio-economic wealth and tropical ecosystem to compete with the big players in the global marketplace. By Vision 2030, in 14 years or less, Jamaica aims to be a first world country of choice to live, work, raise families and do business. Even after 14 years, are these projections really possible, without addressing the rote of mental slavery, poverty and neuro-destructive lifestyles enforced by our colonial systems of governance? No. Hence we must cure this Colonial Cancer destroying Vision 2030.

### **The Deadlock of Jamaica's Vision 2030**

The "who knows who" leadership, followership and fellowship style of people in GR&B is similar to that of a cult, where people are forced to become rote learners using the cravings for food, sex, drugs and money to make decisions, instead of using intellectual creativity. This affects our ability to relate to global players who are not of our colonial habits. The challenge is habits are developed as pieces of flesh interwoven in the brain and are not easily or effectively removable by flogging, surgery, drugs or powerful words. It will require biological time, best efforts and smart strategies in applying nutrition, fitness, team accountability support and stimulating creative practices to disintegrate the Colonial Cancer in each Jamaican and develop Intellectual Creativity. Yes, it requires all hands on board including the Diaspora, local, regional and international stakeholders; otherwise we will remain in deadlock.

Vision 2030 will be an empty barrel if Jamaica fails to develop a critical mass of innovative thinkers and self-directed learners with the ability to commit to achieving world leading goals beyond short term horizons. Example-1: Instead of colonial rote-based defensive Laws (muscle focus), Jamaica needs optimistic Laws promoting Intellectual Creativity (mind focus). Instead of the Legal System earning from crime, refocus its mighty resources to cultivate intellectual creativity and secure the skills, rights, earnings and intellectual properties of Jamaicans in the global marketplace. Intellectual creativity uses thought to drive action and reduces crime. Colonial Laws see the glass as half-empty –pessimistic; Creativity Laws see the glass as half-full –optimistic. Can a pessimistic and suppressing colonial system of governance instill hope? Can hell be used to make heaven? Can stone make bread? Definitely not!

**Example-2: Challenges:** **A)** 95% of entrepreneurs fail in the first 3-5 years; **B)** People are 90% culturally resistant to change; **C)** People achieve 5% learning by words or monologues and 90% by participating in problem resolution. **Resolve:** **A)** Are leaders willing to fund and support the failure of 95% of Jamaican youths as part of the natural “phase” of development? **B)** Are leaders willing to promote the 10% power of logical reasoning and emotional intelligence to psychologically adapt to change? **C)** Are leaders willing to promote coaching since the traditions of teaching, preaching and reading result in 5% learning? **Did Jesus prioritize healing and wellness before/parallel to salvation? Yes, intellectual creativity through biological wellness is 90% hope!**

**Example-3:** Asking oppressed people to spend “money” will not develop their intellect to boost the economy. Like Denmark, governance should promote the free supply of nutrition, fitness and programs stimulating creativity to biologically develop the intellect (via neuroplasticity) for effective participation in the local/global economy. Instead of abolishing slavery, colonial leaders gave and used the Bible as a soother substitute, to stop slaves from using their God given senses to revolt against the genocidal acts of slavery. **Likewise, are the church, business, police and politics being used as substitutes to soothe, bandage, flog and imprison people when their God given bodies naturally revolt into “trauma and socio-economic destruction”, while colonially cultured leaders make money by prolonging the perils of poverty, disease, crime, anti-societal behaviors and destructive lifestyles which are 90% due to the lack of nutrition, fitness and creativity training?** Who pays reparation when the blind are leading the blind as victims and villains of colonial genocide? If leaders are victims of colonial rote learning and lack intellect, then this explains why we are using modern colonial tools to prolong genocide murdering 1200 “citizens” per year for over 20 years. Are leaders given “basket to carry water” by unintentionally using the wrong tools to mistakenly produce genocide?

Jamaican youths, many of whom are psychologically oppressed and fall below the poverty line, will be the ones operationally leading the country in 2030. Hence these youths are expected to carry the weight of the burden to literally leapfrog from poverty to first world status. **In 14 years or less, 80% of these youths must become technologically savvy, globally connected and earning at least US\$50,000 per annum with adjustments for inflation and devaluation.** By the “people’s test” for human capacity, security and dignity, these youths should be able to innovate and resolve problems across the global market, thus using intellectual creativity to empower human capacity, secure life on the planet and acquire socio-economic wealth globally. Example-4: Refocus the medical fraternity to promote research, disease prevention, neural/psychological wellness and earnings from the exports of patents and drugs.

**The US Deadlock and Resolve:** After losing its leading triple-A (AAA) ratings across the globe, the USA has been retooling its people to redefine the scope of what will be classified as a first world country in 14 years or less. The US Congress has implemented a 21st Century Education system in schools as early as kindergarten to produce self-directed learners with emphasis on health, critical thinking, communication, collaboration and creativity. In other words, the US is training its people to “learn how to learn”. Similar to Bill Gates of Microsoft, **even if students fail/drop out of school (like 80% of Jamaican youths)** they must be able use their self-directed research skills to innovate, garner wealth and pursue life long goals at world leading standards.

The fate of Vision 2030 is not merely a matter of executives doing forensic audits and expert planning. **No one knows tomorrow’s challenges, so it is best to equip Jamaicans with the skills of “knowing the best ways to learn, and how to feasibly use the learning process to adapt and resolve challenges”.** That is, exploiting the lifecycle phases of learner-centered learning to perform jobs and embrace technologies not yet in existence; collaborate across diverse cultures; and resolve climate challenges not yet discovered. The flexibility in how people creatively think and readily adapt their lives to resolve daily challenges in the global marketplace is critical to being a first world country of choice.

Yours Sincerely,

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September 1, 2015

## About The Author –The Resolve For Human Creativity

I often tell the story of how my late dad, Alphaeus (Faadah) Green, creatively bought old cars in order to cut them up, and then joined the best parts together to make one good car. He used these cars like taxis, but would label them “Take 5” to avoid breaking the regulation of illegally running a taxi. This is similar to how investment companies avoid using the word “Deposit” in order to avoid breaking the regulation of illegally running a commercial bank. With a basic secondary education, Faadah Green, father of seven children, was a jack of all trades and master of none. So whenever he did something his creativity lacked the finishing touches of a professional. My mom, Gloria Green, was his housewife taking care of the children.

The funny part is the cars broke down all at once, in need of repairs and money which was not available. Dad subsequently had a serious break down since all his hard work was destroyed. Reflecting on his Christianity, he was confused as to what sins he had committed for working smart and hard to feed his families of workers, friends, wife and children. After a few weeks, I saw him sprinkling oils and burning substance around the house, which I later learnt, was obeah. The problems got worse, as the church and obeah did not provide a resolution, causing my parents to get separated leaving seven young children to fight an unknown future with no tools except mere instincts. We struggled, fought and failed as our families and friends were being shot down by gang violence and the police. After pursuing business courses at Calabar High School, I realized that my father looked in the wrong places for solutions. All the cars were manufactured about the same time and they were now fully depreciated due to wear and tear over the years. If Faadah Green and my mom had simply put money aside every month to repair or replace the cars, then our family would have escaped the atrocities.

For my parents then, it was a question of education. Today many Jamaican youths are being educated, especially via the internet/e-learning, but have difficulties putting “abstract” knowledge into real action, and hence fail at employment. Some of my friends often have similar struggles with overriding their feelings to put abstract plans into action. One major puzzle I have had as a child was why the family called me the book-man, yet I cannot see any difference between my family and myself. Except, like Shadrach, Meshach, Abednego and Usain Bolt, as a child I often ate everybody’s “vegetables” at the dinner table. Among the family, I am seen as visionary and cold at times for being able to manage my feelings and implement abstract plans and goals, even when seemingly unpopular. Instead of a mere talent, research shows that vegetables give people a “livable” means of using abstract things like education and fundamental design principles in their actions. Additionally, I grew as a business technology consultant under the guidance of the late Maurice Facey, OJ, JP and his family. Hence a lot of my training and development resulted from working with people across the Pan Jamaican Group of companies, who co-sponsored my education in mathematics, computer science and business at the University of the West Indies. Finally, my work and training in Singapore and Denmark among other countries taught me how Jamaica can similarly become a first world country of choice.

The Green family has been working with Jamaican youths and people for over 50 years championed by my dad. Collectively we have trained, contracted and worked with thousands of grassroots people and hundreds of professionals in government, religion and business across Jamaica. From humble beginnings like many Jamaican families we have tried our hands at many innovative things to survive. Up to now we have not seen Jamaica achieve the goals proposed by Vision 2030. Hence the relentless fight continues for nation building, as we collaborate with all stakeholders and supporters united with the vision of human progress and creativity. The people, whether in poverty, suffering and hurting or not are our friends, neighbors, partners and families. We all share the oneness of spirituality and love which is bigger than the relative rights and wrongs we do to each other.

Contrary to beliefs, we have learnt the hard way that the answers to people’s daily challenges are beyond the combined efforts of government, religion and business. Somewhere, somehow, we must move prudently against the friction of cultures and collaborate with people across the globe. We must all share ideas and innovations with the oneness of persistently transforming the ecosystems of our invented world to support the evolving nature all life.



# Executive Summary – Welcome To The New Jamaica

Welcome to the New Day Jamaica! Today we participate in the oneness of a global vision for humanity, and innovate to meet the consequential challenges of our global society. Creation was made as a tool or playground for humans; and eternity is simply a tool to embrace timeless reality outside the box of time. Hence, the human capacity surpasses the limits of mortality, time and eternity. These are the experiences and realizations of humans liberated to think outside the box of creation. Welcome to the New Jamaica, playing by the rules of creativity and unbounded by the tools of Reality.

Jamaica fails through utilizing fear/rote based colonial systems to resolve crime and low productivity with 20% success. This research promotes the use of optimistic non-colonial models to transform Jamaica from crime to liberty, choice and creativity with 80% success as seen in Denmark and Singapore. With 24,000 murders perpetuating over 20 years (averaging 1 murder every 8 hours) one could easily believe that there is a long-run civil war in Jamaica, which is not the case. Who will die next? People have been dying in epic proportions for no apparent ideological “purpose” or logical reason. Not even the honey in heaven, the fear of hell, or the fire power of the police has been able to stem the persistent onslaught of murders in Jamaica. Is this another case of looking for solutions to crime and low productivity in the wrong places, especially since there are countries using “intellectual creativity” to ultimately resolve these issues? Instead of miraculous words or beliefs, this involves a process where real world challenges inspire people to research, share and innovate solutions; then in return people learn (via neuro-plasticity) to collaborate and virtuously (joyfully) empower their own lives. However, it is assumed that people are neuro-healthy without physical and psychological disabilities that would otherwise hinder normal development.

Colonial slaves (uneducated) were forced/tricked to live alienated to God’s design of reality and delusionally resolve real world challenges (e.g. genocidal maltreatment) via misunderstood biblical words and myths, triggering a “culture” of epistemic and neuro-psychological defects. Jamaica’s colonial culture or governance via rote learning and neuro-destructive lifestyles, abusively overuse people’s rear brain and damage their front brain resulting in lack of intellectual creativity, self management and spirituality. This is evidenced by increased crime, anti-societal behaviors and low productivity. Rote people navigate via feelings, mythical words, arbitrary beliefs and survivalist behaviors which are used to resolve daily challenges. Major vulnerabilities of the rote lifestyle includes: **(1)** The high caloric density and low fiber intake from eating for the sweetness of your feelings, instead of eating for nutrition. The overdose of calories leads to neuro-destructive illnesses including obesity, high blood pressure, diabetes, stroke, hormonal imbalance and cancer. **(2)** Navigating by mere feelings with little or no logical reasoning is mental slavery. Also, feelings are mechanized to flip flop and produce anti-societal behaviors. Finally, feelings are often hijacked and manipulated by the chemicals in foods and invading parasites to result in unreliable decisions.

Jamaica’s social decay stems from the gross neglect to periodically assess and address its people’s physical, survival and psychological deficiencies, e.g. through the use of team accountability support systems. Colonial systems of GR&B exploit muscular labor and neglect neuro-psychological wellness as a requirement for societal participation. To effectively participate in the global market, achieve goals, maintain relationships and learn from the feedback of past actions require using the front brain to evaluate challenges and rationalize responses. Instead of collapsing, a healthy brain uses challenges as a catalyst to auto-evolve to greatness by learning the signs, puzzles, hints, cues and resolutions of challenges; otherwise check, register and fix disabilities. To embrace the New Day of limitless creativity and exceeding joy requires neuro-friendly lifestyle changes and systems of governance which may be easier said than done. The body uses feelings and habits to enforce 90% resistance to changes, and goes through a detachment cycle of denial, anger, fear, grief, remorse and finally peace. Hence emotional intelligence and perpetual accountability support are essential as the brain biologically changes its neural network (cells/flesh) to retire old habits and form new ones. Nevertheless, this process of Creativity Learning (via neuro-plasticity) is concrete.

Creativity Learning uses an approach of timely research and innovation to ensure that newly formed habits are life-designed and holistic to effectively empower the lives of individuals and the society. Finally, people will auto-evolve to greatness in any area of life they so choose to participate including government, religion and business (GR&B). Mastering the art of living requires an intellectual vision, where there is little distinction between work, play, leisure, mind, body, recreation, education, religion or love. The more we live celebrating in love, the more we find in love to celebrate –Oprah Winfrey.

# Solutions Model: Self-Directed Jamaican Youths Piloting Vision 2030

There is no absolute handbook of methods to effectively calibrate the wellbeing of our evolving reality. Humans depend on best practice guidelines and workable design models to help make decisions which enroll the consequences of a successful life. [This research proposes a complex but uncomplicated solutions model which may be calibrated to produce desired results and consequences.](#) Similar to the buzz of morning traffic, complexity promotes a low tolerance for errors and breakdowns. However, this challenge serves as a catalyst to seek and forge meaningful team accountability support, which is also a critical success factor for learning, adapting and resolving. [There is no room for the delusion of individualism; we achieve ourselves by sharing ourselves with others through the principle of loving our neighbors \(i.e. spirituality\).](#) The critical components or factors are as follows:

1. The human hardware of Instinctual Survival and the Environment
2. The human software of Cognitive Reasoning and Spiritual Development
3. The human society of Team Accountability Support to set and achieve goals through human well-beingness and greatness

The Game of Life is complex but not complicated, hence relatively simple depending on your ability to think outside the box of creation. Contrary to the reductionist approach of always reducing challenges to a single cause, the idea of a game provides a holistic approach which goes beyond reductionism to model diversity and dynamism. That is, modeling the evolving roles and contributions of multiple interwoven systems. The following is a high level view of the interwoven systems participating in the Game of Life:

- A. Preparing game players to be flexible and adaptable to the challenges of persistent changes in reality and goals
  1. Spirit/Being-ness: existence outside the box of creation while playing games within the box of creation through the view of consciousness
  2. Instinctual survival (90% control): detox, nutrition and wellness aims at securing the appropriate/best hardware via the environment
  3. Cognitive reasoning and spirituality (10% control): neuro-psychological analysis and development; the stage for creativity training
  4. Yes feelings can change your thoughts/actions and your cognitive reasoning/thoughts can change the feelings/actions. Hence which is first?
  5. Calibration-1: Poor Health → Promote Feelings → Duality/Morality: Instincts have 98% power, Cognitive thoughts have 2% power
  6. [Calibration-2: Holistic Wellness → Demote Feelings → Diversity/Creativity: Instincts have 90% power, Cognitive thoughts have 10% power](#)
- B. Playing the Society Game via functional projects and often strategizing to use linear/simple tools to make complex moves
  1. Team accountability support systemically helps players to adapt and innovate to meet changes in reality and societal goals.
  2. Yes reality can shape or change your goals and your goals can shape or change reality. Hence which is first?
  3. Calibration-3: Poor Team Health/Relations → Survival of the fittest: Reality has 80% power, Survivors Individualistic Goals have 20% power
  4. [Calibration-4: Holistic Team Wellness/Collaboration → Creativity Learning: Reality has 20% power, Life-designed Team Goals have 80% power](#)
- C. Note that A and B are not necessarily linear but may be interplaying randomly. A and B are interwoven playing the game of: (1) the chicken or the egg, which is first? Or (2) where are you leading (or following) from: behind or in front?
  1. Calibration-5: The Ecosystem of Reality evolved our superior cognitive hardware: Cavemen used hunter-gatherer model (survival of the fittest)
  2. Calibration-6: The Society evolved the use our superior cognitive as software: From Farmers to Machines to Technology to Intellectual Creativity
  3. [Calibration-7: If you were God, would you allow “changes” to be easily made by one person’s crazy misconstrued fantasies? No, hence change is 90% resistant and facilitated through the consensus of people loving their neighbors and seeking to understand the world’s design principles.](#)

This is a call for accountability support partners promoting Self-Directed Jamaican Youths innovating at the frontier of Liberty, Choice and Creativity.



## SUMMARY OF CONTENTS

The opening letter lobbying stakeholders for human Creativity  
 The author’s motivation for pursuing this research for over 5 years  
[Scoping the transition from Colonial Rote Learning to Creativity Learning](#)

The early pages depict the **ROOT PROBLEM** of [Colonial Lifestyles](#):

- a) [damaging the front brain lobes of logical and agile Reasoning](#)
- b) [abusing the rear brain lobes of risky flip-flop Feelings, as follows:](#)
  1. Institutions/homes not using team work to create individual learning
  2. Government, religion and business enforce colonial Rote Learning which emphasizes thinking by feelings, and demote agile reasoning
  3. Society eating for the sweetness of feelings; ignorant of the dangers in foods, or the societal tragedy of poor nutrition and brain damage
  4. People making foolish decisions by flip-flop feelings, which may also be hijacked and manipulated by chemicals in foods and parasites

The latter pages depict the **RESOLUTION** which promotes a [Lifestyle for Creativity Learning](#), as follows:

1. Create your agile brain hardware by eating more nutrients from vegetable sources via the neuro-healthy Food Pyramid
2. Then use your 10% power of agile reasoning to train your 90% power of instincts and feelings into habitually practicing Creativity Learning
3. Institutions/homes using team work to promote Creativity Learning
4. Avoid the sympathetic crab mentality, which discriminates or ignores people not socializing via the bad feelings of misfortune/fearful news
5. Use brain agility to manage and override the flip-flop mechanisms of feelings in order to make informed decisions –emotional intelligence

The conduding pages depict a roadmap to **WIRE CREATIVITY** into concrete flesh (via neuro-plasticity). This results in “endless success”, as exemplified by Nelson Mandela, Oprah Winfrey, Bill Gates and the winning holistic technologies adopted by Jamaican coaches and athletes.

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- The Government of Jamaica for providing hard data about the state of the Jamaican crisis and what is being done to relieve the challenges, especially the Statistical Institute of Jamaica, Vision 2030 Team and Ministry of Education for The Education System Transformation Programme
- The Special Needs and crisis support groups of Jamaica for providing their findings and perspectives on issues challenging Jamaicans
- Churches, private and non-governmental organizations, regional and international agencies among other stakeholders for sharing their social initiatives, strategies and results which serves to provide guidance
- The World Wide Web and Google among other search engines for allowing us to move prudently against the friction of cultures and collaborate with people across the globe to research, model and resolve real world challenges for the wellbeing of humanity.

This research is aimed at lobbying stakeholders to revolutionize programmes for nutritional support, education transformation, spirituality and decisions being pursued to empower Self-Directed Jamaican Youths innovating at the frontier of liberty, choice and creativity through the goals of Vision 2030.

# Creativity Learning –Agile Brain Hardware Is Not Lottery Or Scam

With billions in world population growth, can governments, religions and businesses readily resolve the socio-economic challenges? No. Hence ordinary people must collaborate, say via the Internet and resolve their challenges of maintaining basic survival. This research showcases the need for “creativity learning” to continuously resolve the daily challenges arising in our Jamaican society. People are designed with the capacity to “learn” and to “learn how to learn” also called “self-directed learning”. However by the colonial culture, Jamaicans are governed and socialized by rote and associative learning, but not learning how to learn, which is required to resolve today’s real world challenges. Due to a lack of understanding fundamental design principles and logics (see Ministry Of Education), Jamaican rote learners have serious problems when required to reconfigure new logical routes to meet changing variables and challenging situations, hence many resort to remittance, lottery, scams or anti-societal behaviors. [This lack of reasoning, limits Jamaicans to culturally navigate by the sweetness of their feelings for food, sex, drugs and money. People are limited to using their feelings of likes and dislikes \(instead of logic\) to make government, religious and business decisions.](#) However feelings often flip flop to trigger unreliable and anti-societal behaviors, especially when hijacked and manipulated by the chemicals in foods and parasites invading and residing in the gut.

By the brain’s “use it or lose it” principle, the neuro-destructive lifestyle practices of rote learners overuse the rear brain, and damage the front brain used for critical thinking, self management and spirituality being faked by many Jamaicans fueling the increase in crimes and low productivity. However, the move to self-directed learning requires a working front brain, which may now be physically damaged and needs repair, neural detox, wellness and training if still possible. As discussed later, this is similar to the Israelites who were still not transformed after 40 years and died in the desert without entering the Promised Land. Yes, people with robust muscles and physique may have damaged front brains often resulting in uncontrollable poor social skills and low productivity, which they cannot explain due to the inability to think critically. Can people having immature, psychologically defective or physically impaired front brains effectively participate in government, religion and business? No! [Hence we must prioritize the physical, survival and psychological aspects of the brain to effectively perform in dispensing justice, education, opportunities and wealth for the wellbeing of our society.](#)

We need to transform our traditional classroom, to one where people are organized in project-based, problem solving teams, and learning can be achieved while solving real world challenges. This is similar to using real world challenges to perform on the job team training, instead of theoretically teaching in a classroom. Hence, some reality-based learning can become harmful and destructive. So humans use the concept of modeling to accurately simulate and estimate the resolution to real world challenges. One major problem is that real world challenges are constantly evolving, but humans are biologically equipped with linear sensory tools to resolve evolving challenges (e.g. using straight eyesight to look around a corner). Creativity learning utilizes research skills to explore new knowledge, and by incrementally adding to the existing body of knowledge, eventually unearths the design-based principles and logics essential to resolving challenges. This is similar to connecting a set of straight lines by incrementally marching in short steps, in order to capture the evolutionary changes when moving around a corner. [Hence, Creativity Learning integrates several proven concrete measures to reduce potential errors when resolving challenges. Also, any error is treated as a new challenge to be successively resolved as the marching continues.](#)

**Creativity Learning:** while people research, innovate and resolve real world challenges, people learn to collaborate and virtuously empower their lives.

This section concerns:

## **Factors Leading To The Root Problem Of Brain Damage**

The following chapters are included:

- 90% Learning Occurs When People Are Truly Working Together
- Why Not Enable 80% Children and Youths To Enjoy Vision 2030?
- [Does Food Provide The Brain Hardware For Crime & Creativity?](#)
- Morality's Confusion About Poor Eating, Weight and Sickness
- Sweet Feelings Are Unreliable When Hijacked By Foods & Parasites





# Why Not Enable 80% Children and Youths To Enjoy Vision 2030?

The fate of Vision 2030 is not merely a matter of forensics and expert planning, but how people adapt their lives to meet global challenges. Instead of learning creativity, Jamaican youths to become leaders by 2030, are colonially cultured to use feelings of “fear” to resolve daily challenges. These youths have been in social decay and “delusion” for mistakenly using the mechanism of feelings to execute the intellectual goals of Vision 2030.

Colonial Governance by **FEAR** or Governance via **Morality** produces **20% successful survivors of the fittest.**

FEAR Does Not Care!

**It Does NOT Matter:**

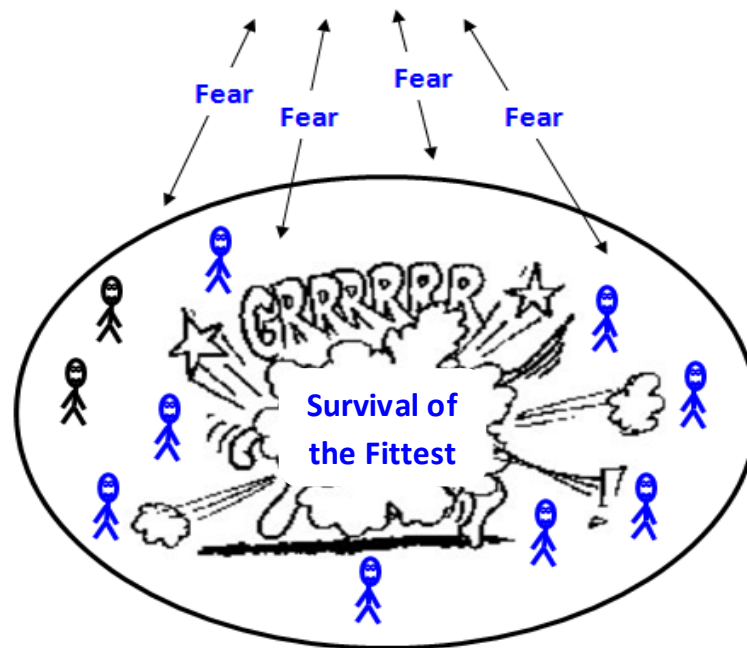
- What is done,
- How it is done,
- Where it is done,
- To what Degree,
- The Size of the act,
- To Whom it is done,
- Or Who does it.

FEAR destroys to defend Survival,

though often via false judgment, and even when there is **NO Real Threat to Survival.**

People Self-destructing in the Game of FEAR for the Grand Prize called:

**DELUSION**



**CREATIVITY** enables **80% successful people.**

FEAR may be viewed as evil forces in religious theology and bad reasoning in philosophy.

Biologically Fear reacts by escaping or destroying perceived predators when there is no mitigating plan, model or strategy to rationally, creatively and virtuously respond to social challenges.

A biological perspective is concrete.

Crime, violence and fear are behavioral motor skills issues, driven by the brain’s “instincts and feelings”, controlling 90% of human actions. The challenge is that instincts and feelings work through pleasure stimulating habits without regard for whether they are socially logical. The other 10% of actions is controlled by the brain’s “consciousness and cognitive” faculties facilitating logical reasoning, self management and creativity used to train the habits how to live in a society via empathy, integrity and mutual consent. For simplification, the word feelings is often used as a substitute for the word instincts in this research.

The physical hardware of the brain is made up of flesh which can be damaged by accidents or by common chemicals found in food. The predominance of “fear” and morality in our society indicate that our culture of eating foods and lifestyle activities abusively overuse feelings of the rear brain, while neglecting and suffering physical damages to the cognitive front brain through its “use it or lose it” principle. This results in increased crime and a lack of creativity.

# Does Food Provide The Brain Hardware For Crime & Creativity?

Our “culture of overeating sweet foods” is one of the most common and critical factors driving (neuro) violent behaviors across Jamaica.

Rote-based people are limited to overeating sweet foods rooted by a culture. This excludes the “tastelessness” of abstract goals like eating for nutrition. Jamaica’s rote-based culture of eating mainly sweet foods like sugar, oil/fat and salt has gotten out of control with frontal brain damaging side-effects.

At the heart of this colonially driven rote learning and cultural epidemic, is the Caloric Density measuring the mass of calories (energy) in foods.



400 Calories of Veggies/Fruits  
Full stomach = 400 calories  
(1/2 of calories per meal)



400 Calories of Beef/Meats  
Full stomach = 400 x 10 = 4000 calories  
(5 times overdose of calories per meal)



400 Calories of Oils/Fats/Sweets/Salts  
Full stomach = 400 x 40 = 16000 calories  
(40 times overdose of calories per meal)

Recommended daily calories = 2000, and per meal = 700 calories based on 3 meals per day

The Caloric Density Scale	
(by Jeff Novick, MS, RD, LD, LN)	
Foods (calories per pound)	Caloric #
Vegetables	100
Fruits	300
Unprocessed Carbohydrates (Potato, Yam, Corn, Brown Rice)	500
Legumes (Beans, Peas, Lentils)	600
Animal Products	1000
Bread, Bagels, Dried Fruits	1200
Processed Carbohydrates	1400
Sugar, Molasses, Honey, Syrup	1500
Cereals, Baked Chips, Pretzels	1700
Junk Foods	2300
Nuts, Seeds	2800
Oils, Fats	4000

People will naturally eat to full their bellies since the sensors in the stomach signal the brain to stop eating when it is full. Oils/Fats are 40 times more caloric than Veggies. Sugars are 15 times more caloric than Veggies. So, a little sugar or oil dressing can disrupt the low caloric intake from your veggies and fruits. The stomach sensors do not check the mixture of foods or their caloric densities, so you must check your foods before you eat. Food has chemical side-effects on the flesh (cells) of the brain similar to its effects on the flesh of other parts of the body.

How Sugar Damages Your Brain’s Structure and Function: <http://articles.mercola.com/sites/articles/archive/2014/07/24/sugar-brain-function.aspx>

High Blood Pressure, Obesity, Diabetes Shrink Your Brain: <https://www.psychologytoday.com/blog/the-athletes-way/201305/lifestyle-choices-can-cause-your-brain-shrink>

A Neuroscience Perspective to Caloric Food Intake and Metabolism: Fundamental Neuroscience by Larry R. Squire (2013) <https://books.google.com/books?isbn=0123858704>

Caloric Density and Nutrition: Jeff Novick, MS, RD, LD, LN: [http://www.jeffnovick.com/RD/Articles/Entries/2012/5/20\\_A\\_Common\\_Sense\\_Approach\\_To\\_Sound\\_Nutrition.html](http://www.jeffnovick.com/RD/Articles/Entries/2012/5/20_A_Common_Sense_Approach_To_Sound_Nutrition.html)

Eat more High Fiber, Whole Natural, Plant-based Foods for best Caloric Intake: Julieanna Hever, M.S., R.D., C.P.T.: [www.plantbaseddietitian.com/laststickypounds/](http://www.plantbaseddietitian.com/laststickypounds/)

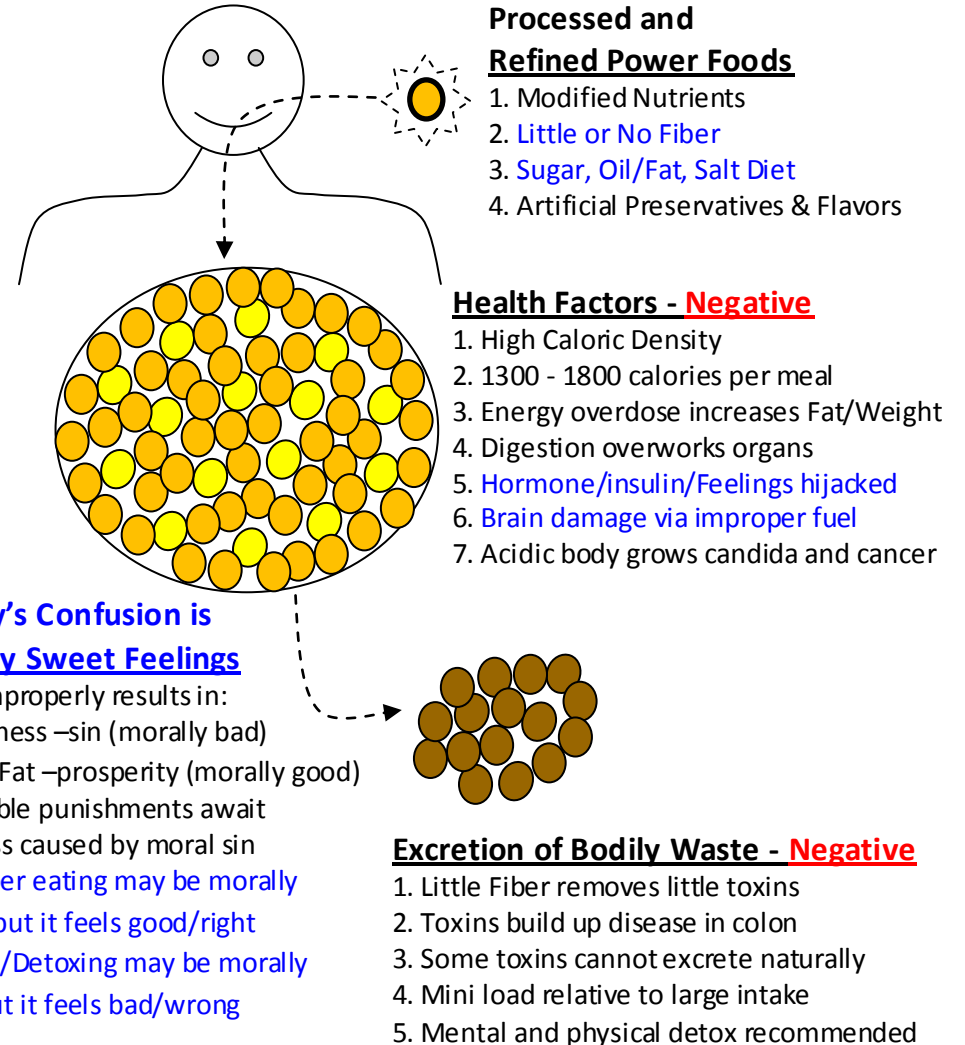
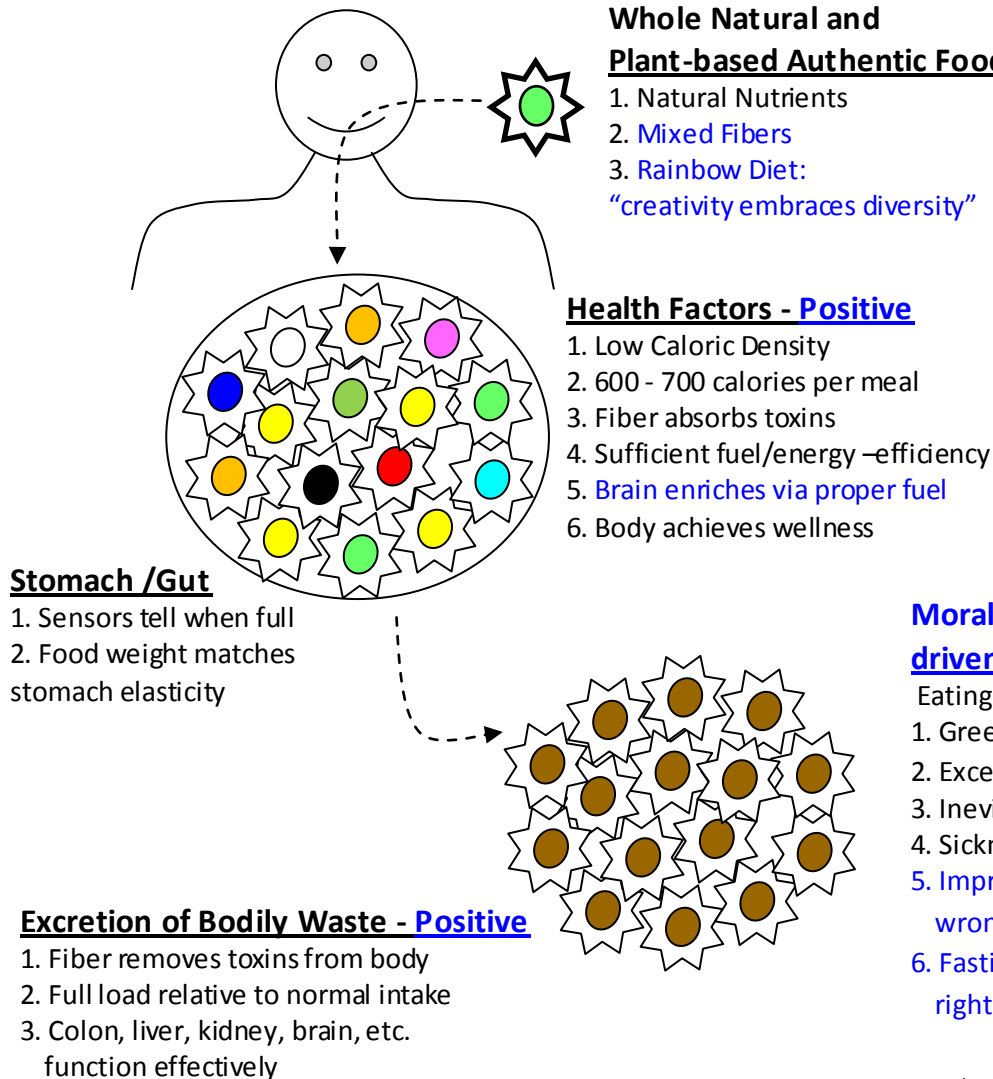
# Morality's Confusion About Poor Eating, Weight and Sickness

Do people gain weight and get sick because they are greedy? No. Is it a matter of calorie overdose and too little fiber intake? Highly!

Why Do We Eat Improperly? Refer to a Neurobiological Perspective –by Dr. Stephan Guyenet [https://www.youtube.com/watch?v=Mp2p4TdlN\\_8](https://www.youtube.com/watch?v=Mp2p4TdlN_8)

## Creativity requires Holistic Brain and Body Foods to be Life-designed

## Rote overuses Sweet Feelings and Muscular Foods (brain destructive)



(Refer to the Pleasure Trap by Dr. Douglas Lisle –discussed later)

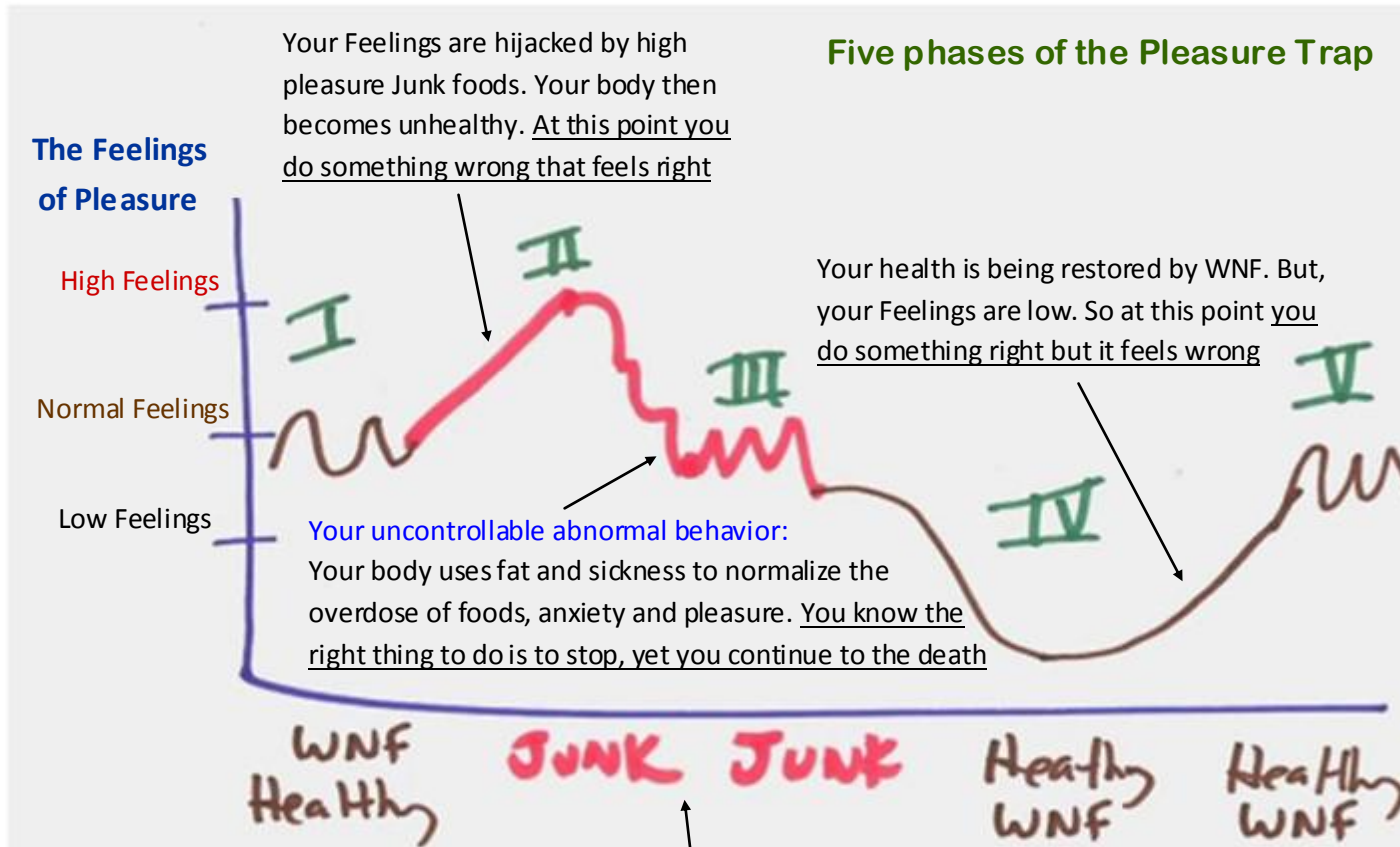
# Sweet Feelings Are Unreliable When Hijacked By Foods & Parasites

Jamaica is a “feelings” country; people like to carry feelings over big things, little things, tiny things and often nothing at all. Have you ever disliked someone you met for the very first time or know absolutely nothing about, simply because you feel bad about the person? Is something always correct because it feels good? Definitely Not!

You may be a logical, bright, conscientious and alert person knowing the right thing to do, but realize you are not able to do it when your feelings are hijacked. The Pleasure Trap shows that food plays a critical role in hijacking and manipulating your feelings towards abnormal anti-societal behaviors which can result in death.

Refer to The Pleasure Trap by Douglas J. Lisle, Ph.D and Alan Goldhamer, D.C.: [www.youtube.com/watch?v=jX2btaDOBK8](http://www.youtube.com/watch?v=jX2btaDOBK8) and [www.healthpromoting.com/the-pleasure-trap](http://www.healthpromoting.com/the-pleasure-trap)

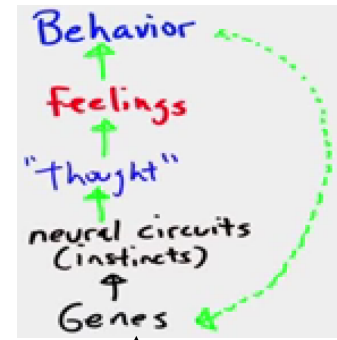
## Five phases of the Pleasure Trap



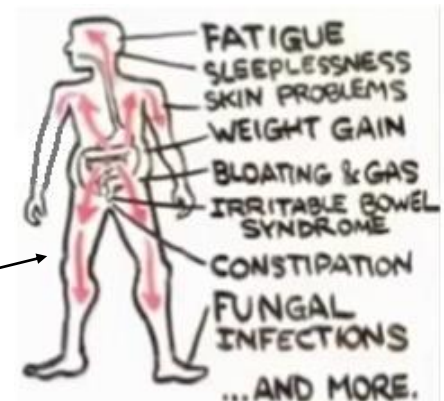
**Whole Natural Foods (WNF) are Healthy**

- Junk and processed foods:
- have more energy per bite (overdose)
  - requires more bites to fill stomach
  - lack fiber hence difficult to excrete
  - promote overweight and ill-health

Tape worms, yeast and candida bite and inject chemical stimulants in your gut, cells and brain to make you itch, crave, think and eat what they need to keep surviving in you.



The material of the brain is made of cells, meat or flesh. So the quality of thoughts, feelings and signals are affected by the level of toxic chemical stimulants in food, sex, drugs and parasites in a person's body and environs.



This section concerns:

## **Root Of The Mistaken Brain And The Cost To Society**

The following chapters are included:

- **The ROOT Problem: Morality's Mistake About Crime & Creativity**
- Slavery, Culture Or Lifestyle Can Damage Your Brain's Front Lobes
- Youth Maltreatment In Over 20 Years Of Psychological Oppression
- Jamaicans & Jews Suffer Front Brain Damages by Poverty & Slavery



# The ROOT Problem: Morality's Mistake About Crime & Creativity

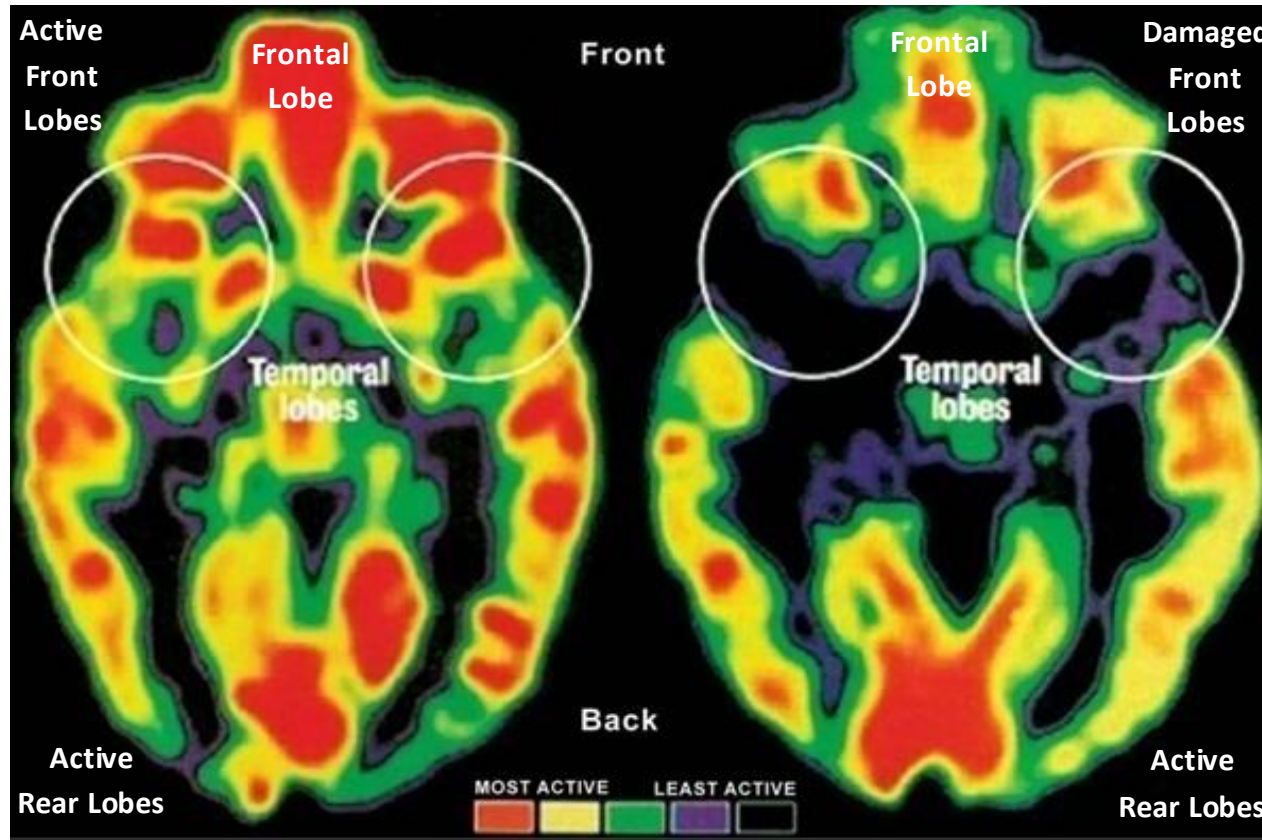
Is it morally wrong to mistakenly punish someone for not performing due to a physical disability or defective hardware, such as a damaged brain due to lifestyle practices? Colonial rote based lifestyles and foods demote and damage the front lobes of the brain.

## A Healthy Brain

The lifestyle practices of this normal child show regions of high (red) and low (blue and black) activity. In regions like the frontal and temporal lobes, at the top, early childhood nutrition, games, training and culture determine how brain neurons network. A healthy brain hardware auto-evolves to achieve greatness through learning the signs, puzzles, hints and cues from challenges.

“Are these youths the **Innovators** unknowingly engineered by society?”

Can you compare these PET brain scans of two children?



## An Abused Brain

The lifestyle practices of this institutionalized Romanian Orphan shows the effect of extreme deprivation in infancy. The temporal lobes (encircled) which regulate emotions and receive inputs from the senses are nearly dormant. This results in emotional and cognitive problems which require early special education to address the neural or brain disability. The brain may auto-repair itself via proper nutrition and stimulation.

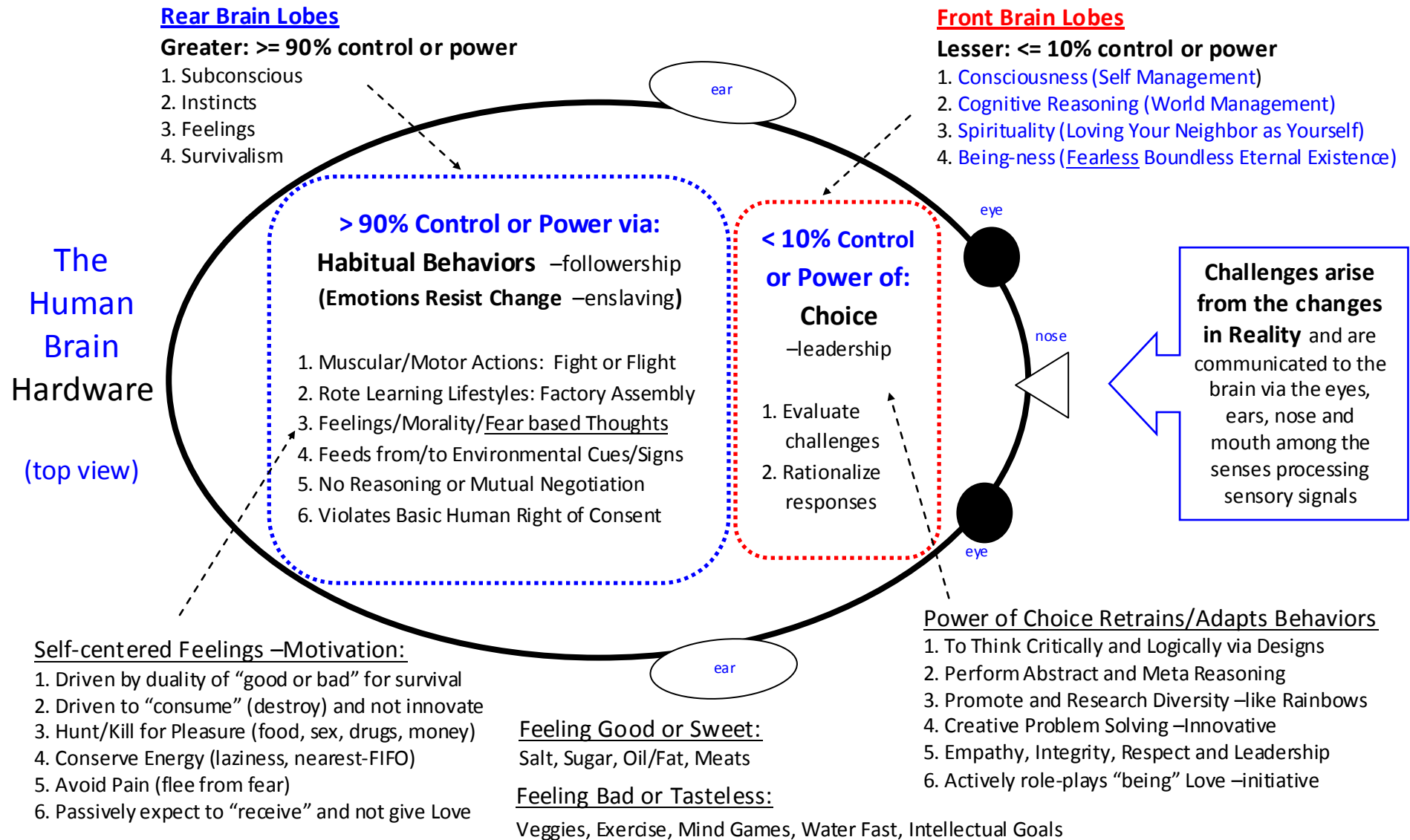
“Are these youths the **Criminals** unknowingly engineered by society?”

A healthy human brain is critical for people to participate in the world orchestrated by the ideologies of government, religion and business. How often do we make poor decisions or jump off the cliff expecting the world to react contrary to how it has been designed to work? Crazy? Instead of defective or wrong assumptions and beliefs, let us embrace investigation and research to unearth the world's design principles. Children unknowingly misbehave, but to avoid penalty they are forced and trained (early) to “retroactively invent/give arbitrary reasons” of apologies to parents faultily thinking that mischief is driven by evil, unruly and poor thoughts.



# Slavery, Culture Or Lifestyle Can Damage Your Brain's Front Lobes

When slavery, culture or lifestyle damages your front brain lobes you are limited to overusing the rear brain lobes to listen, think and act. This limitation results in mental slavery, apartheid and social discrimination –*Bob Marley, Nelson Mandela and Martin Luther King*



**Why did Israelites die mentally enslaved in the desert even after 40 years of freedom? Slavery! 400 years of front brain damage!**

# Youth Maltreatment In Over 20 Years Of Psychological Oppression

## Youth Maltreatment Disrupts Brain Development

Excessive, repeated stress causes the release of chemicals that

- Damage cell growth, neural circuits and stress responders
- Contribute to premature aging of the body

1

Consequences: **Neuro-destructive lifestyles and Disabilities**

Disease, Injury and Disability

- STDs, Gyno issues, Obesity, Heart disease, Diabetes, Stroke, Cancer, Suicide

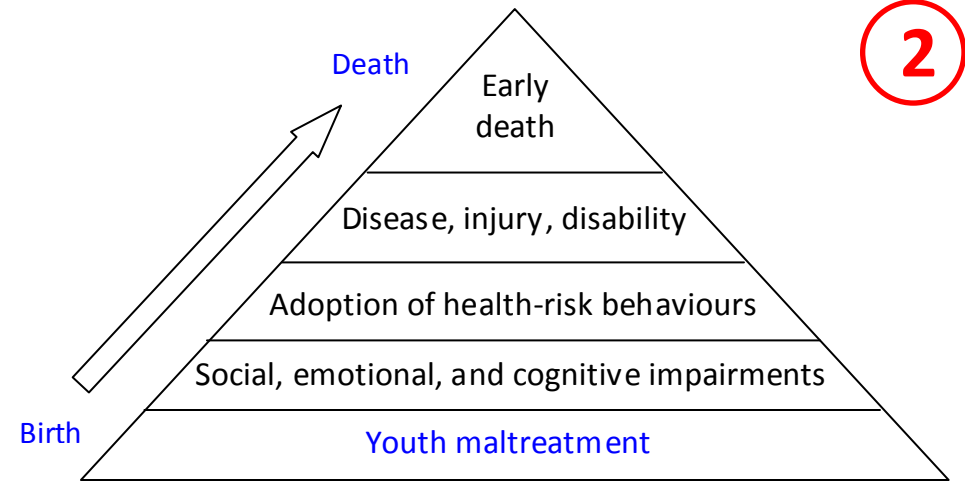
Health-risk Behaviors

- Sexual promiscuity and perpetration, Alcohol and Substance Abuse, Smoking

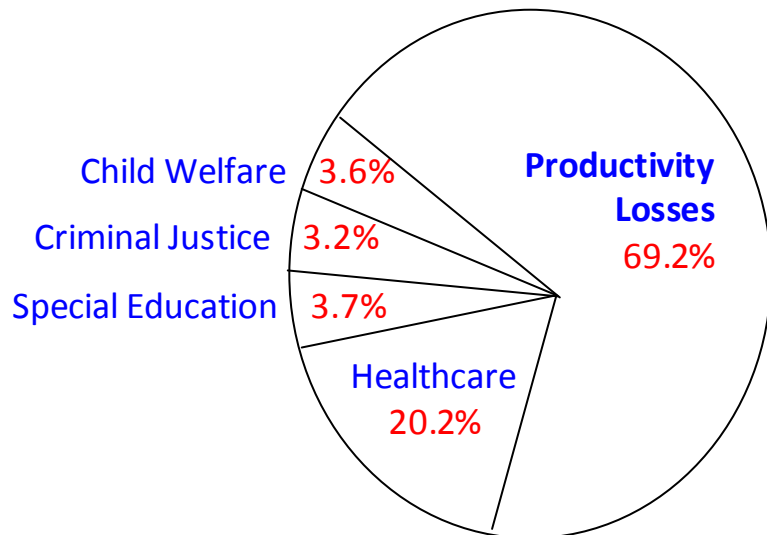
Social, Emotional, and Cognitive Impairments

- Depression, Stress, Aggression, Social immobility and Academic failure

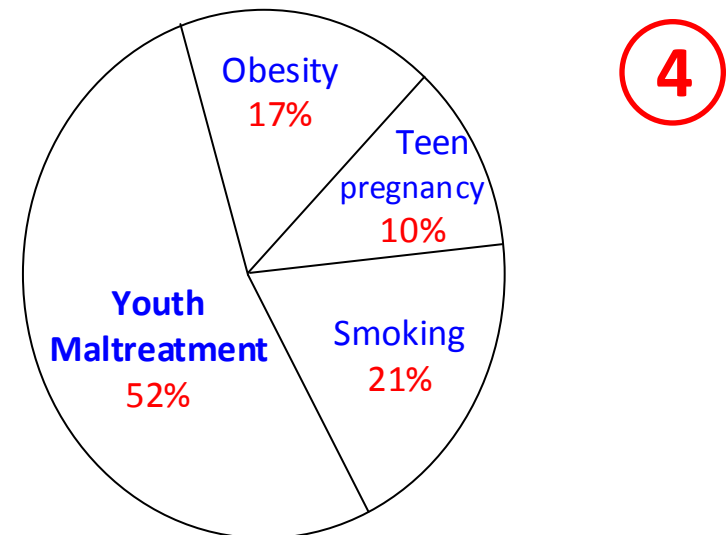
## Life-long Effects of Youth Maltreatment



## Lifetime Economic Costs of Youth Maltreatment



## Overall Losses in Youth Productivity



# Jamaicans & Jews Suffer Front Brain Damages by Poverty & Slavery

Let us begin with some fundamentals. The brain's neural network demands us to "use it or lose it" as the brain retires and develops habits to automatically maximize a person's actions without their consent. [Similar to poverty, the system of governance called "slavery" overuses the rear brain with rote learning while demoting the front brain responsible for self-directed learning, management and creativity.](#) Hence people become rote "followers" suitable to work in factories or on assembly lines and incapable of handling the challenges of leading productive, creative and self-directed lives. Also, the diets of poor people and slaves are aimed at doing muscular work for survival which requires more of the rear brain and little or no intellectual work utilizing the front brain. [Hence slaves and poor people's front brains will habitually disintegrate to enforce the system of mental slavery, lacking reasoning ability, spirituality and self control.](#) [A successful system of governance by government, religion or business must seek to persistently empower the use of people's front and rear brains.](#)

It is now understandable why after 400 years; six generations of enslaved Israelites did not find a leader within their own tribes. Even if they had a modern system of democracy they still would have a damaged front brain puppet leader, unknowingly faking leadership and following the Pharaoh's orders. This also predicts the pathway for countries, like Jamaica, governed by colonial cultures inherited from slavery. [Instead of miraculously healing the brains of enslaved Israelites, God led Moses as a child into Pharaoh's house to get nutritious food, mentorship and training to develop both his front and rear brains in order to use him spiritually.](#) This is also the case with David (Saul), Joseph (Pharaoh), Esther (King Ahasuerus), Elisha (Elijah) and several other leaders in the Bible. [In other words, all the hope, blessings, love and wisdom are already designed in the universe by God; waiting for us to stimulate the rear and front brains in the processes of research, discovery, nutrition and training in order to pursue a life-designed path which proclaims and celebrates our humanity.](#)

Arriving on the "freedom" side of the Red Sea, Moses saw the mental inability of the Israelites requesting to go back to slavery under Pharaoh. They rejected the heavenly food provided to develop the front brain, and demanded meat which tends to make the brain neurons tough and less adaptive to the changes of life. Did God and Moses find it difficult to democratically lead people with damaged front brains? Challenging! [In the land of morality: he who knows not and knows not that he knows not is a fool. In the land of creativity: research shows that neuro-healthy people are designed to naturally evolve towards greatness; so the fool in morality may be someone who is unhealthy, sick or suffering from a physical brain disability.](#) It is easy to observe that Jamaicans are cultured to eat lots of oils/fats, meats, sugars, salts and little vegetables. Are Jamaica's challenges to produce at international standards now surmountable?

In order to save the ecosystem of the society, God and Moses invented a series of Morality Commandments and Laws to regulate people's behavior and the eating of meats. [Commandments and Laws are designed for rote people limited to the uncontrollable sweetness of their feeling for food, sex and drugs. Can people with damaged front brains reason and apply the Laws in changing situations? No.](#) The Bible declares spirituality and reasoning as equivalent: people using mere instincts and feelings lack the Spirit, and are like unreasoning animals slandering whatever they do not understand by feelings; only to be caught and destroyed like animals perish (Jude 1:10-19; 2-Peter 2:10-12 NIV). Many Israelites died within 40 years of roaming in the desert without entering the Promised Land. [Instead of numerous rote learning Commandments and Laws, the work of Jesus demonstrates the critical nature and path to health, wealth and embracing spirituality through the front brain by the intellectual principle of "loving your neighbor as yourself".](#)

[The greatness about the Promised Land of Canaan was lots of nutritious foods to nourish the front and rear brains of parentless "self-directed" victorious Israeli youths.](#) Canaan represented a first world country of choice to live, work, raise families and do business reflecting the goals of Jamaica's Vision 2030.

This section concerns:

## **Neuro-Psychological Disability And Mainstream Exclusion**

The following chapters are included:

- Social Tragedy Says WHO, World Bank, UNICEF, MOE, UWI
- [The Colonial Cancer Has Been Secretly Disabling Jamaicans](#)
- The Paradigm Shift For Disability Inclusion –A Neurological Approach
- REFERENCES –Vision2030, MOE, WHO, Neuro-Psychiatry

# Social Tragedy Says WHO, World Bank, UNICEF, MOE, UWI

**Vision 2030 Dashboard reports: poverty and cultural transformation are getting worse and health is off track. Are we emancipated from the Colonial Cancer? Among the restorative and preventative measures proposed by this research, this section uses data from local and international stakeholders to reveal that 80% of Jamaican youths and adults require use of some of the special needs support systems mandated by the Jamaica Disability Act (2014).**

Among Jamaica's special needs, the United Nations Children's Fund (UNICEF) and Statistical Institute of Jamaica (STATIN) 2005/7 report puts Child Disability at 15% with children 2-9 years having at least one disability. Neuro-developmental disabilities (13.5%) in intellectual functioning, conceptual, social and practical adaptive skills include: not understanding instructions (4.9%); mentally backward, dull or slow (4.7%); and not speaking, cannot be understood in words (3.9%). 87% of all children aged 2 to 14 years experience at least one violent discipline, some of which may be due to disabilities.

In 2010/11 WHO (World Health Organization and World Bank Group) doubled its estimates from 10% to 20% for poor people with special needs, and 15% for developed countries. The major causes for disabilities are poverty (poor nutrition) and low stimulation for creativity from parents/caregivers, often due to their violent, abusive and psychologically stressful environments. Scientifically this critically affects children in the first 3 years. Also, globally there are more elderly people (over 65 years) living longer, but with more disabilities resulting from diabetes, heart related diseases, and mental disorders. Jamaica's growing disabled are mainly youths, in contrast to mainly elderly people in developed countries. In many low to middle income countries up to 95% of disabled do not have special needs support systems and up to 85% of disabled fall outside of the education system.

The Jamaican youths to become leaders by Vision 2030 have experienced at least 20 years of escalating crime, poor nutrition and hopelessness in the systems of government, religion and business from the failed attempts to resolve crime and low productivity. WHO says poverty leads to disabilities and disabilities leads to more poverty in a vicious cycle. Hence poor countries have more disabilities than developed countries. With 20 years of psychological suppression, Jamaica may have a higher figure than WHO 20%; say about 40%; or at least 30% if we double the 2005 UNICEF figure of 15%.

I have spoken with several special needs professionals in Jamaica and they report tragedy; e.g. the UWI and Ministry of Education (MOE) research reveals: (54,000-42,000 =12,000 =) 22% students drop out between grades 9 and 11. Then in grade 11 (42,000 -27,300 =14,700 =) 35% drop out by not sitting English and Mathematics. A further (27,300-13,650 = 13,650 =) 50% drop out by failing the secondary school exams. So a total of (54,000-13,650 = 40,350 =) 75% unsuccessful students fall out of secondary schools. A similar occurrence is also estimated at the primary school level with the exception that all GSAT students are placed in secondary schools. NCTVET catches (7,813=) 19% of dropouts with (7,813-631 =7,182 =) 92% dropping out again. About (1,000 to 3,932=) 2% to 7% join the approximately 69,000 adult students in tertiary institutions. **Similar to the WHO 85%, at least 80% of Jamaican youths fall out of school and require special needs support to resolve their neuro-psychological learning and communication styles.** Students can significantly improve if we embrace diversified ways of teaching, coaching and learning –refer to Universal Design for Learning.

In September 2015, MOE welcomed almost 500,000 infant, primary and secondary students back to school. Hence 400,000 (80%) students require the assistance of special needs support systems. The 2014 Child Find sampled 7628 primary students of which 34% were at borderline (IQ 70-79) and 60% were at extreme-low (IQ below 70) intellectual functioning. Hence (500,000 x WHO 20% to 40% =) 100,000 to 200,000 special needs students x 60% = 60,000 to 120,000 at extreme low intellectual functioning. Of the 8000 (8% to 4%) students sampled/diagnosed only 300 (0.3% to 0.2%) are in schools for special education. Of the more than 20,000 teachers in general education only 200 (<1%) are trained special educators. Of the 100,000 to 200,000, some 92,000 to 192,000 students are unaware that they require special education support beyond the scope of their untrained teachers. The MOE says students are doing "rote swatting" to struggle through the school system. Children below normal intellectual functioning may not be visible since they are capable of learning reading and mathematics at the level of a 9 or 12 year old, even though some disabilities may continue to develop up to age 18.

# The Colonial Cancer Has Been Secretly Disabling Jamaicans

The dead bones of the Colonial Cancer are unknowingly being used like Gospel by Jamaicans born after slavery and unaware of its “genocidal design intentions”. The audacity of the Colonial Cancer has been interwoven in spreading both the Gospel and Education to “mentally” stop people from revolting against anyone/anything noted as superior or master. This phenomenon of servant/master is an intellectual dichotomy using rote learning to carve an inferiority/superiority complex and discriminative behavior with the punishment of hell for disobedience. Instead of God “serving” man as His sheep, both the Gospel and Education are interpreted as man “fearfully” serving God as the ultimate Colonial master in order to avoid the whip of hell; and dare not blaspheme, question or revolt against your superior leaders representing God. This Colonial culture has enforced a daily excessive repeated abuse of feelings/fear-based behaviors which release neuro-destructive chemicals damaging the brain, some of which may be irreversible –genocidal.

Similar to HIV-AIDS, the Colonial Cancer biologically damages the human Intellect (immune centre for adaptation); hence people are biologically disabled from intellectually detecting and resolving its destructive nature. The research of Dr. N. Doidge and Dr. J. Schwartz shows us that God has pre-designed the brain to progressively retire un-used neurons/sections in order to maximize the frequently used sections regardless of the purpose of use. E.g. though God has pre-designed the body to use water, my friend expected God to block/heal his body from diabetes to facilitate the overdose of sweet drinks. In the face of over 20 years of psychological oppression from 100 murders per month and low productivity people are unknowingly fighting (to the death) to maintain the Colonial Cancer by the sweetness of their Feelings of fear for food, sex, drugs and money. The challenge is, external intervention is required to “medically or nutritionally” eliminate this biological Colonial Cancer; however it will be met by the 90% Crab resistance of Feelings of fear, from people socialized and trained in the Gospel and Education under Colonial cultures in Jamaica, Caribbean region, USA and so on.

The UN has deemed slave trading and slavery as crimes against humanity; “... victims of genocide ... it was and still is a most heinous crime against humanity – a stain which cannot be removed merely by the passage of time”, in the words of former Jamaican Prime Minister PJ Patterson to British Prime Minister David Cameron, for avoiding to apologize for slavery and make way for reparation (8-Oct-2015).

India was one of the poorer countries and now one of the world’s fastest growing economies through intellectual creativity; significantly due to people’s high veggie diets. Without the remittances, Jamaica was once and still is a poor country; significantly due to people’s neuro-destructive colonial lifestyles. One would expect that the many Indians and relatively few Jamaican migrants to the USA would compete for the same jobs. However, Jamaicans migrants mainly attract low-to-middle income jobs while Indians mainly attract middle-to-high income jobs requiring intellectual creativity. Indians are major players in corporate America e.g. S. Nadella and S. Pichai, CEOs of Microsoft and Google. On Apr 9, 2015 at UWI, US President Barack Obama recommended that Jamaica models Singapore by using intellectual creativity to attract needed investors and employers of intellectual skills.

**The critical question is: Why have we not seen this Colonial Cancer?** Are we hijacked by the Pleasure Trap of Morality? Even after Emancipation, we are being slaughtered by dead bones of the colonial culture without reparation! Like Job in the Bible, my friend expected that when she accepted the Gospel of Jesus, God would void His foundational or biological principles to make all her neuro-psychological issues disappear. She is still missing out on a fulfilled Christian life due to her haunting childhood misfortunes. Government, religious and business leaders need to secure their members’ neuro-psychological wellness as a requirement for effective societal participation. My proposal of Self-directed Learners reduces the cost, time and efforts of patching the systems of governance, retraining teachers and acquiring resources which may not be utilized by youths in their state of Morality.

An effective investment requires the full state of affairs to make informed decisions, reduce risk and maximize returns though human wellbeing. This is a call for the Diaspora, local, regional and international stakeholders to promote and develop intellectual creativity via Self-directed Jamaican Youths.



# The Paradigm Shift For Disability Inclusion –A Neurological Approach

Can we feasibly include people with disability access into the “survival of the fittest” mentality of mainstream society? Why were people with disabilities not included in the first place? Mainstream mentality lacks the dynamism and creativity to embrace diversity, often called imperfections. However, the little and big differences which make each individual unique communicates that “life is perfectly imperfect”. Life’s perfection is about people finding ways to embrace the rainbow of diversity, fashioned by our unique identities. [Alternatively, is this an opportunity to foster the transformation of mainstream mentality through the rainbow of diversity and creativity promoted by special needs support systems? Definitely!](#)

Disability Inclusion is a global effort to give people with disabilities and their caregivers the ability and rights to access information, facilities and services within mainstream society. These rights are built into local/global legislation which makes it unlawful to discriminate against people with disabilities.

Let us explore [physical blindness, neural blindness and intellectual blindness to clarify disabilities](#): [Example-1](#): though intellectually capable of working out societal goals, a physically blind man will have disabling challenges moving about in Jamaica. [Example-2](#): though visually capable of moving about, an intellectually blind man cannot effectively think to resolve societal challenges in Jamaica. [Example-3](#): similar to nerves, neural blindness or impairment represents abnormal neural connections or damaged/dormant neurons (cells) which may cause both intellectual and/or physical blindness instead of a defective eyeball. Neural or intellectual blindness may also be caused from a lack of training to think/reason. Yes, the neural network will disintegrate from lack of proper nutrition, fitness and brain stimulating training.

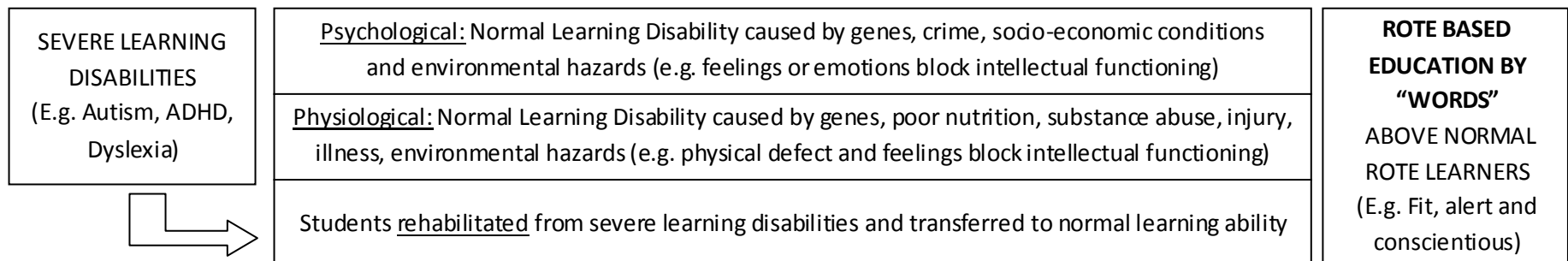
In the Jamaica Disabilities Act of 2014, a “person with a disability” includes a person with mental, intellectual or sensory impairment (e.g. damage to the brain, neural network or normal cell growth) which hinders or limits (e.g. for over 6 months) the full and effective participation in one or more major societal activities (e.g. learning, thinking or working).

Now let us consider the state of Jamaicans with disabilities shown in the diagram below:

2% Students Access to Special Education

[80% of Students Drop Out of School](#) since Normal Teachers are not able to Detect, Address and Assess their Special Needs and Style of Learning

18% Students Use Normal Teachers



This is a call for local and global communities to foster the inclusion of all groups and minimize the effects of disabilities and disenfranchised people.

Example: rather than being the exception, special education must become the norm for training all teachers and students in government, religion and business. This is because the barriers to inclusion into mainstream society (run by the 20% successful) affect 80% of people disenfranchised by factors such as:

- 1) inability to comprehend standard communication mediums (e.g. rote based education via words)
- 2) low literary and socio-economic status (e.g. poverty)
- 3) immobility due to impairment, injury, illness, age and rural or remote habitation
- 4) discrimination in relation to gender, race and culture
- 5) the Colonial Cancer, a culture inherited from slavery

What about governance leading the fight to demote disabilities and promote creative abilities? Yes, by regulating the society with the mighty hand of the law and the security forces to creatively ensure that people leapfrog into creative abilities through proper nutrition, fitness and Special Education.

The following diagram shows that the learner-centered approach of Universal Design Learning promotes 100% integration of students in schools and people within the society:

**100% Integration:** Students excel via the Special Education Teacher and Coach, whose Learner-Centered Approach is able to Detect, Address and Assess Each Student’s Special Needs and foster Diversity and Creativity Learning

SEVERE LEARNING DISABILITIES (E.g. Autism, ADHD, Dyslexia)	<u>Psychological</u> : Normal Learning Disability caused by genes, crime, socio-economic conditions and environmental hazards (e.g. feelings or emotions block intellectual functioning)	<b>EDUCATION BY “CREATIVITY” ABOVE NORMAL CREATIVITY LEARNERS (E.g. Fit, alert and conscientious)</b>
	<u>Physiological</u> : Normal Learning Disability caused by genes, poor nutrition, substance abuse, injury, illness, environmental hazards (e.g. physical defect and feelings block intellectual functioning)	
	Students <u>rehabilitated</u> from learning disabilities and transferred to normal learning or above normal learning ability	

Neurologically, aiming for 100% Integration of learners (students, teachers, members and stakeholders) will automatically (or systemically) remove discrimination since “neurons that fire together wire together”. This especially relates to people or groups working through accountability support roles (see appendix) and organized into project-based, problem solving teams to experientially work together and resolve challenges.

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<http://www.normandoidge.com/> Norman Doidge, M.D., is a world renowned Neuroscience researcher, Psychiatrist, Psychoanalyst and Author.  
<http://jeffreyschwartz.com/> Dr. Jeffrey M. Schwartz is a world renowned Neuroscience researcher, Psychiatrist and Author.  
<http://dornsife.usc.edu/bci/> Antonio Damasio, M.D., Ph.D., is the David Dornsife Professor of Neuroscience, and Director of the Brain and Creativity Institute (USC)  
<https://www.brucehlipton.com/> Bruce H. Lipton, Ph.D., is an internationally recognized leader in bridging science and spirit, Stem cell biologist and bestselling author.  
<http://www.nlpu.com/NewDesign/NLPU.html> Robert Dilts is an international developer, author, trainer and consultant in the field of Neuro-Linguistic Programming (NLP)  
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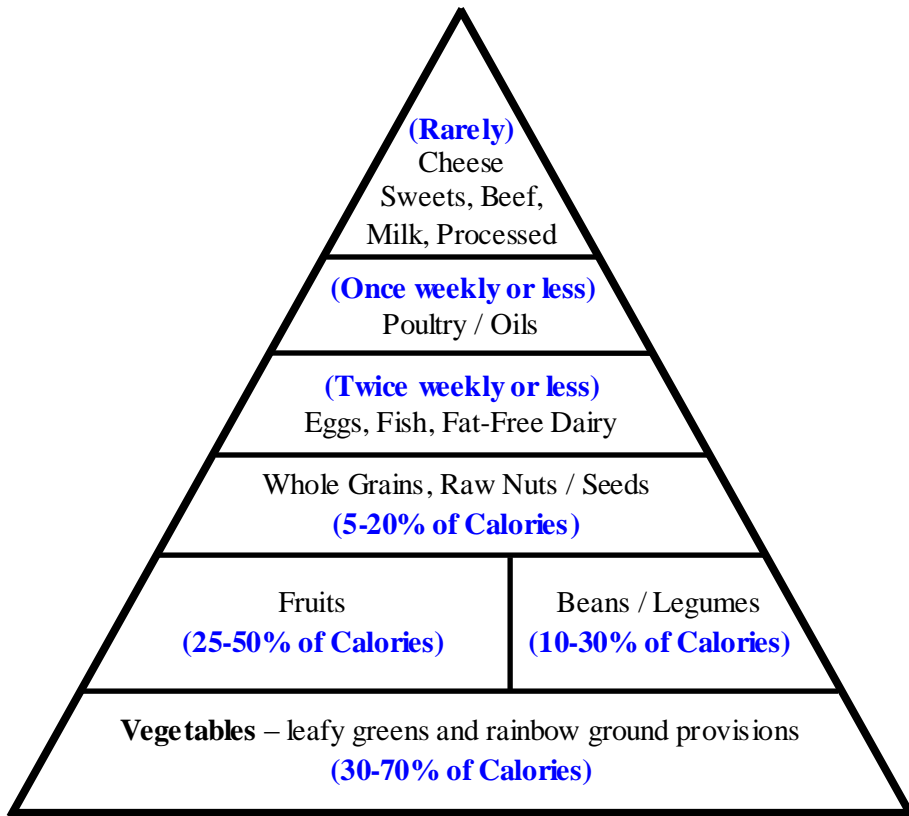
This section concerns:

## **Path To Neural, Psychological And Spiritual Wellness**

The following chapters are included:

- Neuro-Healthy Food Is Critical To People's Socio Wellbeing
- [Start By Building Your Brain's Hardware –Use A Food Calendar](#)
- You The Spirit Interacting With The Flip-Flop Mechanisms Of Feelings
- Bad Feelings Driving The Jamaican 'Crabs In A Barrel' Mentality
- The Ill-Logics Of Morality –The Retro-Language Of Flip-Flop Feelings
- The Flip-Flop Consequences Of Feelings –Go Rainbows Of Creativity

# Neuro-Healthy Food Is Critical To People’s Socio Wellbeing



**Vegetables** are high in nutrients and antioxidants, which reduce memory loss and reduce the risk of cancer. They are also rich in fiber, which helps you feel full longer and keeps your digestive tract healthy.

**Fruits** are rich in nutrients, especially vitamins. Fruit contains natural sugars which stimulate the brain so we can think faster and recall information more quickly.

**Legumes** contain folate, which boosts brain power. They are also high in minerals and fiber without the saturated fat found in some animal proteins.

**Eggs** are rich in Omega-3 acids, which support brain health.

**Beans** contain nutrients, such as B Vitamins, necessary for healthy brain and nerve cells, as well as for normal functioning of the skin, nerves and digestive system.

Oily **Fish** is one of the best sources of essential fatty acids like omega-3.

**Sweets** do not contain many vitamins or minerals. So they are called "empty calorie" foods. They are to be eaten rarely.

**Meats** are filled with protein and have animal fats (such as DHA and EPA) are valuable for cardiovascular and brain health. They are to be eaten infrequently however.

**Detox/Fasting** – Science has proven that your body repairs and your brain actually grows when you fast, as the shock of fasting leads it to create new cells.

## The Neuro-Healthy Food Pyramid

In summary, for “flexible” neurons and agile brain hardware eat more of your nutrients from Whole Natural Foods and Plant-based sources, and less from Artificial and Animal based sources. The brain needs ketone and glucose not meat. Note that many families may not achieve this, but it accurately represents the “ideal” diet for optimal health, and we might as well be aiming at the right target. <http://im4us.org/A+Heathy+Food+Pyramid>

Lifestyle factors can damage your brain’s front lobes. Also “meats” tend to make your neurons tough or less elastic to adapt to new learning.

<http://life.usimd.com/healthyliving/alternativeliving/al-c12-090204AUG.asp>

# Start By Building Your Brain’s Hardware –Use A Food Calendar

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Exercise (walking)	Exercise (resistance training)	Exercise (walking)	Exercise (resistance training)	Exercise (walking)	Exercise (rest or swim)	Exercise (rest or swim)
Breakfast-Lunch  Fruit Plate, Oats Cereal & Nuts Cod-liver oil	Breakfast-Lunch  1 Egg, Fruit Plate, Cornmeal & Nuts, Honey	Breakfast-Lunch  Fruit Plate, Nuts Oats or Cornmeal, Cod-liver oil	Breakfast-Lunch  Fruit Plate, Nuts, Veggie-Onion Tea, Honey	Breakfast-Lunch  Fruit Plate, Nuts Veggie-Onion Tea, Cod-liver oil	Fast and Detox  Mental & Physical (Water, Aloe-vera, Coconut, Bitters)	Breakfast-Lunch  Fruit Plate, Nuts Veggie-Onion Tea or Oats, Cod-liver oil
Lunch-Dinner  Ground Provisions, Veggies (Callaloo) Broth & Noodle	Lunch-Dinner  Mixed Peas Fest Curry/Stew, Ground Provisions, Raw Veggies (Lettuce)	Lunch-Dinner  Ground Provisions, Veggie (Pak Choi), Fried Potatoes	Lunch-Dinner  Rice & Peas, Fish, Raw Veggies (Lettuce)	Lunch-Dinner  Soup or Ground Provisions, Veggies (Cabbage)	Evening  Fruit Plate, Nuts Veggie-Onion soup Honey, Nutrition Supplement	Lunch-Dinner  Rice & Peas, Seafood or Chicken or Beef, Veggies

**Fruits:** Banana, Papaya, Orange, Mango, Naseberry, Melon, Cantaloupe, Pineapple, Apples, Soursop, Cane, Grapefruit, Lime, Water

**Nuts & Berries:** Almond, Cashew, Peanut, Walnuts, Prune, Raisins, Cranberries, Blueberries, Pomegranate

**Peas & Beans:** Red, Gungo, Chick, Green, Black, Broad, Navy (baked), Gully (susumber), String

**Vegetables:** Callaloo, Cabbage, Bok choy (pak choi), Lettuce, Peppers, Thyme, Escallions, Ginger, Onion, Garlic, Mint, Parsley, Cucumber

**Ground Provisions:** Yam, Green Banana, Pumpkin, Potatoes, Beets, Turnips, Chocho

**Natural Sweeteners and Oils:** Honey, Cod Liver Oil, Coconut, Soy, Olive, Oregano Oil

**Cereal and Grains:** Old Fashioned Oats, Granola, Rice

**Exercise:** Walking, Resistance Training, Swimming, Sports, Jogging, Aerobics, Yoga

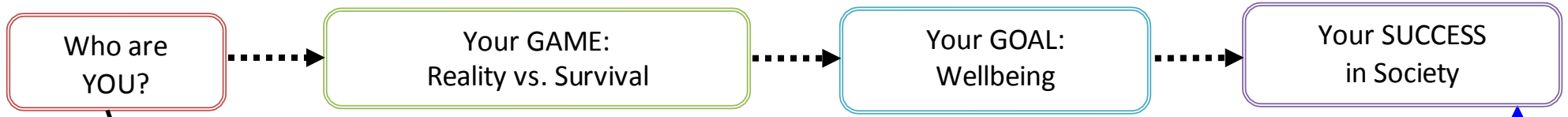
The above table is an example of a Food Calendar’s schedule of weekly meals. Aim to extract more nutrients from whole natural foods and plant-based sources.

Please be responsible and consult with your Medical Nutritionist or Dietitian to ensure the correct balance of nutrients is provided for your body type and state.

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# You The Spirit Interacting With The Flip-Flop Mechanisms Of Feelings

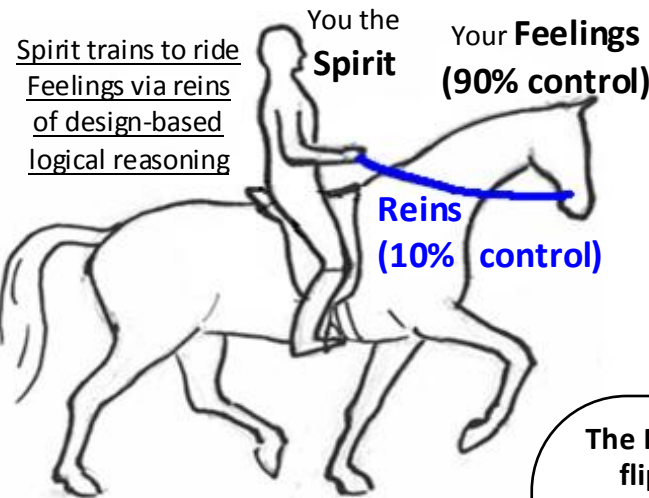


**Do people think they are only their feelings?** Yes! Enslaving! Emancipate "Choice" by noting that the feeling of ant-bite overrides your focal thinking. Can you observe that your feeling is distinct and greater than your thinking, reasoning or goals? Then who is the entity observing your feelings? Picture the observer riding a wild but trainable horse called Feelings and Morality. Creativity Learning uses detox, wellness and reasoning to train Feelings for society's Game Playing.

You have a narrow 10% power via the reins of reasoning to wisely ride to your goals. Your "horse" or feelings make 90% of decisions and actions via habits without cognitive reasoning and empathy.

The flip-flop mechanisms of Feelings do not meet society's requirements for innovating, trading and sharing via mutual consent or consensus.

Human-beings can observe their human capacity



Success is not feasible via untrained feelings.

Train via brain-plasticity for concrete, consistent, habitual and endless success.

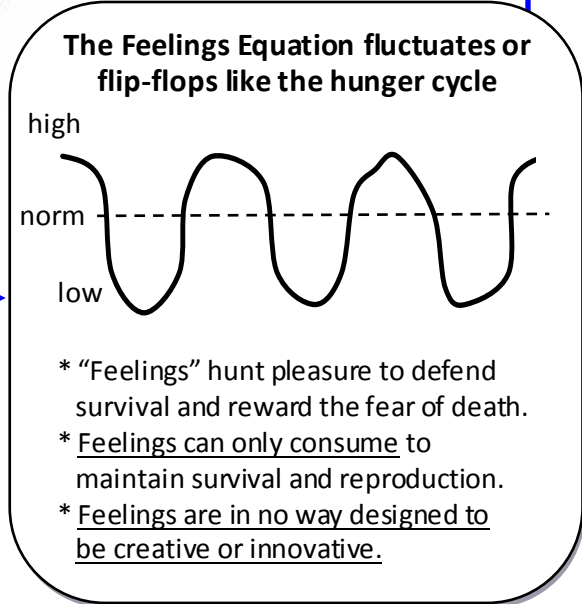


**CONSCIOUS**  
Mind,  
Observer,  
Spirit,  
Being-ness

**FEELINGS**  
& Instincts,  
Sub-conscious,  
Survivalism

- Core Features of Feelings**
1. Pilots survival via opportunistic consumption of Pleasure with an addictive no-return trap
  2. Conservation of Energy (lazy)
  3. Pain Avoidance (fight or flee)

**The Feelings Flip-Flop Cycle:**  
Care, hunger, hunt, kill, feed & recycle to care.  
Use pain/punishment to Divide and Conquer pleasure or euphoria from food, sex & drugs



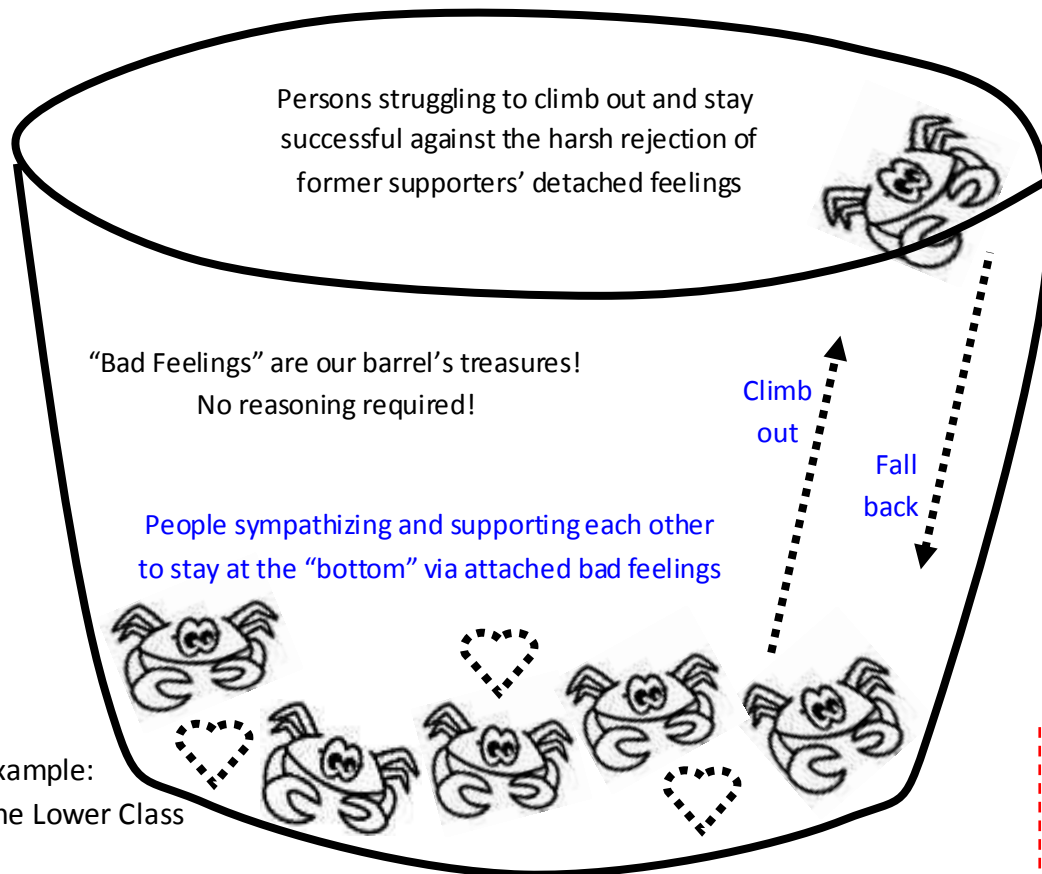
Your permission or consent is not required. Feelings use sensory signs, puzzles, hints and cues (e.g. hear, smell, taste, sight, touch, etc.) to interact & resolve environmental challenges

**Environment** (i.e. repetition) → behavior → capability → beliefs → values → identity → purpose

Good or bad nutritional support (food, sex, drug, play, etc.) generates normal or abnormal feelings respectively. However, abnormal feelings hinder learning and adaptation, but normal feelings foster intellectual creativity.

# Bad Feelings Driving The Jamaican ‘Crabs In A Barrel’ Mentality

No support for success! Supporting failures and misfortunes only! Systemically managed by people’s pack instincts



Example:  
The Middle Class

At the TOP of the Barrel:

- a) Can be a lonely place without former supporters
- b) Creativity and innovation is critical to survive
- c) No more wishes/prayers from former supporters
- d) Increasing enemies and domestic issues
- e) Beggars pose as informant supporters
- f) **Guilt trip from the detachment of feelings**
- g) Former supporters demand royalties
- h) Litigation from former supporters
- i) Seeking new supporters where possible
- j) May return to bottom with former supporters

Example:  
The Lower Class

At the BOTTOM of the Barrel:

- a) **People bond by emphasizing the bad feelings around sad news and dramas of fear**
- b) There is team play, unity and comfort for bad feelings at the Bottom of the barrel
- c) Lots of emotional sharing with hugs, kisses, prayers, counseling and help
- d) People not “participating” in logical reasoning, creativity or innovations
- e) People using luck, miracles, believism and laziness to rival for consumption
- f) You are ignored or evicted for lack of bad feelings, sad news or dramas of fear

Why pray for Usain Bolt who already has millions of dollars?

**A colleague told me that she left her previous family church due to the following summarized reasons:**

- a) People supported and prayed for her success at the secondary school exams
- b) After passing her exams, people stop supporting and praying for her continued growth and development
- c) People harassed her to get money as royalty payment for their prior efforts of praying for her
- d) She felt guilty for not having sad stories of misfortune to socialize with the sympathizing crabs of bad feelings

# The Ill-Logics Of Morality –The Retro-Language Of Flip-Flop Feelings

The model of Morality uses arbitrary cultural beliefs, words and language to assume that: **1.)** Human actions are 100% pre-reasoned; **2.)** Able-bodied humans have the brain bio-hardware and skill software for cognitive reasoning; **3.)** Instead of cell maturity time, words and language are instantly learnt; **4.)** Instead of diets regenerating cells/habits, merely changing good/bad thoughts will change behavior –speak it into being; **5.)** Instead of critically thinking and proactively acting, people must consume, believe, pray, wish and idly await the onslaught of chances by Reality –blindly hoping for luck.

Contrary to Morality, thinking or reasoning does not directly drive actions except for the 10% front brain used to provide logical training where possible. Feelings, habits and rote learning directly drive 90%-100% actions and behaviors which are critical to experientially share within a society. If people have damaged front brains then the “environment” 100% of the time directly trains their rote learning without regard for the 10% front brain rationalizing and filtering. When challenges arise people with damaged front brains fight/flee by feelings of stress and worrying since they cannot use reasoning.

Research shows that: **1.)** Human actions are 90% driven by feelings which work without reasoning. In retrospect, people are 90% using “rote talking” to fake pre-reasoned actions, by giving an arbitrary cultural expression “after” an action to be the reason causing the action. Is Morality a retro-language and are the Laws of good/bad ill-designed? Can you hear Jesus praying, Father forgive them since rote people do not “know” what they are doing but have the capacity to subsequently invent/use arbitrary “reasons and beliefs” to match/explain their past actions? **2.)** The human brain-biology requires specific diets, fitness and games to develop the neurons (flesh) for cognitive reasoning; **3.)** The practice of teaching and preaching by words enforces 5% learning while 90% learning results from problem-oriented project-based participation where teachers act as coach; **4.)** Similar to weight loss, Dr. N. Doidge shows that neuro-plasticity may take hours to months to develop via team initiative, repetition of fundamentals and stimulating environment.

By attaching feelings to intangible words and reasons, the body begins to treat words as the real predators or pleasure targets to divide and conquer. This enforces the model of Morality to promote static reasons or laws to the death, even in the face of an evolving and changing reality. Can one event in reality be changed to fit several arbitrary static reasons? Are reasons infallible and complete expressions attempting to explain reality? Do arbitrary reasons magically cause reality? Does reality pre-date and cause reasons? Are we born using reasons? In other words, which is first: reasons or reality?

Morality’s failure to enforce 100% certainty by words creates “social fear”, a delusion used to bandage the gap of uncertainty when human words or reasoning contradict their physical actions. Should people be struggling to achieve their “reasoned” goals? Do people resort to anti-societal behaviors because they cannot reason-out their challenges? Without the piece of cognitive flesh, the brain cannot effectively rationalize its input signals and thus auto responds with distress to fight or flee. When it becomes difficult to learn and hard to resolve challenges, is it a matter of morality or ill-health?

Also, the model of Morality performs execution by duality. Hence, people’s listening, thinking, acting and possibilities are limited to the number 2: i.e. like and dislike, life and death, right and wrong, reward and punishment, good and evil, or black and white. However, there are several diverse colors in the rainbow; so instead of eating for likes or dislikes, practice to eat healthy and appropriately give your body the required rainbow of nutrients.

Without cognitive brain development, people living by the morality code are limited to survive by reaping and consuming without (re)planting a seed like hunters do in the jungle. Social fear is used as punishment to divide and conquer materialistic rewards including money, food, sex and drugs without mutual consent in violation of the basic human rights of others.

# The Flip-Flop Consequences Of Feelings –Go Rainbows Of Creativity

- a. **If you let your dog drive your car, it is bound to crash. Can dogs pass society’s driving test?**
- b. **Likewise:** If you use your Feelings to direct your social Life, then you are bound to Fail
- c. If you use your Feelings to Listen to people, you are bound to Discriminate
- d. If you use your Feelings to Reason, then you are bound to have Fear
- e. If you use your Feelings to Respond or act, you are bound to Violence
- f. If you use your Feelings to Love, then you are bound to Hate
- g. If you use your Feelings to do Work, then you are bound to Poverty
- h. If you use your Feelings to set Goals, make Decisions, build Relationships and worship God, then you are bound to Stress, Sickness, Depression, Strokes, Disabilities and premature Death

It is said that knowledge is power. But have you ever “known” the right direction to go or the right decision to make, but find it very hard to accomplish? Yes, Feelings block learning! Is it hard to act contrary to your feeling? Definitely requires practicing!

- i. “Feelings” is power to literally move your body parts – hands, feet, eyes, ears, mouth, etc.
- j. “Feelings” is power to move you without regard for your thoughts or knowledge of the right direction or decision
- k. Can you do the right thing if it feels wrong? Can you do the wrong thing if it feels right? Definitely!
- l. **So how do you evaluate and then decide if and when to follow or disregard your feelings?**

## **Let us scope the wisdom of feelings:**

- a. Is something always right because it feels good? No!
- b. Is something always wrong because it feels bad? Definitely Not!
- c. Alcohol is bad for my health, yet it makes me feel good and free
- d. Fasting is good to detoxify my health, yet it makes me feel bad and hungry
- e. It can feel good to cheat on your commitments, and then feel bad you did it
- f. Feelings will make you feel bad to let go of something or someone that is bad for you
- g. So feelings are sometimes confusingly mixed-up. If only feelings could logically think about social issues
- h. So, Feelings do not have infinite or endless wisdom; and feelings are not always right
- i. Have you ever disliked someone you met for the first time or know nothing about; simply acting before thinking?
- j. Feelings can make you suicidal, so be responsible and seek an accountability support team
- k. **Similar to the fight against alcohol abuse and overuse, this is a call to stop feelings abuse and overuse**
- l. **Instead of using feelings, what are the alternative means of resolving challenges?**

This section concerns:

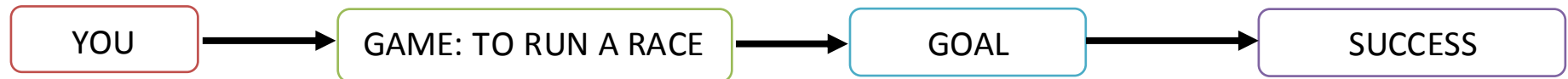
## Securing Endless Success Via Creativity Learning

The following chapters are included:

- The Creativity Process –Running The Olympics With/Without Legs
- **Creativity Learning –A “Concrete” Goal Achievement Strategy**
- Bloom’s Taxonomy Shapes The Creativity Jobs Of Vision 2030
- Creativity Learning Promotes Neuro Metamorphic Reasoning
- Applying Creativity Learning via The Brain-Targeted Teaching Model
- **Global Brain Projects Reshaping Government, Religion and Business**
- To “Have” Love Is To Consume – To “Be” Love Is Creativity
- A Human Lifecycle Staging To Engineer Creativity

# The Creativity Process –Running The Olympics With/Without Legs

Instead of the Jungle, people decide to live together and share in a society. In this global society people utilize a system of goal achievement to innovate, resolve challenges and maintain stability. How do you resolve your challenges and goals?



## Discover Your Design Capacity

*What resources or skills do you have?*

*Example: how many legs do you have to run a race?*

- Zero Leg
- One Leg
- Two Legs

*What do you need to achieve the goal successfully?*

- Crutches
- Wheel Chair
- Prosthetic Legs



**Oscar Pistorius**  
Leg disability or Ability?

## Discover Game Design and Your Potentiality

Discover the Challenges and Rules of the game and your agility and flexibility to adapt, overcome and excel

- Two legs required for best results
- Is it a life or death situation?
- Is it Project-based: i.e. a game of sharing and competing with other humans in a society?



**Usain Bolt**  
Height disadvantage or Legend?

## Invent Game Support Tools

Use your “research skills” to create several inventions to maximize your potential of achieving the goal. Plan your brain-plasticity –ability and capacity to consistently and habitually execute a goal.

Invent leg extensions as a toolset to enable you to achieve the goal

## Actively “Being” vs. Passively Achieving Your Goals

Use leg extensions as a means to propel and achieve targets. Monitor navigation, progress and performance indicators. Proceed via storm to conform like a baby learning to walk.

Fulfillment  
Celebrate  
Inspire  
What Next?

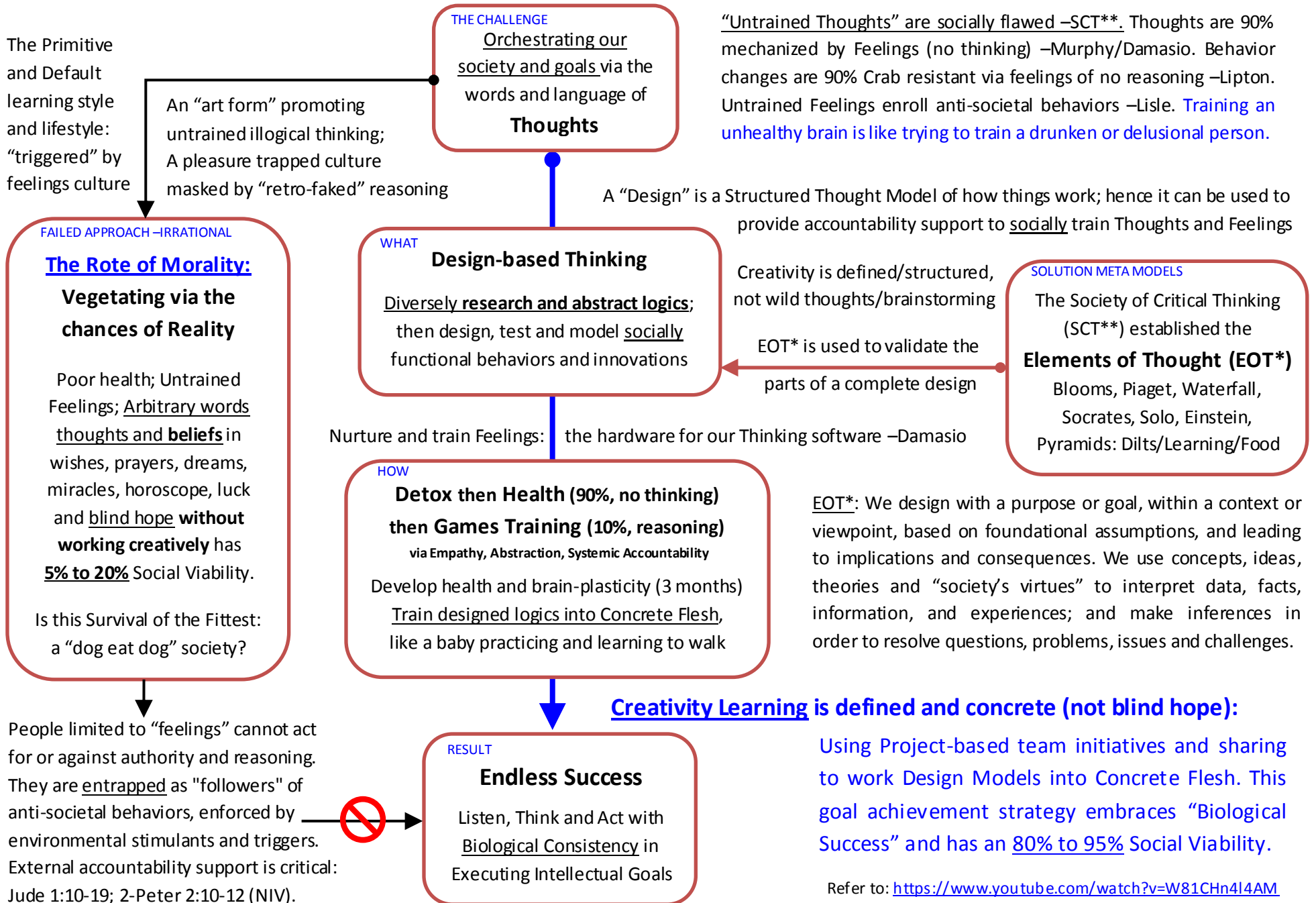
If goals were easy to achieve then why do we have societies with only 20% people at the top? Why are 80% of people struggling to make survival?

Does research show that at least 90% of our decisions are made by instincts and feelings?

Goal: Let us use **Creativity Learning** to resolve this challenge.  
Hint: Many times since 1973, Denmark has been nominated as one of the happiest successful countries in the world with respect to social progress and economic growth.



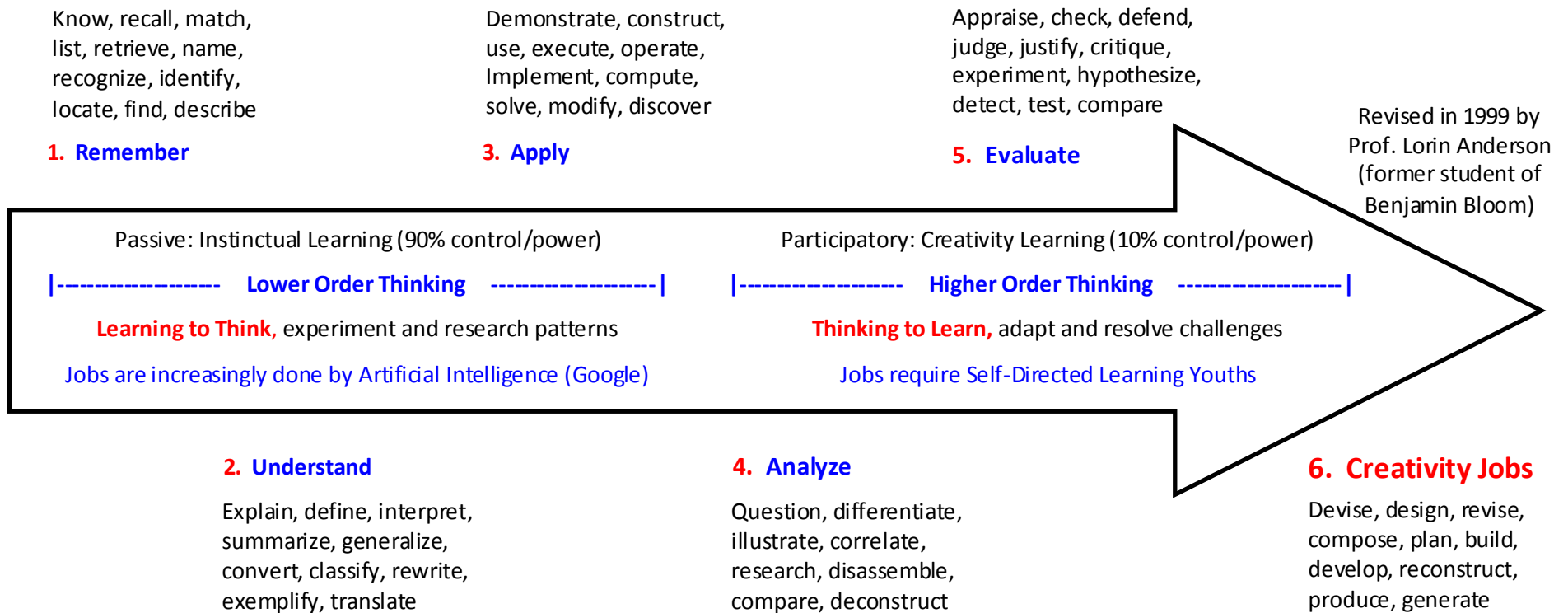
# Creativity Learning –A “Concrete” Goal Achievement Strategy



# Bloom's Taxonomy Shapes The Creativity Jobs Of Vision 2030

Can you teach a car? No. Likewise both the Learning Pyramid and Neuroscience tell us that by design the machinery of a healthy brain will automatically use challenges as a catalyst to learn. Do you blame the car when it malfunctions due to bad petrol? Then why are we blaming the brain (i.e. people) for neural disabilities (i.e. poor reasoning or evil thoughts) which are 90% due to excessive colonial flogging, rote learning and poor nutrition? On the matter of Disability Inclusion: Jamaica's growing disabled are youths seeking the capabilities to be included in the Creativity Jobs of Vision 2030.

This diagram depicts that the Cognitive Domain defines Creativity Jobs: **Learning to Learn = Learning to Think + Thinking to Learn**



The machinery of the brain auto-evolves the lower order stages of instinctually “learning how to think” via nutrition, fitness and stimulation through interacting with environmental challenges. Example: some non-colonial systems that make Denmark the happiest country in the world: kids 3 months to 6 years focus on nutrition and play at nurseries. Motivation by competition and class grades begins only at age 13. No corporal punishment in homes, schools, prisons, etc. <http://www.fyidenmark.com/education-in-Denmark.html>

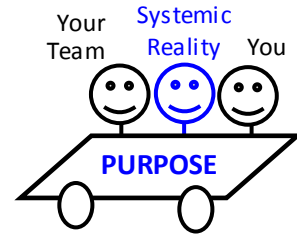
The mastery of “learning how to think” naturally leads to playing the game of achieving societal goals, which requires “thinking how to use learning” to adapt and resolve challenges. Danish Example: kids 6 to 16 years get mandatory primary to secondary education; then optional vocation/trade school or university; then mandatory military service at age 18 to 27 years for 4 months. [https://en.wikipedia.org/wiki/Military\\_service#Denmark](https://en.wikipedia.org/wiki/Military_service#Denmark) <http://www.endcorporalpunishment.org/assets/pdfs/states-reports/Denmark.pdf>

# Creativity Learning Promotes Neuro Metamorphic Reasoning

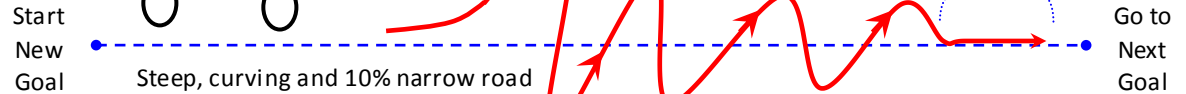
If you dare to  
unleash creativity  
"investigate"  
how to start and  
utilize this model

**Neuro-plasticity:** Team Initiative, Repetition of Fundamentals, Healthy Stimulating Environment

**NEURO-PLASTICITY  
LEARNING AND ADAPTATION  
LIFECYCLE STAGES**



**Adapt:** Fear → Grief → Remorse → Accept  
**Learn:** Form → Storm → Norm → Conform



**SOLO TASK  
STRUCTURE**

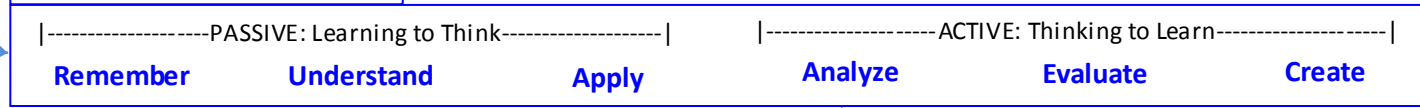
Simple-Single

Multi-Single

Integrated Matrix

Meta-Structure

**BLOOM'S TAXONOMY**



**\*\* PIAGET-  
WATERFALL  
Constructivist  
EXECUTION  
STRATEGY**

**Investigate**      **Analyze**      **Model**      **Test**      **Resolve**      **Maintain**  
Feedback and Evolve Process

**KNOWLEDGE  
ABSTRACTION  
LEVELS**

**Facts and Experiences**      **Concepts and Principles: Question of What?**      **Procedures and Principles: Question of How?**      **Associate and Collaborate What & How**      **Meta-Context Cross-fertilize and Leverage**      **Meta-Cognitive Meta-Empathy**

**SOCRATES  
Creativity  
QUESTIONING**

**Facts and Myths about a point**      **Game Strategy of a point**      **Foundation of a point**      **Convergence to a point**      **Divergence from a point**      **Cause-Effects about a point**      **Meta-Question these questions**

**\*\* PIAGET-WATERFALL:** Use your backward compatible knowledge to jumpstart and execute processes in multiple orders

# Applying Creativity Learning via The Brain-Targeted Teaching Model

The “learn to learn” campaign of 21st-Century Schools seeks to equip students with “concrete” ways of feasibly engaging the lifecycle phases of learning in order to simultaneously adapt and resolve life’s challenges. Similar to the 1997/2015 Learner-Centered Psychological Principles of effective learning, The 2012 Brain-Targeted Teaching Model for 21st-Century Schools are learner-centered neurological and cognitive principles of effective learning aiming to concretely guide teachers, examiners and learners (refer to: <http://www.braintargetedteaching.org/> , <http://www.apa.org/ed/schools/cpse/top-twenty-principles.aspx> ).

Lesson plans focus on what teachers should teach, and exams ask what did students really learn; but if learning is the goal we can discover how students best learn to guide teachers, examiners and students about what can be effectively learnt throughout the lifecycle phases of learning. Creativity Learning promotes being “life-designed” through researching and developing concrete principles to live in accordance with how life is designed to work. Similarly, teaching, assessing and learning will produce best results when done in accordance with how the brain is designed to function and learn. **Essentially, this principle must be applied across the functional areas of life wherever learning occurs e.g. school, work, play, home, church and leisure.**

The holistic approach of the Brain-Targeted Teaching Model presents 6 stages or brain-targets as follows:

1. **Set Emotional Climate** –demote stress and threats which impede learning, and foster positivity for long-term and deep retention
2. **Set Physical Environment** –replace dark, tainted monotonous pictures/environments and promote naturally bright, scented and novel ones
3. **Use Brain’s Workflow** –embrace graphical pattern matching, starting from a big picture to fine details (i.e. use top-down instead of bottom-up)
4. **Use Brain’s Mastery** –build on past memory blocks which systemically uses rehearsal/repetition to enforce long-term and deep retention
5. **Lifelong Development** –keep the brain active by integrating diverse ideas: converge, diverge, induce, deduce, analyze and resolve
6. **Evaluate to Grow** –the brain uses feedback to resolve/auto-evolve towards greatness by maximizing performance based on past experiences

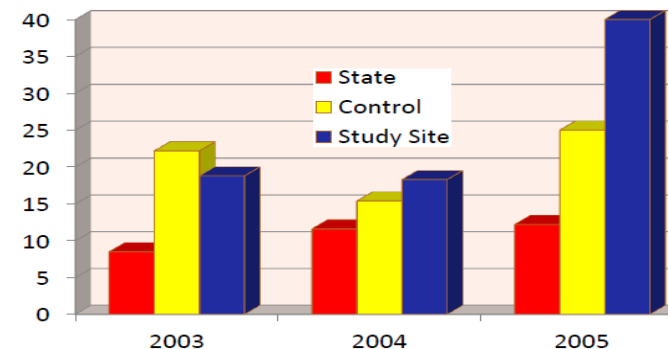
Dr. Mariale M. Hardiman Ed.D., author of The Brain-Targeted Teaching Model, and her colleagues of the Johns Hopkins University reported remarkable results from their 2003 – 2005 case studies of the Brain-Targeted Teaching Model: <http://www.braintargetedteaching.org/faq.html?faqid=6>  
 For a doctoral research study conducted at Johnson & Wales University, Dr. Peter Bertucci (2006) conducted a mixed-method qualitative case study as well as a quantitative ex post facto study of Brain-Targeted Teaching®.

**Findings:** Using the Brain-Targeted Teaching Model as the primary instructional framework systemically produced students with deeper conceptual understanding and better extension of knowledge. Also more engaged and happy students and strong state test performance. Striking differences were found in the percentage of students of poverty who performed at the advanced levels of reading achievement on the Maryland School Assessment. The program evaluation findings validate the utilization of the Brain-Targeted Teaching Model (Bertucci, 2006).

Poorer children show deficits in “executive functioning” compared to affluent peers, i.e. working memory, IQ, self-regulation, attention span, language –Neville, 2011

Neuroscience shows that nutrition and fitness have enormous influence on learning.

The Graph depicts [Maryland School Assessment Scores for Advanced Level of Reading for Students Receiving Free and Reduced Price Meals: Scores for State, Control School, and Study Site \(using the Brain-Targeted Teaching Model\).](#)



# Global Brain Projects Reshaping Government, Religion and Business

Human society is in the process of making a seismic jump from the black/white of “morality” to the diversified rainbow of “creativity”. Similar to the momentous jump from caveman to modern-man, this is a transformation of the mind from modern-man to holistic-man or whole-man. The outstanding work of the global neuroscience community has successfully lobbied and attracted the interest of big governments to engage in global collaborative scientific initiatives to research and model the evolutionary complexity of the brain’s neural network. This aims to revolutionize approaches to governing and managing humans among other creatures on planet Earth. High on the agenda is the requirement to identify and compare the limitations, decisions and behaviour patterns of the healthy brain versus the abused/diseased brain. Several of these multi-billion dollar global brain projects (GBP) commenced in 2013/14 with an average lifespan of 10 years. The USA, European Union, Japan, Australia, Canada, Israel and China are among the governments spearheading these global initiatives to unearth what is considered one of the most complex systems known to man, i.e. the human brain.

To Jamaicans, this compares to using cellular phones to leapfrog from third to first world technological “know how”. Every grassroots in Jamaica knows how to use the first world technologies provided by cellular phones. Yes, the GBP represents a pathway to leapfrog from poverty, suppression and crime to the frontier of liberty, choice, creativity and innovation. Jamaica’s leaders of government, religion and business can proactively utilize the information, analysis and technologies resulting from the GBP to bolster Jamaicans participating at the “frontier” of the global marketplace, hence making Jamaica a first world country of choice to live, raise families and do business by Vision 2030.

Modern-man has mistakenly assumed that language, words, linguistics, reasoning or philosophy was the superior tool to shape and manage human society. This rehashes the mistake where Job (in the Bible) “reasoned” that his rituals to God made him blameless/perfect, hence not deserving of the wicked challenges discriminatively faced by sinful people. God told Job that since he lacked research, evidence and experiential knowledge concerning the pillars and formation of the earth, then his reasoning was fallible (Job 38:4). So Job later repented for his discrimination and idolatry of reasoning. Likewise, if language is not the only means of communicating and the learning pyramid shows that humans do not effectively learn by words; then how can language be superior? Hence modern-man repents for morality-based reasoning and pursues evidence to promote magnificent human societies.

Humans are seeking resolution to brain-driven societal challenges including neural disease, psychological trauma and socio-economic decay which go beyond the scope of the human genetic code (DNA) and NASA space exploration. Yes, misdiagnosis, mistaken identity and travesty of justice are among the issues overshadowing the magnificence in human society. Across institutions, homes and relationships the GBP will impact society’s perception of human consciousness, thinking, decision making, judgment, behavior, potentiality and spirituality. The GBP will transform the interpretation of the Bible from morality to creativity and young adults will later joke at the ancient cultures and technologies of their predecessors. This will significantly impact institutions including law, medicine, economics, information technology, education, government, religion and business. Instead of the current overused reductionist approach to resolving challenges, the GBP will lead to more holistic and wholesome approaches to developing and managing society.

On the matter of brain health: both at the beginning and end of the GBP, the biological network of the diseased brain will still require medical treatment and/or nutrition to restore wellness and once again become fully functional to take on society’s challenges of government, religion and business. This further substantiates the call to provide nutrition, fitness and brain stimulating programmes as requirement for effective participation in society.

## REFERENCES TO GLOBAL BRAIN PROJECTS

<https://www.humanbrainproject.eu> The Human Brain Project (EU/UK), <http://braininitiative.nih.gov> The BRAIN Initiative (USA), <http://www.brainnetome.org/en> Brainnetome (China), <http://braincanada.ca/> Brain Canada (Canada), <http://israelbrain.org/> Israel Brain Technologies (Israel), <http://brainminds.jp/en> Brain Mapping by Integrated Neurotechnologies for Disease Studies (Brain/MINDS) (Japan)

# To “Have” Love Is To Consume – To “Be” Love Is Creativity

To be the change you want to see in the world, requires taking on the role of “being” Love. Like the wind supporting the wings of a bird, Love is not something to “have”; the role of Love is meaningful only while an “action” is being done, e.g. flying. Love creatively researches, analyzes and learns to support the workability of the ecosystem of all life, beyond the limiting scope of one action (e.g. flying) which can be judged as right or wrong relatively. Contrary to the delusion that a person can passively have and consume Love, Love actively plays, innovates and contributes to the ecosystem of all life.

## One Goal of Building a House

### Two persons with one common goal

1. Develop blueprint
2. Build foundation
3. Build walls and windows
4. Add fixtures, fittings and painting
5. Landscaping and gardening



### Person-A

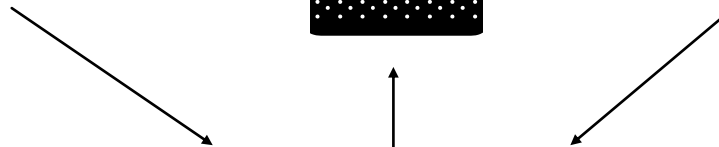
#### Role of Worker / Employee

1. Speaks different dialect from Person-B
2. Follows instructions to do work
3. Cannot attend work due to social challenges
4. Sick and needs backup
5. Needs more salary

### Person-B

#### Role of Boss / Manager

1. Speaks different dialect from Person-A
2. Gives instructions to do work
3. Get substitute and help remedy worker challenges
4. Cannot Pay Bills or Bankrupt
5. Need more work to be done
6. Does not have enough workers
7. Require greater skill and performance
8. Sick and needs backup
9. Need more earnings



## Love is being the negotiator, translator, referee and coach among persons aiming to achieve the one goal of living life

### Role of Being Love is meaningless when there is no translating or negotiating within the evolving ecosystem of life

- a) Life is a game of creativity where ecosystem challenges automatically arise from persisting changes in Reality
  - b) People can think/say the wrong thing but act correctly. Actions are critical to a functional society
  - c) People can think/say the right thing but act incorrectly. Thinking can drive actions with training
  - d) Use accountability support systems to audit then manage integrity and breakdowns
  - e) Research the design limits of life and pursue realistic goals. Foster a “life-designed” lifestyle
1. Negotiate and resolve problems within the scope that two persons have one house goal
  2. Translates resolution to each person’s culture and dialect with the appropriate tones, words and attitude
  3. To resolve financing issues can we get a loan or find a new owner to buy house?
  4. Can house earn more rental or sale value? What is the market rate?
  5. For skills and performance issues: Are project targets and timelines achieved or achievable and within budget?
  6. Are skills available in close proximity? What are their lifestyles? What is the market rate?



# A Human Lifecycle Staging To Engineer Creativity

<b>Categorized Stages</b>	<b>Instinctual Survivalism</b>	<b>Skills Development Societal "Training" Hands-on Examples</b>	<b>Mental &amp; Physical = Spiritual &amp; Neuro-Psychological</b>	<b>Creativity Research and Re-Educating Skills</b>	
<b>Who</b>	Babies to Teens	Teens to Young-adults	Young-adults-25 to Adults	Adults to Elders	Life is a Game, have fun!
<b>What</b>	Navigate by feelings (Food, sex, drugs)	Navigate by empathy and integrity to result in goal consistency and societal virtues/skills	Exploring and navigating by logical reasoning versus Instincts	Contributing to the world being run by reasoning, innovating and competing games	The World is structured by knowledge and educational building blocks: Changes are constant hence we must research and quickly reeducate to keep pace with the changes
<b>How</b>	Parental hand holding, home training, playing, kindergarten and primary school	Social clubs, secondary schools, universities churches, community projects and games	Business, projects, universities, chartered schools, mastery skills	Gurus, wizards, doctorates, fellows, grandmasters, philanthropists	We need more people gaining research skills and developing facts about our universe and innovating for society –the vision
<b>Goal</b>	Survival, health, wellness	Explore integrating the instincts and the society	Work and develop technical skills to innovate society	Create, innovate, explore, contribute to global humanity	
<b>Require</b>	Food pyramid: (40% veggies, 30% fruits, 20% legumes, 10% non-dairy and fish)	Exercising/Fitness develops neurons and 15% longevity: swimming is important	Do new languages, courses or games to utilize neurons: "use it or lose it"	The brain is designed to analyze and auto maximize the actions you do or experience –good and bad habits	Demote default morality thinking or operant learning in order to foster critical thinking and creativity

This section concerns:

## Advocacy, Awareness, Funding And Implementation

The following chapters are included:

- Press Release –Promoting Liberty, Choice & Creativity
- **Action Plan For Stakeholders & Supporters Of Creativity Learning**
- APPENDIX Showcasing Tools To Bolster Creativity Learning
- APPENDIX 1: Human Beings Playing The Game Of Virtual Reality
- APPENDIX 2: Purpose Uses A Central Vision To Execute Goals
- **APPENDIX 3: Purpose Triangulates Workability Via Accountability Roles**
- APPENDIX 4: Purpose Reigns Via The Integrity Check Quadrant
- APPENDIX 5: Purpose Driven Projects Of Problem Based Learning
- APPENDIX 6: The 14 Learner-Centered Psychological Principles
- **APPENDIX 7: Are Words And Reasons Chasing To Know Reality?**
- Thank You For Supporting Human Progress And Creativity

# Press Release –Promoting Liberty, Choice & Creativity

## COCK MOUTH KILL COCK OVER REPARATION!!

There is no need to agree or disagree with this act of sharing Love. This information may help you or someone else.

What about our dream and legacy of unleashing the greatest Lightning Bolt of human potential for all Jamaicans? Did you know that 90% of human success concerns nutritional support?

Yes, reparation over slaves leading slaves by beating slaves as villains and victims of genocide? Colonial masters gave their slaves the Bible as a “soother” substitute to replace the slaves’ natural God given response of revolting against maltreatment. “Slaves, obey your earthly masters ... as you would obey Christ.” –Ephesians 6:5. Hence, slaves should accept maltreatment and faithfully await death to go to Heaven, while Colonial masters made money through genocide. Slaves (uneducated) were forced/tricked to live alienated to God’s design of reality and delusionally resolve challenges via biblical words, triggering epistemic and neuro-psychological defects.

Example-1: the Jamaican phrase “If yuh want good, yuh nose haffi run”, means there is no success without suffering, except by cheating. Example-2: Jamaicans do not aspire to be rich since there is no space in Heaven for rich people; yet the major characters in the Bible were rich, including Jesus receiving gold at birth. Example-3: Jamaicans neglect having the best health, daiming the body is of the imperfect Devil and they eagerly await the perfect body in Heaven. Yet, Moses’ health laws, Jesus’ healing, and the parables of the virgins/talents show that God demands health, wisdom and obedience to successfully embrace the narrow 10% path to Heaven.

Bruce Lipton, Norman Doidge and other researchers show that 90% of behavior is driven by nutritional support of the instincts, feelings or subconscious. So, God created a 90% guarantee for the body to “uncontrollably revolt” into poverty, disease, crime, low productivity and destructive lifestyles whenever it lacks nutrition, fitness and intellectually stimulating training. Maybe Eden’s forbidden fruit triggered poor health and neural malfunction.

Are leaders taking money and power by providing the church, police, business and politics as “soother” substitutes to replace needed nutritional support? And more so to “sentence” people when their bodies “uncontrollably revolt” into decay? Is Vision 2030 possible when slaves are beating slaves due to lack of nutrition, like blind leading blind as villains and victims of colonial genocide? If leaders are victims of colonial rote learning, and lack critical thinking due to poor nutrition, then the modern tools of government, religion and business will prolong the colonial culture of genocide murdering 100 per month. Are leaders unintentionally using the wrong tools which produce genocide? Should victimized families request reparation; or will the colonial substitutes “soothe” the beatings of depression, no jobs and poor nutrition?

To avoid death, the unhealthy brain is entrapped fixing biological damages associated with its escalating bad habits, while using feelings of fear to hinder out-of-the-box learning. However, the nutritiously healthy brain is “free” to think, learn, adapt and excel via environmental challenges. Vision 2030 requires specific foods and lifestyles to develop neuro-healthy Jamaican youths innovating at the frontier of global competition.

## FLOGGING VERSUS COACHING THE BRAIN

There is no need to agree or disagree with this act of sharing Love. This information may help you or someone else.

Has the Colonial Culture tricked Jamaicans to ignore the natural God given signs, puzzles and cues of reality in exchange for delusional beliefs and words hijacking our sweet feelings of conserving energy (laziness), pursuing pleasure and avoiding pain? Faith without works is dead! Are people culturally flogging the brain to live contrary to how God designed life to work, then quarrel with God for not fixing the collapse? Unfortunately!

Example-1: Do Jamaicans believe that the less involved you are in worldly things the greater your chances of going to Heaven? Certainly!

Example-2: What is the loss in productivity due to decades of water lock offs? Death is sure and Heaven has no problems, so why bother?

Example-3: Since fearful feelings hinder learning, can Jamaicans “learn” to stop carry feelings over nothing and stop use feelings to “fight” problems?

Example-4: If we periodically address people’s survival and psychological deficiencies, would this improve self control and reduce criminal behaviors? Well, crime is a sign of the end times and the hotter the battles the sweeter the victory in Heaven.

The brain is preloaded with sophisticated models used to capture the body’s activities and utilize this information to retire and develop habits aimed at maximizing performance. So, the brain is already educated with mathematics, language, arts, sciences and management used to regulate the functioning of the body. Hence, instead of flogging the brain, the role of education should promote nutrition, fitness and stimulating programs to develop consciousness (self management) and utilize the brain’s preloaded knowledge base to creatively resolve challenges.

Jamaicans have been hijacked to ignore God’s design of reality, and instead use delusional beliefs to set unrealistic goals. Can you hear the voices of leaders prophesying? Jamaica No Problem! Educate To Eradicate! Jesus Will Set You Free! Unite For Change! We Put People First! Save Our Children! Include People With Disabilities! Emancipate Yourself From Mental Slavery! The truth is, there have been more schools, more churches and more police stations; yet the socio-economic decay has persistently gotten worse for over 25 years. Do doctors use the knowledge of the body to fix the body? Sure! So, instead of ignoring reality, why not unearth the design of reality to resolve the challenges arising from reality?

Can you hear the frustration of disappointed youths? Stop those lies! Nonsense! A promise is a comfort to a fool! For decades youths have seen parents, teachers and leaders of government, religion and business pretentiously use nice words to promise an unrealistic future. Yes, the escalating evidence of psychological suppression and hopelessness in leaders faking leadership cannot go unnoticed. The truth is, without nutritional support modern education delusionally uses rote learning to flog the brain beyond its disabled capacity. Yes, training an unhealthy brain is like trying to train a drunken or delusional person; hence the call for nutritional support systems for the youths.

## DISABILITY INCLUSION: A MOST PROFOUND LEGISLATION

There is no need to agree or disagree with this act of sharing Love. This information may help you or someone else.

Do people with disabilities often compensate their lives by developing other abilities above the norm? Yes. However, these above normal abilities are often excluded from employment due to social barriers. Hence, Disability Inclusion is a global effort to give people with disabilities the legal rights to participate in mainstream society.

Have you considered that many Jamaican youths (of say 25 years) have never experienced a season of peace throughout their lifetime? Hence Vision 2030 is doomed to be led by matured psychologically suppressed youths/leaders having no due of liberty, choice or creativity. By the Disability Act, these youths/leaders cannot be legally held accountable for failures or targets missed, because they cannot act beyond their hidden disabilities.

The Jamaica Disabilities Act of 2014 is a profound piece of legislation. Many prisoners can be released by this Act. Many forms of maltreatments among citizens will become not punishable but require remedial treatment. Yes, by 2030 the global multi-billion dollar Brain Projects will provide global/local regulation with brain technologies (e.g. fMRI and PET scans) to show our “once hidden” neural disabilities which are today labeled as wicked and deserving the punishment of prison or hell.

How can we avoid legal reciprocation/deadlock for utilizing people with disabilities in the wrong capacity; especially for pre-existing disabilities which are discovered in the future? Can we periodically seek out, assess and address people’s physical, survival and psychological deficiencies and register disabilities as part of our resume of professional qualifications? Will this reduce the travesty of justice by leaders and decision makers in institutions and homes across the society?

In the Disabilities Act, a “person with a disability” includes a person with mental, intellectual or sensory impairment (e.g. damage to the brain, neural network or normal cell growth) which hinders or limits (e.g. for over 6 months) the full and effective participation in one or more major societal activities (e.g. learning, thinking or working).

Let us explore physical blindness, neural blindness and intellectual blindness to clarify disabilities. Example-1: though intellectually capable of working out societal goals, a physically blind man will have serious challenges moving about in Jamaica. Example-2: though visually capable of moving about, an intellectually blind man cannot effectively think to resolve challenges in Jamaica. Example-3: similar to nerves, neural blindness or impairment represents abnormal neural connections or damaged neurons (cells) which may cause intellectual or physical blindness, instead of a defective eyeball. Yes, the neural network will disintegrate from lack of proper nutrition, fitness and brain stimulating training.

The World Health Organization says the poor are vulnerable and entrapped in a vicious cycle where disability leads to greater poverty and endlessly more disabilities. So, what about governance leading the fight to demote disabilities and promote creative abilities? Government, religion and business should creatively ensure that citizens do not automatically disintegrate into disability from the lack of proper nutrition, fitness and brain stimulating training.

# Action Plan For Stakeholders & Supporters Of Creativity Learning

To develop and implement successful programmes for Creativity Learning (CL), inclusive of neuro-psychological wellness, we must seek to engage people and institutions to help resolve issues pertaining to: requirements collaboration among stakeholders, communities and individuals; awareness, advocacy and media; cultural barriers and human psychological capacity; volunteerism and funding; research and statistics; management and feedback improvement. Some of the following recommendations were adopted from the World Health Organization action plan concerning disability inclusion:

## RECOMMENDATIONS TO EFFECTIVELY SUPPORT CREATIVITY LEARNING PROGRAMMES

1. CL to be deployed into all mainstream policies, standards, laws, systems and services  
Audit, identify and remove gaps and barriers to allow people with CL issues to access and participate in mainstream programmes and services.
2. Invest in specific programmes and services for people requiring CL  
Provide professional services and opportunities to enable people to effectively participate in economic, social, cultural and community activities.
3. Adopt a national CL strategy and plan of action in line with regional and global standards  
Develop, implement and monitor a consolidated and comprehensive long-term vision for improving the well-being of persons with CL issues.
4. Involve people requiring and utilizing CL in the process and programmes of development  
Embrace the personal needs, experiences and recommendations of the targeted beneficiaries of development programmes and services.
5. Remove cultural barriers and improve human psychological capacity  
Reshape the attitudes of support providers and stakeholders to ensure non-discrimination and full participation of CL target groups.
6. Provide adequate funding and improve affordability for people requiring CL  
Take measures to provide adequate and sustainable funding to ensure that quality programmes and services reach all targeted beneficiaries.
7. Use media to increase public awareness and advocacy about CL and related issues  
Promote mutual respect and understanding among stakeholders, communities and individuals to develop an inclusive and creative society.
8. Improve data collection and statistics about people requiring and utilizing CL  
Develop and implement cross-cultural methodologies to effectively collect data to support the goals and management of an inclusive CL society.
9. Strengthen and support research about issues relating to CL  
Develop and implement research programmes to improve public understanding, policies, CL programmes and the allocation of resources.



The following represents a translation of the above CL recommendations into participants and actions to resolve CL issues and achieve CL goals:

## PARTICIPANTS AND ACTION PLANS TO EFFECTIVELY SUPPORT CREATIVITY LEARNING PROGRAMMES

1. Governments can: Compare local and global best practices, review and revise existing legislation and policies, build public awareness and knowledge, implement data collection, allocate public funding, audit, identify and remove gaps and barriers, set learning standards and monitor and enforce compliance. [Promote and capture volunteerism and societal contributions by introducing a renewable Society Credit Score system \(\\*\\*\), similar to a grade point average or bank credit score. Systemically, the Society Credit Score should neurologically remind people of the critical factors to maintain societal viability and proficiency, instead of the current tradition of using the limited scope of wealth, accolades or popularity.](#)
2. United Nations agencies and development organizations can: Provide developmental aid, exchange information and coordinate actions, help to build learning capacity and strengthen policies, do research and publish statistics.
3. CL organizations can: Promote advocacy, awareness of rights, and mainstream inclusion; lobby stakeholders and decision makers; evaluate and monitor support services; promote and collaborate research among stakeholders; audit, identify and remove gaps and barriers. [Setup Ombudsman accountability support centers to train, report, research, register and resolve possible CL issues including neuro-psychological disorders/issues.](#)
4. Service providers can: Audit, identify and remove gaps and barriers; provide quality customer support; include target groups in the development process; provide case based service; advocate for client rights; provide technical and administrative support.
5. Academic institutions can: Provide professional and informed courses; audit, identify and remove gaps and barriers; provide and collaborate research with stakeholders.
6. The private sector can: Promote diversity and mainstream inclusion; provide equitable employment and accommodation; audit, identify and remove gaps and barriers; provide quality and affordable goods and services; ensure that policies and procedures promote accessibility by target groups.
7. Communities, Churches and Clubs can: Challenge and improve beliefs and attitudes of members, customers and stakeholders; protect the rights of target groups; foster inclusion and participation; ensure accessibility by target groups; provide security against violence and discrimination. [Support CL/Neuro-psychological Ombudsman. Train members to apply the Learner-Centered Psychological Principles.](#)
8. People with issues relating to CL and their families can: Advocate and support the development and rights of other people and families; participate in awareness campaigns; lobby stakeholders to influence policy, service and research projects.

**\*\*** Balanced Scorecard is a well-developed and widely used technological framework for measuring performance of both quantitative and qualitative data. It combines metrics relating to operational performance, team learning and development, customer satisfaction and financial stability. Hence, we can [use a Balanced Scorecard composite of humanitarian purpose/vision, societal virtues/skills, nutrition/fitness/wellness and rational thinking \(reasoning\) to compute a person's Society Credit Score](#) which determine Societal Proficiency. Example: instead of remaining unrecognized, the voluntary and humanitarian work of citizens will be captured by their personal society credit score, which is recognizable and transferable as a valuable medium of exchange across the society's core institutions of government, religion and business.

## DETAILING THE RECOMMENDATIONS FOR SUCCESSFUL CREATIVITY LEARNING PROGRAMMES

### **Recommendation 1: CL to be deployed into all mainstream policies, standards, laws, systems and services**

People with issues relating to CL have ordinary needs - for health and well-being, for economic and social security, to learn and develop skills, and to participate in their communities. These needs can and should be met in mainstream programmes and services. Mainstreaming CL is a more effective means of fulfilling the human rights of persons with CL issues. Mainstreaming is the process by which governments and other stakeholders ensure that persons with CL issues participate equally with others in any activity and service intended for the general public, such as education, health, employment, and social services. Barriers to participation of people with CL issues need to be identified and removed, possibly requiring changes to laws, policies, institutions, and environments. Mainstreaming requires a commitment at all levels, and needs to be considered across all sectors and built into new and existing legislation, standards, policies, strategies, and plans. Adopting universally designed learning, and implementing reasonable accommodations are two important strategies. Mainstreaming also requires effective planning, adequate human resources, and sufficient financial investment – accompanied by specific measures such as targeted programmes and services (see Recommendation 2) to ensure that the diverse needs of people with issues relating to CL are adequately met.

### **Recommendation 2: Invest in specific programmes and services for people requiring CL**

In addition to mainstream services, some people with issues relating to CL may require access to specific measures, such as support services, or training. A range of well-regulated assistance and support services in the community can meet needs for care, enabling people to live independently and to participate in the economic, social, and cultural lives of their communities. Vocational training can open labor market opportunities. While there is a need for more services, there is also a need for better, more accessible, flexible, integrated, and well-coordinated multidisciplinary services, particularly at times of transition such as between child and adult services. Existing programmes and services need to be reviewed to assess their performance and make changes to improve their coverage, effectiveness, and efficiency. The changes should be based on sound evidence, appropriate in terms of culture and other local contexts, and tested locally.

### **Recommendation 3: Adopt a national CL strategy and plan of action in line with regional and global standards**

While CL should be a part of all development strategies and action plans, it is also recommended that a national CL strategy and plan of action be adopted. A national CL strategy sets out a consolidated and comprehensive long-term vision for improving the well-being of persons with CL issues and should cover both mainstream policy and programme areas and specific services for CL issues. The development, implementation, and monitoring of a national strategy should bring together a broad range of stakeholders including relevant government ministries, nongovernmental organizations, professional groups, people with CL issues and their representative organizations, the general public, and the private sector. The strategy and action plan should be informed by a situation analysis, taking into account such factors as the prevalence of CL issues, needs for services, social and economic status, effectiveness and gaps in current services, and environmental and social barriers. The strategy should establish priorities and have measurable outcomes. The plan of action operationalizes the strategy in short and medium terms by laying out concrete actions and timelines for implementation, defining targets, assigning responsible agencies, and planning and allocating needed resources. Mechanisms are needed to make it clear where the responsibility lies for coordination, decision-making, regular monitoring and reporting, and control of resources.

**Recommendation 4: Involve people requiring and utilizing CL in the processes of the programmes**

People with issues relating to CL often have unique insights about their issues and their situation. In formulating and implementing policies, laws, and services, people with CL issues should be consulted and actively involved. People's organizations may need capacity-building and support to empower people with CL issues and advocate for their needs. When suitably developed and funded, they can also play a role in service delivery—for example, in information provision, peer support, and autonomous interdependent living. At an individual level, persons with CL issues are entitled to control over their lives and therefore need to be consulted on issues that concern them directly - whether in health, education, rehabilitation, or community living. Supported decision-making may be necessary to enable some individuals to evaluate and communicate their needs and choices.

**Recommendation 5: Remove cultural barriers and Improve human neuro-psychological capacity**

The attitudes and knowledge of people working in, for example, education, health care, rehabilitation, social protection, labor, law enforcement, and the media are particularly important for ensuring non-discrimination and participation. Human resource capacity can be improved through effective education, training, and recruitment. A review of the knowledge and competencies of staff in relevant areas can provide a starting point for developing appropriate measures to improve them. Relevant training on CL should incorporate human rights principles and be integrated into current curricula and accreditation programmes. In-service training should be provided to current practitioners providing and managing services. For example, strengthening the capacity of primary health care workers, and ensuring availability of specialist staff where required, contribute to effective and affordable health care for people with CL issues. Many countries have too few staff working in fields such as CL rehabilitation and special education. Developing standards in training for different types and levels of CL rehabilitation personnel can assist in addressing resource gaps. Measures to improve staff retention may be relevant in some settings and sectors.

**Recommendation 6: Provide adequate funding and improve affordability for people requiring CL**

Services are needed to ensure that they reach all targeted beneficiaries and that good quality services are provided. Contracting out service provision, fostering public-private partnerships, notably with not-for profit organizations, and devolving budgets to persons with CL issues for consumer-directed care can contribute to better service provision. During the development of the national CL strategy and related action plans, the affordability and sustainability of the proposed measures should be considered and adequately funded through relevant budgets. Programme costs and outcomes should be monitored and evaluated, so that more cost-effective solutions are developed and implemented. Often people with CL issues and their families have excessive out-of-pocket expenses. To improve the affordability of goods and services for people with CL issues and to offset the extra costs associated with CL issues, particularly for poor and vulnerable persons with CL issues, consideration should be given to expanding health and social insurance coverage, ensuring that people with CL issues, have equal access to public social services, ensuring that poor and vulnerable people with CL issues, benefit from poverty-targeted safety net programmes, and introducing fee-waivers, reduced transport fares, and reduced import taxes and duties on assistive and learning technologies.

**Recommendation 7: Use media to increase public awareness and advocacy about CL and related issues**

Mutual respect and understanding contribute to an inclusive and creative society. Therefore it is vital to improve public understanding of CL issues, confront negative perceptions, and represent CL issues fairly. For example, education authorities should ensure that schools are creative, inclusive and have an ethos of valuing diversity and creativity. Employers should be encouraged to accept their responsibilities towards staff with CL issues. Collecting information on knowledge, beliefs and attitudes about CL issues can help identify gaps in public understanding that can be bridged through education and public information. Governments, voluntary organizations, and professional associations should consider running CL marketing campaigns similar to that of changing attitudes on stigmatized issues such as HIV, mental illness, and leprosy. Involving the media is vital to the success of these campaigns and to ensuring the dissemination of positive stories about persons with CL issues and their families.

**Recommendation 8: Improve data collection and statistics about people requiring and utilizing CL**

Internationally, methodologies for collecting data on people with CL issues need to be developed, tested cross-culturally, and applied consistently. Data needs to be standardized and internationally comparable for benchmarking and monitoring progress on CL policies and for the implementation of global and local CL policies. Nationally, CL issues should be included in data collection. Uniform definitions of CL issues, based on the international knowledge base, can allow for locally and internationally comparable data. Understanding the numbers of people with issues relating to CL and their circumstances can improve country efforts to remove disabling intellectual and CL barriers and provide appropriate services for people with CL issues. As a first step, national population census data can be collected in line with recommendations from the United Nations Organization for Education, Science and Culture (UNESCO), the United Nations Washington Group on Disability and the United Nations Statistical Commission. A cost-effective and efficient approach is to include CL questions: or a CL module – in existing sample surveys such as a national household survey, national health survey, general social survey, or labor force survey. Data need to be disaggregated by population features, such as age, sex, race, and socioeconomic status, to uncover patterns, trends, and information about subgroups of persons with CL issues. Dedicated surveys can also gain more comprehensive information on CL issues, such as prevalence, health conditions associated with CL issues, and use of and need for services including rehabilitation. Administrative data collection can be a useful source of information on users and on types, amounts, and cost of services, if standard CL identifiers are included.

**Recommendation 9: Strengthen and support research about issues relating to CL**

Research is essential for increasing public understanding about CL issues, informing CL policy and programmes, and efficiently allocating resources.

This Report recommends several areas for research on CL including:

- the impact of environmental factors (policies, physical environment, attitudes) on CL and how to measure it
- the quality of life and well-being of people with and without CL issues
- barriers to mainstream and specific services, and what works in overcoming them in different contexts
- accessibility and universal design programmes appropriate for low-income settings
- the interactions among environmental factors, health conditions and CL issues; and between CL issues and poverty
- the cost of CL deficiency and the cost-effectiveness of public spending on CL programmes

Research requires focused investments in human and technical capacity, particularly in low-income and middle-income countries. A critical mass of trained researchers on CL needs to be built. Research skills should be strengthened in a range of disciplines, including epidemiology, CL studies, health and rehabilitation, special education, economics, sociology, and public policy. International learning and research opportunities, linking universities in developing countries with those in high-income and middle-income countries, can also be useful.

## DETAILING THE TRANSLATION OF RECOMMENDATIONS INTO PARTICIPANTS AND ACTIONS

### **Governments can:**

- Review and revise: 1) existing legislation and policies for consistency with the global best practices; 2) compliance and enforcement mechanisms.
- Review mainstream and CL-specific policies, systems, and services to identify gaps and barriers and to plan actions to overcome them.
- Develop a national CL strategy and action plan, establishing clear lines of responsibility and mechanisms for coordination, monitoring and reporting across sectors.
- Regulate service provision by introducing learning standards and by monitoring and enforcing compliance.
- Allocate adequate resources to publicly-funded services and appropriately fund the implementation of the national CL strategy and plan of action.
- Adopt national standards for information and amenities pertaining to CL and ensure compliance in new buildings, in transport, and in information and communication.
- Introduce measures to ensure that people with CL issues are protected from poverty and benefit from mainstream educational programmes.
- Include CL in national data collection systems and provide CL-disaggregated data wherever possible.
- Implement communication campaigns to increase public knowledge and understanding of creativity learning.
- Establish channels for people concerned about CL issues to lodge complaints on human rights issues and laws that are not implemented or enforced.
- Promote and capture volunteerism and societal contributions by introducing a renewable Society Credit Score system (\*\*), to represent an individual's societal proficiency and reliability, instead of the current tradition of using the limited scope of wealth, accolades or popularity.

### **United Nations agencies and development organizations can:**

- Include CL in development aid programmes, using the twin-track approach (addressing societal barriers and individual challenges).
- Exchange information and coordinate actions – to agree on priorities for initiatives to learn lessons and to reduce duplication of effort.
- Provide technical assistance to countries to build learning capacity and strengthen existing policies, systems and services – for example, by sharing good and promising practices.
- Develop internationally comparable research methodologies for collecting and analyzing data relating to people with CL issues.
- Regularly include relevant CL data into statistical publications.

### **CL organizations can:**

- Support people with CL issues to become aware of their rights, live autonomous and interdependent and develop their skills.
- Support children with CL and their families to ensure inclusion in education.
- Represent the views of their constituency to international, national, and local decision makers and service providers, and advocate for their rights.
- Evaluate and monitor support services, and collaborate with researchers to support applied research that can contribute to service development.
- Promote public awareness and understanding by professionals about the rights of persons with CL issues – for example, through campaigning, advocacy, and CL-equality training.
- Conduct audits of environments, amenities, and other systems and services to promote information barrier removal.
- Setup CL training centers inclusive of training people how to use the Learner-Centered Psychological Principles.
- Setup Ombudsman accountability support centers to report, research, register and resolve possible CL issues/neuro-psychological disorders as a preventative measure.

**Service providers can:**

- Carry out information audits, in partnership with local CL groups, to identify information barriers that may exclude persons with CL issues.
- Ensure that staff is adequately trained about CL and related issues, implementing training as required and including service users in developing and delivering training.
- Develop individual service plans in consultation with people with CL issues, and their families where necessary.
- Introduce case management, referral systems, and electronic record-keeping to coordinate and integrate service provision.
- Ensure that people with CL issues are informed of their rights and the mechanisms for complaints.

**Academic institutions can:**

- Remove barriers to the recruitment and participation of students and staff with CL issues.
- Ensure that professional training courses include adequate information about CL, based on human rights and scientific principles.
- Conduct research on the lives of persons with CL issues and on disabling information barriers, in consultation with CL organizations.

**The private sector can:**

- Promote diversity, inclusion and CL in working environments.
- Facilitate employment of persons with CL issues, ensuring that recruitment is equitable, that reasonable accommodations are provided, and that employees who become “anti-CL” are supported to return to work.
- Remove barriers of access to microfinance, so that persons with CL issues can develop their own businesses.
- Develop a range of quality support services for persons with CL issues and their families at different stages of the life cycle.
- Ensure that employees have access to information and physical amenities to facilitate CL. E.g. library, IT café, gym, nutrition.
- Ensure that ICT products, systems, and services are accessible to persons with CL issues.

**Communities, Churches and Clubs can:**

- Challenge and improve their own beliefs and attitudes towards CL and related issues.
- Protect the rights of persons with CL related issues.
- Promote the inclusion and participation of people with CL issues in their community.
- Ensure that community environments are accessible for people with CL issues, including schools, recreational areas and cultural facilities.
- Challenge violence by/against and bullying from/of people with CL related issues.
- Similar to the Consumer Affairs Commission, people within the community should support the role of CL/Neuro-psychological Ombudsman.
- Train members to apply the Learner-Centered Psychological Principles as a means of facilitating the learning and adaptation lifecycle.

**People with issues relating to CL and their families can:**

- Support other people/families with issues relating to CL through peer support, training, information, and advice.
- Promote the rights of persons with CL issues within their local communities – for example by conducting information access audits, delivering CL training, promoting rationality and campaigning for human rights.
- Become involved in awareness-raising and social marketing campaigns.
- Participate in forums (international, national, local) to determine priorities for change, to influence policy, and to shape service delivery.
- Participate in research projects.

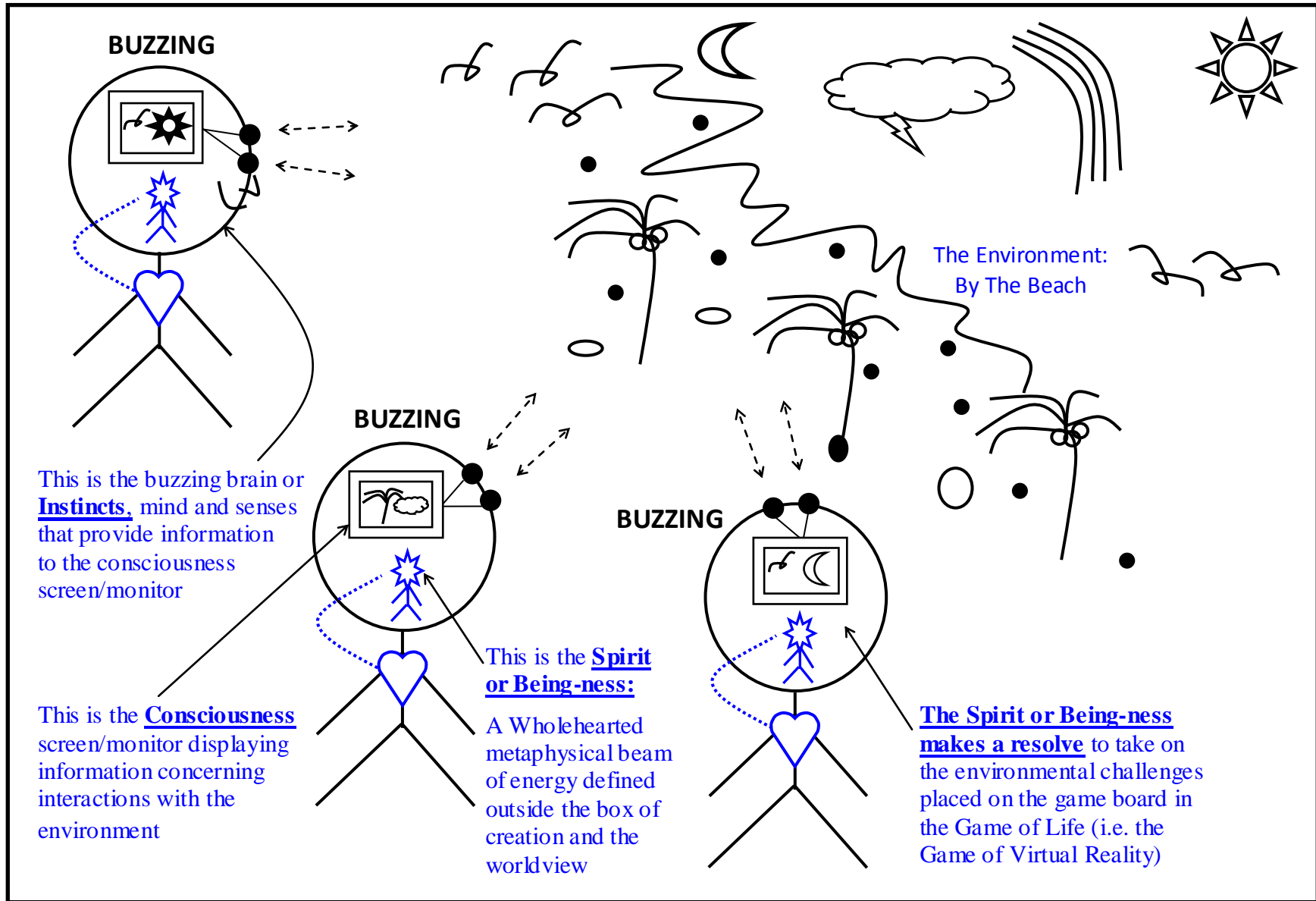


# APPENDIX Showcasing Tools To Bolster Creativity Learning

If we make the assumption of neuro-psychological wellness, then we can focus on showcasing our true potentials. That is, though a [healthy brain will automatically evolve to greatness](#) by learning from the signs, puzzles, hints, cues and resolutions of challenges; we can also use simulations and conceptual frameworks as tools to bolster the learning process of individuals. These appendices provide a collection of such tools.

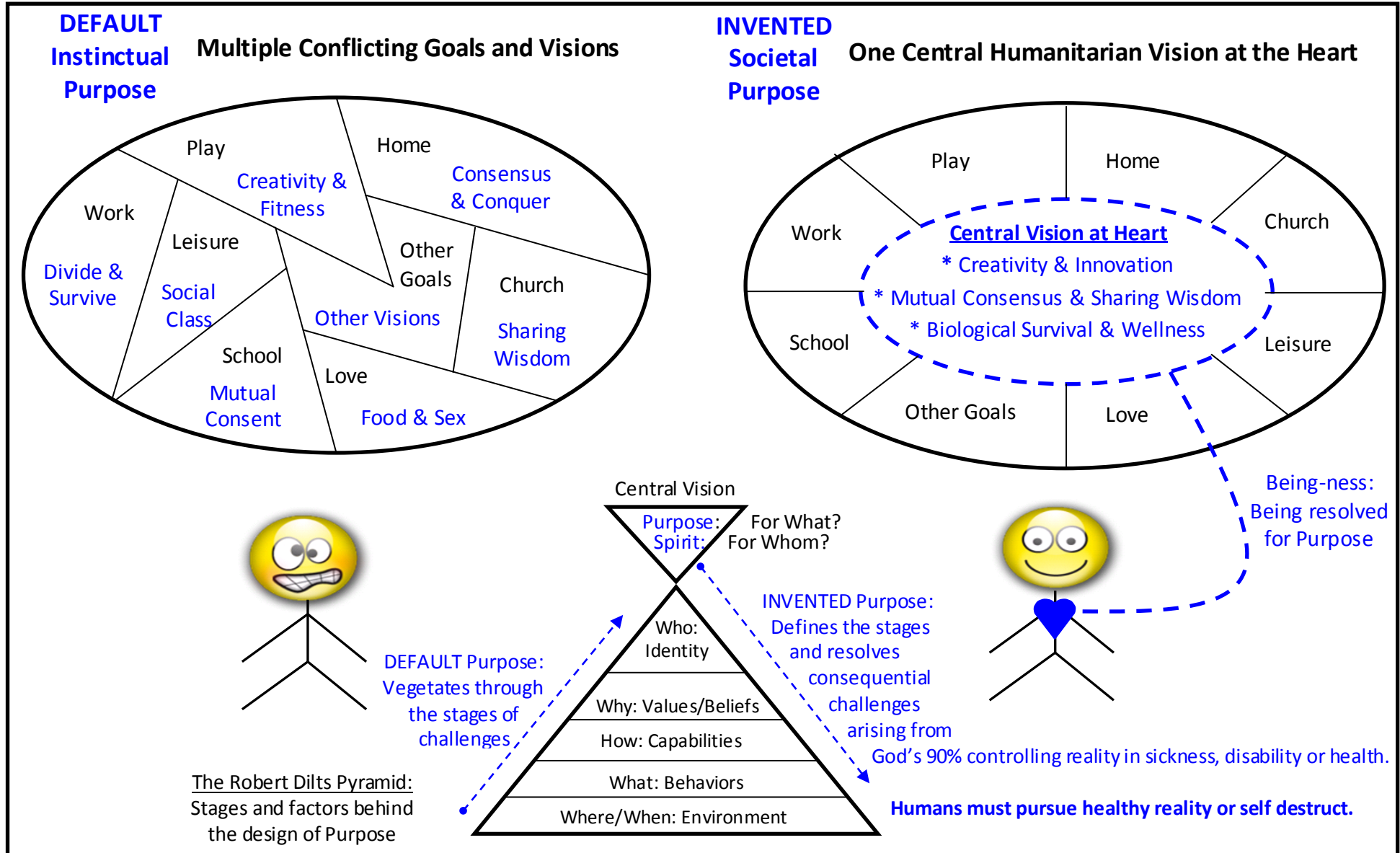
- APPENDIX 1: Human Beings Playing The Game Of Virtual Reality  
This appendix illustrates the [core design features of Human Beings](#). That is, the 90% controlling Human Instincts, and the 10% controlling Spirit or Being-ness and Consciousness which interacts with the Instincts.
- APPENDIX 2: Purpose Uses A Central Vision To Execute Goals  
Purpose plays a critical role of providing a pathway for the 10% controlling Spirit or Being-ness to operate with/via the 90% controlling Instincts, culture and reality. [The Robert Dilts Pyramid shows the design features operating and supporting Purpose](#). Instead of vegetating with the Default Purpose, the Spirit can reverse engineer and work via an Invented Purpose to effect changes and showcase the full potential of the human being.
- APPENDIX 3: Purpose Triangulates Workability Via Accountability Roles  
Since you cannot beat the 90% controlling Instincts, culture and reality, then you must join them and become life-designed compliant. Yes, join them at the conceptual “design” level and use research to unearth their design features. This appendix illustrates [core design features of Team Culture](#). Attempting success in contradiction to Team Culture is suicide. Hence its best to engineer the Team Culture required to support success.
- APPENDIX 4: Purpose Reigns Via The Integrity Check Quadrant  
The 90% controlling reality operates independent of an Invented Purpose. Hence conflicts, breakdowns and challenges will arise from the constant changes in reality. Instead of leaving your feelings to vegetate with reality you can take [steps to restore Integrity and secure Workability](#).
- APPENDIX 5: Purpose Driven Projects Of Problem Based Learning  
Reality ensures that there is no shortage of problems. Hence we can exploit this feature of reality to create projects around problems and enforce learning among participating humans. Learning is critical for people to live, work and share together in a common society. This appendix illustrates how [Purpose works through projects of problem based learning to create reality](#).
- APPENDIX 6: The 14 Learner-Centered Psychological Principles  
The Learning Pyramid indicates that teaching others is 90% learning, hence individuals must practice the Learner-Centered Psychological Principles and apply them across the functional areas of life wherever learning occurs e.g. school, work, play, home, church and leisure. [These principles teach individuals to use “empathy” in a specified manner to facilitate the learning and adaptation lifecycle](#). That is, interpersonal interaction should consider factors such as: cognitive and meta-cognitive, motivational and affective, developmental, social and individual differences.
- APPENDIX 7: Are Words And Reasons Chasing To Know Reality?  
The frequent clashes of external reality and reasons in peoples’ brains often lead to epistemic and psychological defects. Additionally people often unsuccessfully attempt to use their survival feelings to resolve these issues even where there is no survival situation. This appendix illustrates how [Reality and Reasons can work together in harmony and create psychological balance in people’s lives](#).

# APPENDIX 1: Human Beings Playing The Game Of Virtual Reality



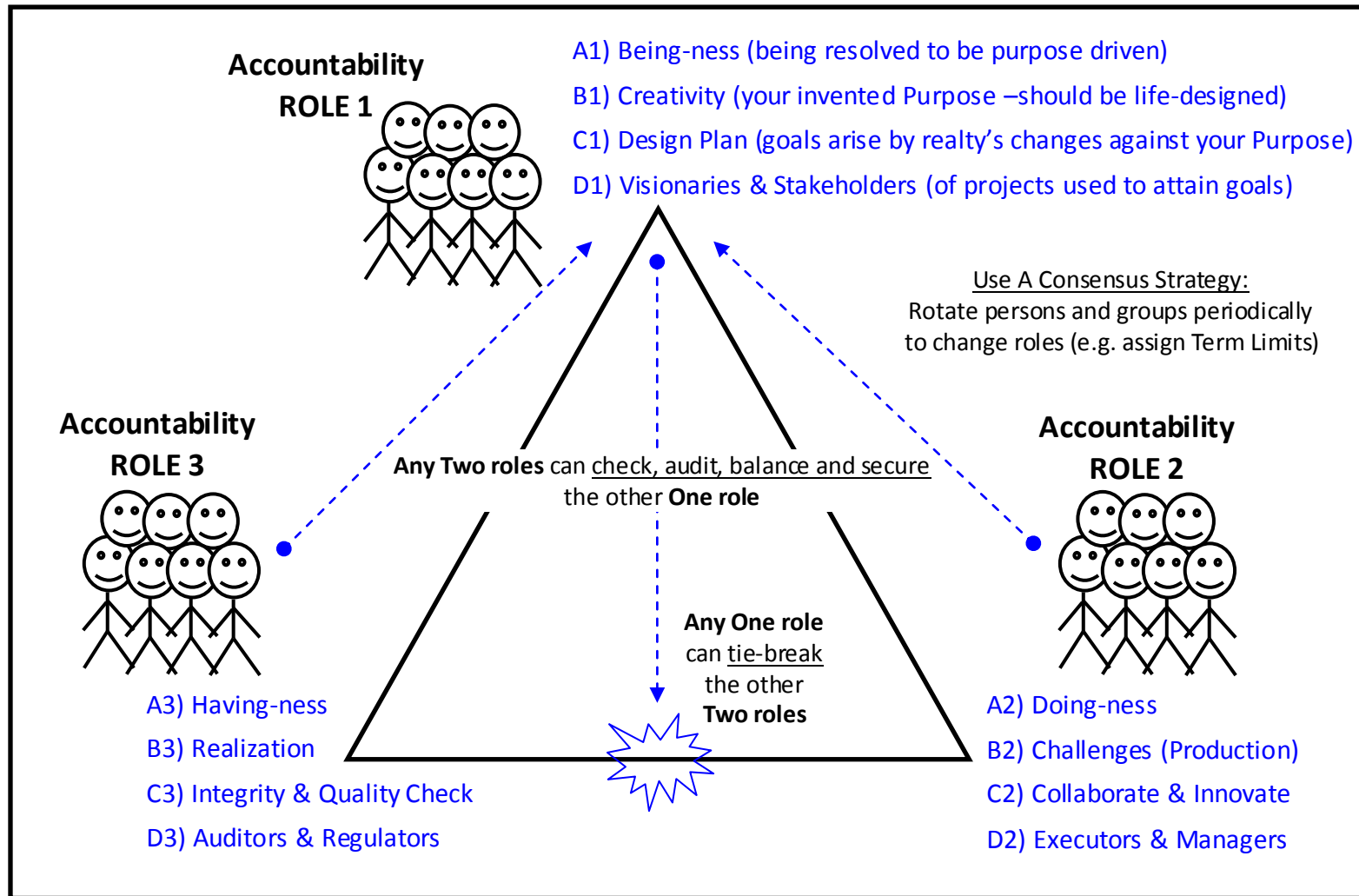
This model aims to provide a picture of core features interacting in each human being while living and resolving the challenges presented by life or reality.

# APPENDIX 2: Purpose Uses A Central Vision To Execute Goals



Before the Invented Societal Purpose, people suffered from multiple conflicting and split personalities. With Invented Societal Purpose, people use a Central Humanitarian Vision to resolve conflicts and discrimination across the social classifications and goals of life. Like the axle of a bicycle wheel this humanitarian vision is the spindle supporting the execution of all goals across the functional areas of life. Purpose promotes a Central Plan which demotes feelings of fear.

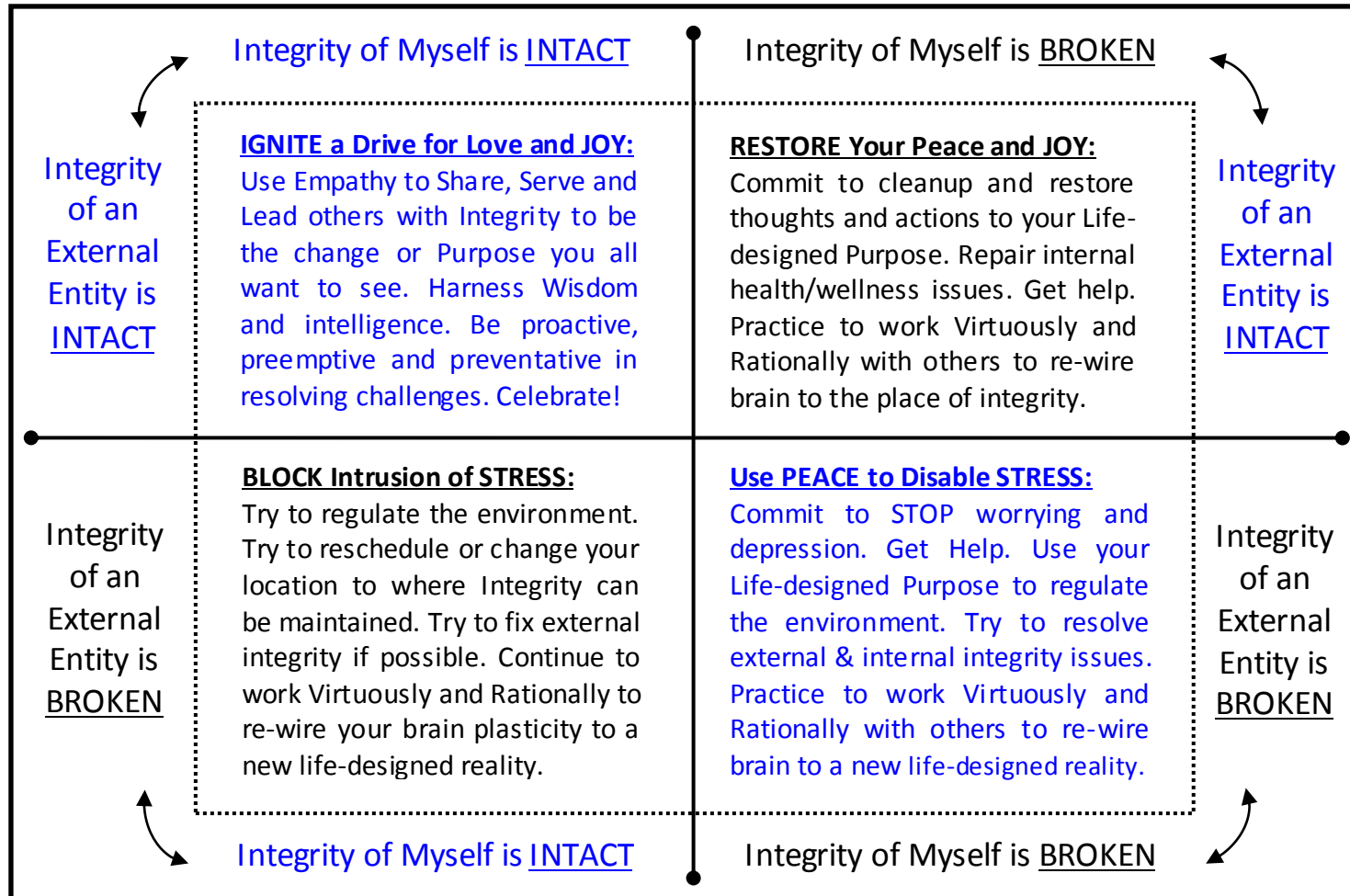
# APPENDIX 3: Purpose Triangulates Workability Via Accountability Roles



If culture has 90% control/power and eats strategy for breakfast then success requires engineering the culture of large to small businesses, institutions, families and personal relationships. Sociologically, a team of less than 20 persons is vulnerable to the default culture of the environment. Teams size of 20 -150 systemically regulates and role-plays in decision-making. John King and David Logan (Tribal Leadership) show that it is best to “triangulate workability” by assigning sub-groups to Accountability Support Roles. Like the three core branches of the US government. Businesses, institutions, families and relationships must embrace the “love your neighbor principle” and utilize volunteering committees and mentor groups to deliberately override the failures of the default culture.

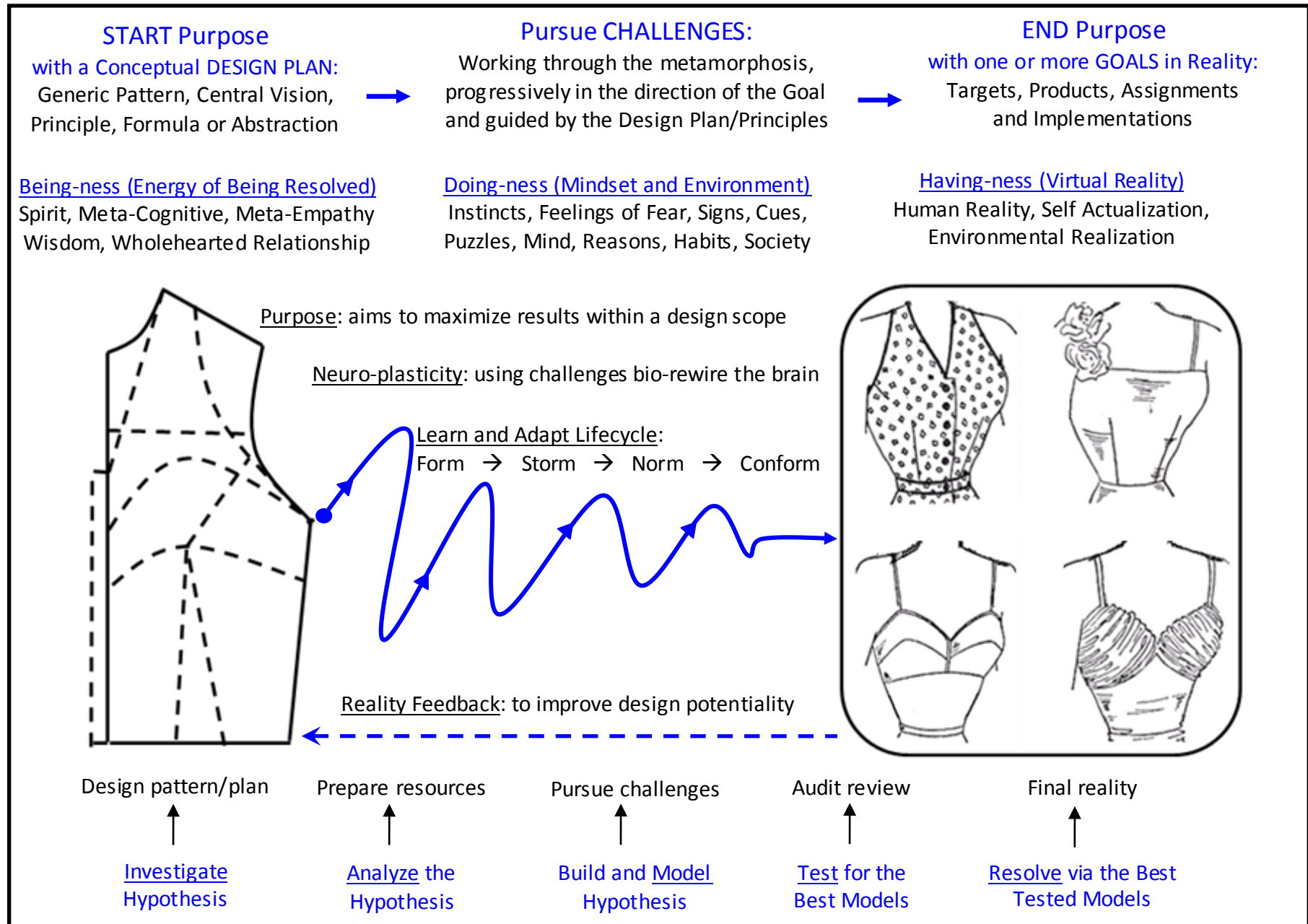
# APPENDIX 4: Purpose Reigns Via The Integrity Check Quadrant

*Inspired by Nelson Mandela*



Integrity evaluates and ensures your goals are working/progressing according to your predefined standards, socialization or assumptions e.g. cultural norms. Often your feelings are negatively impacted when integrity is broken e.g. by below standard performance of yourself or an external entity. Anxiety/stressful feelings hinder learning and adaptation, so whether life is up/down, restore integrity by accepting what is reality and find new ways/goals to move forward. Each block of this Integrity Check Quadrant gives the steps to take each moment to verify, restore and maintain the internal and external Integrity of your Life-designed Purpose. The Integrity of Myself (INTACT or BROKEN) is combined with the Integrity of an Entity External (INTACT or BROKEN). Nelson Mandela once inferred that he was not a Saint; unless you consider a Saint to be a Sinner who keeps trying to restore his/her Integrity moment by moment.

# APPENDIX 5: Purpose Driven Projects Of Problem Based Learning



People’s brain biological network effectively learns and retains when project-based problem solving teams experientially work together to resolve challenges.



# APPENDIX 6: The 14 Learner-Centered Psychological Principles

Individuals may “empathically” consider the following factors to facilitate the learning and adaptation lifecycle of project-based problem solving teams.

## COGNITIVE AND METACOGNITIVE FACTORS

1. Nature of the learning process: The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.
2. Goals of the learning process: The successful learner, over time and with support and instructional guidance, can create meaningful, coherent representations of knowledge.
3. Construction of knowledge: The successful learner can link new information with existing knowledge in meaningful ways.
4. Strategic thinking: The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals.
5. Thinking about thinking: Higher order strategies for selecting and monitoring mental operations facilitate creative and critical thinking.
6. Context of learning: Learning is influenced by environmental factors, including culture, technology, and instructional practices.

## MOTIVATIONAL AND AFFECTIVE FACTORS

7. Motivational and emotional influences on learning: What and how much is learned is influenced by the learner's motivation. Motivation to learn, in turn, is influenced by the individual's emotional states, beliefs, interests and goals, and habits of thinking.
8. Intrinsic motivation to learn: The learner's creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control.
9. Effects of motivation on effort: Acquisition of complex knowledge and skills requires extended learner effort and guided practice. Without learners' motivation to learn, the willingness to exert this effort is unlikely without coercion.

## DEVELOPMENTAL AND SOCIAL FACTORS

10. Developmental influence on learning: As individuals develop, they encounter different opportunities and experience different constraints for learning. Learning is most effective when differential development within and across physical, intellectual, emotional, and social domains is taken into account.
11. Social influences on learning: Learning is influenced by social interactions, interpersonal relations, and communication with others.

## INDIVIDUAL DIFFERENCES FACTORS

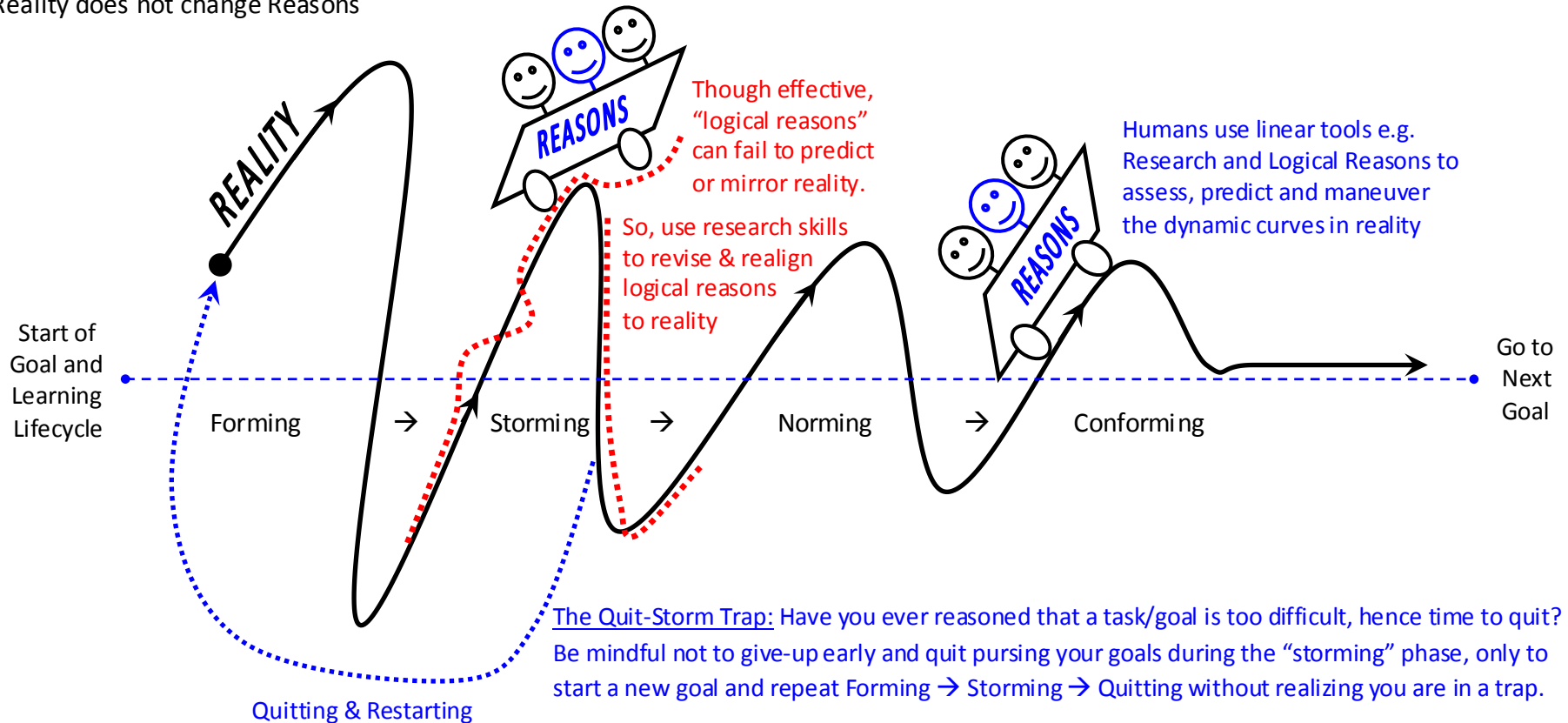
12. Individual differences in learning: Learners have different strategies, approaches, and capabilities for learning that are a function of prior experience and heredity.
13. Learning and diversity: Learning is most effective when differences in learners' linguistic, cultural, and social backgrounds are taken into account.
14. Standards and assessment: Setting appropriately high and challenging standards and assessing the learner and learning progress-including diagnostic, process, and outcome assessment are integral parts of the learning process.

For further details refer to the American Psychological Association: <http://www.apa.org/ed/governance/bea/learner-centered.pdf>

# APPENDIX 7: Are Words And Reasons Chasing To Know Reality?

Reality knows no Reasons  
Reasons do not change Reality  
Reality does not change Reasons

Reasons are like cartoons and fictional simulations chasing Reality  
Inventing/using life-designed Reasons aim to psychologically mirror Reality



As shown in the diagram above, "Reality knows no Reasons": let us think of reality as a roadway and reasons as a car attempting to maneuver the roadway. Of course you are the driver of the car called reasons. Firstly, be aware that reasons may be invented at any time. An invented reason may by itself develop mechanical difficulties and run off the roadway, over to the bottom of a cliff. Like a double edged sword, some drivers use feelings to destructively hold on to defective reasons, even when they hit rock bottom of the cliff. However, the skillful driver learns to proactively disembark defective reasons and parachutes to other functional and viable reasons which mirror reality. This raises the call for intellectual creativity to readily research, experiment and unearth or invent reasons which are life-designed and more equivalent to reality.

Which is first: “reality” or “reasons”? Are humans born using reasons? Has reality persisted even after the destruction of several human civilizations and predictions of the end of reality? Is God merely the word and the word God? Is God love? Is love merely a word without actions? Can love be expressed without words? Can you accurately and persistently predict success or failure based on the dynamic turns of reality? Have you observed that reality sets its own rules; reality has no friends; and reality takes no prisoners? Reality has no philosophical agenda! Yes, reality makes the moves and humans often use arbitrary reasons to estimate and construct imaginary/virtual realities and play the game called “life”. Even when humans deliberately initiate changes in reality it has to be in agreement with the rules and consequences of reality. On the matter of estimating reality: it is essential that humans learn to re-invent themselves, i.e. their imaginary/virtual world of reasons, in order to keep pace with unforeseen changes in reality.

So the question is: Are your words and reasons accurately and effectively (dynamically) knowing/estimating reality? In other words: what are the consequences imposed by reality for inaccurately estimating and initiating reality? Is it life, death or not a case of survival? Is your biological hardware in a state of wellness to help you effectively estimate reality? Are you suffering from drunkenness, anger, depression, anxiety or neuro-destructive illnesses (e.g. obesity, high blood pressure, diabetes, stroke, heart attack, hormonal imbalance, cancer, etc.) which obscure your vision, judgment and reasoning? Are you often in life/death survival mode using fear, anxiety, ego, pride, inferiority and so on even when there is no survival situation? Are you envious or stealing even when there is enough to share among everybody, but you fail at rationally reasoning out this challenge?

**Example-1:** Modern civilization has incorrectly constructed the calculation of “time”. For some people the delusion of night and day is God’s miracle of entering into a new season and for others night/day is merely the curving shadow/light of the sun on the curving surface of the earth (Job 26:10 NKJV). With linear tools humans have tried to construct time/days of equal length from the changing sizes of the sun’s curving shadow/light; hence the need to correct the 365 days per year with an estimate of 366 days every leap year. Maybe it is impossible to precisely calculate time due to the inability to precisely estimate pi, as in the area of a circle is pi times radius squared. The exploration still continues to precisely calculate time to match reality. As a result, have you noticed how consecutive Easters never fall on the same day of the year? Yes, the same for birthdays! Do Jamaicans fuss over religious days? Yes, yet what is linearly called Saturday is sometimes accurately Friday/Sunday, and Sunday is sometimes Saturday/Monday, etc. The point is: since God designed humans with linear tools to estimate curves and circles it will require a technique called marching where humans periodically assess themselves and if necessarily reboot, reinvent or invent corrective measures to keep pace and adapt to meet the evolving changes in reality.

**Example-2:** Historically Christianity has relied on ancient cultures and philosophies to understand reality and interpret the Bible. There was no automatic download of knowledge from the internet into people’s brains to interpret the Bible. Ancient cultures invented the concept of God as being many gods (i.e. polytheism) for different purposes. As time progressed and kings pursued world domination the idea of gods domination emerged for kings to construct one universally supreme God (i.e. monotheism) dominating all other gods. Yes, our modern concept called God has its own evolutionary development process. Jamaica’s Colonial Masters taught slaves to interpret the Bible as good versus evil and people should exploit their feelings to hate evil and cherish good in order to rid the world of evil and proclaim good. However as time progressed, humans realized that so-called evil or challenges are persistent and represent consequential feedback in reality. Hence humans should explore modifying their philosophies to resolve this epistemic confusion and psychological trauma of persistently overusing their survival feelings of fear to resolve challenges even when there is no survival situation.

With the advent of the internet humans began to universally collaborate, share, compare, contrast and evolve a more accurate understanding of one supreme, universal and all-encompassing God who is omniscient, omnipotent and omnipresent. Bar nothing, all things are made by God for His purpose. Hence the so-called evil forces are tools used by God to present feedback and challenges for humans to learn among other things. No need to exploit feelings to hate evil since it is all God’s doing as exemplified by the story of Job in the Bible. Yes, God initiated His son Satan to present unforeseen challenges so that Job could learn, modify his reasoning and help other humans to effectively play the game of life. Instead of the psychological trauma enforced by the overuse and abuse of feelings, this is a call to promote intellectual creativity in the resolution of challenges/feedback presented by God.

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# THE END