

World Good Will Seminar

A Day of Reflection on the Theme:

“FROM INTELLECT TO INTUITION”

EDUCATION IN THE WORLD OF TOMORROW



Geneva

Saturday 29 October 2016

Maison de la Paix,

Auditorium A2, Maison de la Paix*, Genève

World Good Will

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WORLD GOOD WILL SEMINAR



A day of talks, discussions and meditations – simultaneously in London, New York and Geneva – on the theme of from Intellect to Intuition. In the book *From Intellect to Intuition* it is suggested that: “the nature and true significance of meditation, and its use on a large scale in the West ... may eventually supplant the present methods of memory training, and prove a potent factor in modern educational procedure.” “Can the development of the intuition find its place in modern education?” is the topic of this Saturday’s Seminar:

From Intellect to Intuition

Education in the World of Tomorrow

Saturday 29 October 2016 --- 10:00-16:00

Maison de la Paix, Auditorium A2, Chemin Eugène-Rigot 2, 1202 Genève

Programme

10:00 **Introduction**

Mantram: “The New Group of World Servers”

10:05 **How to teach the intuition to the intellect: challenge of today for the teacher of the future**
Aïsha Guennoun – Lucis Trust, World Good Will – Geneva

10:30 **Soul Education for Social Change**

Dr. Nina Meyerhof & Domen Kocevar – Children of the Earth

10:55 **Visualisation**

11:00 **Intuition, Communication and Education for a new Societal Paradigm**

François Schmitt – World Organization of Prenatal Education Associations

11:20 **How to foster one Humanity**

Domen Kocevar –Theosophical Library Alma M. Karlin, Slovenia

11:45 **Plenary Discussion**

12:00 **End of the Morning Session**

Lunch

13:30 **Introduction of the Afternoon**

Mantram: “Affirmation of Love”

13:35 **Art and Education – From Intellect to Intuition**

Philippe Robert – Lucis Trust, World Good Will – Geneva

13:55 **Introduction Group Work – World Good Will game: Evoking the Soul of the Nations**

14:05 **Group Work – World Good Will game: Evoking the Soul of the Nations**

15:40 **Group Meditation**

16:00 **End of the day**

Entrance free

This event is financed exclusively by donations.

Your contribution is warmly welcomed.

For more information, please write to:

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GROUP MEDITATION: WORLD GOODWILL

STRENGTHENING THE HANDS OF THE GROUP OF WORLD SERVERS

I. GROUP FUSION

We recognise our place, as a group, within the heart centre of the group of world servers:

**I am one with my group brothers, and all that I have is theirs.
May the love which is in my soul pour forth to them.
May the strength which is in me lift and aid them.
May the thoughts which my soul creates reach and encourage them.**

II. ALIGNMENT

Mentally extend a line of lighted energy towards the planetary heart centre – the spiritual Hierarchy; to the Christ, the “heart of love” within the spiritual Hierarchy; and towards the planetary head centre – the centre where the will of God is known.

III. HIGHER INTERLUDE

Hold the mind focused for a few moments on the planetary role of the group of world servers mediating between the spiritual Hierarchy and humanity, responding to spiritual impression and meditating the Plan of Light and Love into existence.

IV. MEDITATION Meditate on the seed thought:

The unfoldment of the intuition will bring about a world recognition of the Divine Plan. All life and all forms will then be seen in their true perspective and the synthesis of world evolution realised.

V. PRECIPITATION

Visualise the precipitation of the will-to-good, essential love, from the centre where the will of God is known, through the spiritual Hierarchy and the Christ, the group of world servers, all people of goodwill everywhere in the world, and finally through the hearts and minds of the whole human family.

VI. LOWER INTERLUDE

**May the Power of the one Life pour through the group of all true servers
May the Love of the one Soul characterise the lives of all who seek to aid the Great Ones
May I fulfil my part in the one Work through self-forgetfulness, harmlessness, and right speech.**

Reflect on the seminar theme working out through applied goodwill in all walks of life by all peoples everywhere

VII. DISTRIBUTION

As the Great Invocation is sounded, visualise the irradiation of human consciousness with light and love and power:

**From the point of Light within the Mind of God
Let light stream forth into the minds of men.
Let Light descend on Earth.**

**From the point of Love within the Heart of God
Let love stream forth into the hearts of men.
May Christ return to Earth.**

**From the centre where the Will of God is known
Let purpose guide the little wills of men—
The purpose which the Masters know and serve.**

**From the centre which we call the race of men
Let the Plan of Love and Light work out.
And may it seal the door where evil dwells.**

Let Light and Love and Power restore the Plan on Earth

OM

OM

OM

Mantram of the New Group of World Servers

**May the Power of the one Life
pour through the group of all true servers.**

**May the Love of the one Soul
characterise the lives of all who seek to aid the Great Ones.**

**May I fulfil my part in the one Work through
self-forgetfulness, harmlessness, and right speech.**

Affirmation of Love

In the centre of all Love I stand
From that centre, I the soul, will outward move.
From that centre, I the one who serves, will work.
May the love of the divine Self be shed abroad,
in my heart, through my group and throughout the world.

How to Teach Intuition to the Intellect: The Challenge of Today for the Teachers of Tomorrow

Aisha Guennoun

As indicated in today's programme, in *From Intellect to Intuition*¹: "The nature and true significance of meditation, and its use on a large scale in the West ... may eventually supplant the present methods of memory training, and prove a potent factor in modern educational procedure." "Can the development of the intuition find its place in modern education?" Which leads to the following question, which I would ask as well, "Can the development of intuition find its place in education?"

Rabelais, the 16th century French writer, wrote "A *child* is not a vase to be filled, but a *fire* to be lit." Traditional education nourishes the intellect. Looking at the current field of education, we see that in Europe "alternative" schools are on the rise. In France there are even schools within the National Education system that are contracted to operate such "alternative" educational programmes.²

How can intuition be a teaching tool in today's schools and tend towards an education more focused on its development in the schools of tomorrow? The idea is to educate the intellect so that it is more receptive to intuition.

Terminology

Let us be clear about the terms of the title of this speech. The adverb "how" does not indicate a spiritual method. It evokes a number of paths to arouse the creativity of all listeners to this speech. When we speak of "teaching", we think of the intellect aiming to awaken the critical mind. For teachers, "teaching" often amounts to imparting knowledge in order to acquire an analytical mind. In "independent" schools, education aims to cultivate independence in young people.

The intellect is the concrete mind that receives, collects and analyses knowledge in order to apply it in a given domain, e.g. learning to count or mental arithmetic to make purchases, in order to stay within one's budget. Then, the more we advance in our studies, the more we refine the use of the intellect for reflection on specific subjects. We touch the frontier of the abstract mind, the realm of universal ideas, when we use the intellect for reflection on global aspects or abstract notions.³ However, the intellect too highly cultivated in our society arrests intuition in action.

In *Philosophy From A to Z*, it is stated that "all intuition has the nature of the discovery of an object, of a new idea". We evoke the "divine nature of intuition".⁴ It draws us nearer to the understanding of the heart. As does it validate a "truth" that resonates and harmonises with our inner being, in order that we may live it fully. It is the link between our "real" inner world and the earthly world, our daily environment, permitting the passage from the invisible world to the visible world.

Why "teach intuition"?

The learner is more responsive to the world of knowledge when he learns with his heart or by (the) heart. To raise awareness and awaken intuition in young people and adults, group creative visualisation is a teaching tool that stimulates the awakening of intuition. The teacher does not only impart knowledge to his students, but successfully carries out an educational project in collaboration with his students. They then become accountable within a class group. To visualise, to creatively imagine, is, for the students, to create new mental substance in the world of today to build together the world of tomorrow, providing a medium of thought to the group of learners.

¹ Alice A. Bailey, *From Intellect to Intuition*

² - a nursery and primary Montessori school registered on the National Education site in France

<http://www.education.gouv.fr/annuaire/02-aisne/saint-quentin/etab/ecole-primaire-publique-m.-montessori-georges-bachy.html>

- a forum on the Montessori method on the French government site

<http://www.education.gouv.fr/archives/2010/rythmes-scolaires/www.rythmes-scolaires.fr/conference/vive-l-innovation-100103.html>

³ as in philosophy.

⁴ *La philosophie de A à Z*, Hatier, see "intuition".

Teaching “me = Us” helps to establish a creative atmosphere in the class group: the learners feel tuned to the same frequency during their classes, as if on the same wavelength.⁵ Differences should no longer be seen as disagreements, but as an enrichment of the class group. In a group activity for three or four children, a division of labour can be freely decided by the students, for example, to invent a dialogue on a selected topic: one searches for words in a dictionary, another decides to write, the third is responsible for reporting the result of the activity to the class, etc. The teacher is there to guide, supervise or adjust the activity of a particular group or to respond to requests.

In creative work or whole-class discussion, how is teaching that awakens intuition a “challenge” for the teachers of tomorrow? The “future teachers” must transmit knowledge to make responsible and independent students in a spirit of *solidarity*: eradicating competitiveness, the separatist assessment in which a student feels isolated from others because he is labelled as poor or very good compared to a set of students in a class group.

In today’s new schools, we teach work, cooperation and collaboration as a group. Several alternative educational movements⁶ are establishing this method of learning together in a creative fashion. Steiner education promotes and implements creative play: games with “unstructured material in order to develop the imagination.”⁷ The Montessori method uses a more sophisticated approach which respects the rhythm of awakening and learning of each child.

For alternative schools and colleges, the “alternative schools” aim at the flourishing of the child whilst respecting the curriculum leading to national exams. They offer workshops which set the tempo for the school year and stimulate in young people the desire to learn. They are “adapted” to the requirements “established by the French school system but also to the needs of students, their particularities and their pace.”⁸ As for the Freinet system, learning from “real” situations is encouraged through the accomplishment of projects as a group.⁹

THE PRACTICAL APPLICATION OF THE TEACHING OF INTUITION

The Teaching of Intuition, at Present

How to improve existing teaching methods to call forth or awaken intuition, and to make them more spiritual in daily life? In the world of early education, the term *spiritual* does not imply a mystical education, but an education in non-separativeness (hence group work); the universal values that we find in civic education or in citizenship in the national education program in France, for example, and the awakening of essential creativity (the inner is expressed outwardly) without imposing a rigid framework of artistic expression, but a creative freedom through a renewed and repeated artistic technique so that learners can refine their individual expression.¹⁰

The Finnish Example

But intuition is also the art of building bridges between present and future. Melanie Laurent’s film *Demain*¹¹ (*Tomorrow*) takes up solutions already alive and in action in the world. In the schooling of 6 to 16 year-olds, Finland is an example of a synthesis of traditional education, with those of Steiner and Montessori, and an adaptation to the needs of young people, in order to meet the needs of the world of today and to build a better world for tomorrow. It teaches the practical and the intellectual, and children follow their chosen path.

⁵ According to *Le Grand Robert* dictionary, attunement is a physical process : “Equal frequency of free oscillations (two or more circuits); a state of systems capable of transmitting and receiving radio waves of the same frequency. Circuits in attunement, tuned to the same wavelength.” As happens from an etheric perspective in a class group working in harmony on the same subject.

⁶ *Montessori, Freinet, Steiner, une école différente pour mon enfant ?* by Maire-Laure Viaud, ed. Nathan, Paris 2008, p.9.

⁷ *ibid.*

⁸ *ibid.* p. 136

⁹ For example “The learning of writing and mathematics develops in situations of real communication: newspapers, correspondence” (*ibid.*)

¹⁰ What the child seeks to express is more important than a perfect technical reproduction

¹¹ <https://www.demain-lefilm.com/le-film>

In *Education in the New Age*¹² we see that children are polarised in one body or another according to their age: During the “first ten years,” children are taught “to deal intelligently with information coming to him via the five senses to the brain.” This is to teach the child to “respond to creative impulses to make and produce what he sees and hears.” Thus, it raises awareness of arts and crafts, “of drawing and of music.” Then, after eleven years of age, the mind becomes dominant in children. The teenager learns to “rationalise his emotional and desire impulses, and to discriminate the right from the wrong,” in, for example, history and civic education. Thus he sharpens his sense of values. Alice Bailey suggests adding to the curriculum “at the age of seventeen the study of psychology” and “the nature of the soul.” Meditation – “through the medium of deep thinking on any subject - mathematics,” the sciences and life on earth, etc. - could then be taught from the age of eighteen, as it fosters the capacity “to focus and to intuit.”¹³

Art and Intuition

According to Steiner, the school routine is an important issue affecting the development of young learners. Fatigue should be avoided by giving an artistic form to the teaching. It is the artistic sense where “Between the I and the physical body are the astral body and the etheric body.” It cultivates in children a sense of goodness, so they can “feel, experience the beauty.” Because “it is at school age, in this domain, they are most receptive.”¹⁴ According to Marie-Laure Viaud, in the field of artistic creation, man learns to shape matter so that it can reveal a spiritual reality. The young learner must first be able to live this reality inwardly, in order to express it artistically. Artistic creation cannot be done without a “deepening of the inner life.”¹⁵ Indeed, according to Paul Klee, art makes visible the invisible.¹⁶

The teaching of intuition is also an art in itself. In the realm of intuition, the student should be guided to use his creative imagination: “the source of art is the creative imagination that captures the spiritual and brings it to the visible world from the invisible world.”¹⁷ In schools, we develop the learning of knowledge, but we too often leave aside art or the creative imagination. This may slow down or even paralyse the development and expression, even though innate, of intuition.

Soul and intuition

“Educate” comes from the Latin *educere* meaning “to lead out.” “Education draws forth the light of the child's intellect.”¹⁸ This light is related to the soul which is linked with intuition. “A first fundamental force of the soul manifests itself in the field of *representations*, that is to say, where the soul, through the medium of the senses, enters into relation with the outside world. Thanks to these representations, man makes images of the outside world.”¹⁹ The *Gestalt Psychology* of Kohler in 1929, “the psychology of form” considers these representations as the product of the activity of the soul: “A representation is always the result of soul activity in response to sensory stimulation.”²⁰ Mental substance is driven by a creative intention of the child responding to the stimuli of external demand from the teacher. Even if an educational directive to create is given, the child gives free rein to his imagination. In the “child's drawing” (next page), the child represents what he has perceived, by realising it on paper through his imagination, which links his invisible inner world to the visible outer world.

¹² *Education in the New Age*, Alice A. Bailey, p. 9

¹³ *ibid.*

¹⁴ In *Bases de la pédagogie*, éd. Anthroposopiques Romandes, 1988 ; (p.351)

¹⁵ *ibid.*

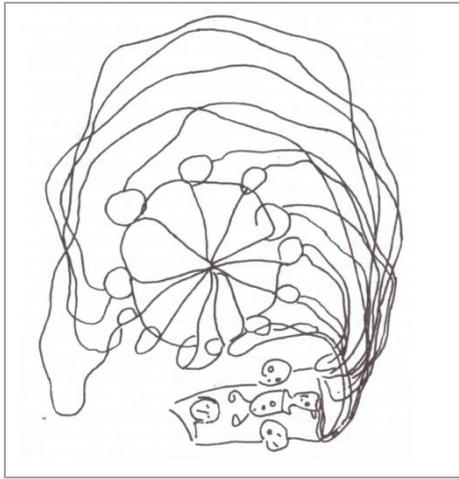
¹⁶ *Montessori, Freinet, Steiner, une école différente pour mon enfant ?* de Marie-Laure Viaud, ed. Nathan, Paris, 2008. p. 252

¹⁷ *ibid.* p. 30

¹⁸ *L'Enfant, Eveils de la conscience de l'âme*, Bulletin n°28 of Bonne Volonté Mondiale.

¹⁹ *ibid.*

²⁰ *ibid.*



“A 3 year old drew himself sleeping in his bed. Currents emanate from him and unite in a kind of floral formation of 12 petals.”²¹

In the 21st century, awakened to the “virtualisation” of images, young people are more in sync²² with the ability to visualise. These are the generations growing up, generally, in front of television or computer screens, especially in the West. In adolescence, the young function with this mental and virtual model of the representation of the world. The teacher or educator must awaken intuition by reconnecting the child to his inner images more than the external images from screens.

THE TEACHING OF INTUITION, THE FUTURE

Creative Will and Intuition: an Effort of Goodwill

We address an educational difficulty, where intuition involves an effort of (good) will that we might call “the will of intuition” or “intentional intuition.” We were talking about giving free rein to the imagination of a child. For the teenager, raised and fed on television and digital images, to imagine “on his own,” may constitute an effort of will. Moreover, an “education, which focuses on delivering knowledge stifles, because of the impersonal nature of the images it conveys, other areas of the life of the soul. By the use of the will, the soul is active from within itself.”²³

Welleck defines this phenomenon as will by “intention,”²⁴ or the direction of thought. The will, therefore, is not derived from its relation to the world. It is creative in the sense that “it constantly produces its own action.” When using the will to create images, we make an effort of attention to imagine forms in mental substance as precisely as possible, to stabilise them so that they do not become fleeting: “mental images can be conducted and directed deliberately, instead of in an uncontrolled way.”²⁵

The Politics of Education and Intuition

In continuation of World Goodwill Day yesterday at the United Nations, we can evoke the the 4th Sustainable Development Goal entitled “Access to a quality education.”²⁶

A quality material and intellectual education will ensure a quality spiritual education. We understand by *spiritual*, in the field of education, an awareness of universal ideals permitting the preservation of natural and human resources and of all living creatures or organisms on the planet that contribute to the balance of the ecosystem.

Education is a pillar of political power: through education, we form the society of tomorrow. According to Steiner, “It is not for the state nor for the economy to say: this is the manner in which man should be shaped.”²⁷

²¹ Taken from C. v. Heydebrand, *Rêves d'enfants. In : Erziehungskunst*, Stuttgart, 1934.

²² “In short, if we speak of law in synchrony it is in the direction of arrangement, the principle of regularity (Sauss.1916, p. 131)” <http://www.cnrtl.fr/lexicographie/synchronie>

²³ *L'enfant en devenir* Ernst-Michael Kranich, ed. Triades, 2000, Belgium, p. 33

²⁴ *Die Polarität im Aufbau des Charakters*, Berne 1950, work cited in the book by Kranich, p. 33

²⁵ *ibid.* Kranich, p. 34

²⁶ The 4th SGD is to “ensure inclusive and quality education for all and to promote lifelong learning”

²⁷ Preface of *L'enfant en devenir* Ernst-Michael Kranich, ed. Triades, 2000, Belgium

Unfortunately, creativity is not a priority for politicians. We are remodelling a programme for a body of teachers and especially a low-performing and uncreative youth. The picture, however, is not so bleak, as we observe within European reforms and the Council of Europe, an emerging desire to give the child a field of expression through language activities, for example in the teaching of languages, where “teachers... will have to take very specific concrete decisions regarding the content of texts, exercises, activities, tests, etc... At this level, decisions are and should be, in the hands of the practitioners concerned, and will call forth their creativity.”²⁸ The teacher must be flexible, to know how to respond and to act with intelligence so that he too calls upon his intuition to continuously adapt the teaching to the living and evolving material that is the creative mind of a child, a class group, etc.

The current crisis in education presents an opportunity for change, that is to say, to rise to the spiritual challenge. In February 2000, *the Manifesto for a Creative School of Humanity* was created, for a “rapid transformation of a significant number of ordinary public institutions of modest size as pioneer establishments”²⁹ in order to counter the alarming situations and violence in French academic establishments.

For the education of youth and adults, we must think in terms of education of right human relations and sustainable development. Let’s think of education in terms of *intuition* and of interpersonal skills of the learners and the teacher. The teacher is a repository of knowledge and understanding which he transmits in part in a lively fashion. He is both a psychologist and an observer. Bringing caring and kind-heartedness into his relationship with the learner is essential so that the learner can open up and let go, so that he can throw himself into an intelligent creativity which is supervised but not restrained. It is a question, therefore, of gradually integrating new teaching methods into those that already exist.

Today, the training for innovative education is offered by the alternative schools (Montessori, Waldorf-Steiner) to teachers and educators. There are platforms on the internet, “classes” for teachers, such as MOOC Colibri.³⁰ One is invited to “Revisit the function of education and see it as an individual tool of emancipation.” Tools are provided to innovate within the Education National in France “by bringing more cooperation and experimentation, by creating one’s own private parental school or not, one’s own centre of co-curricular or extracurricular activities.” Among the teachers of alternative education, alternative school specialists intervene (Isabelle Peloux, the director of Colibri), as well as those in national education (Abdenour Bidar, philosopher, Inspector General of Education National) or the educational sciences (Florent Pasquier - lecturer at Paris-Sorbonne) and even doctors (Catherine Gueguen, a pediatrician and specialist in affective neuroscience).

INTUITION, AGENT OF UNIVERSAL EDUCATION

According to Alice Bailey, “Two major ideas should be taught to the children... the value of the individual and the fact of the one humanity.”³¹ The global question of the child is the most important problem of humanity. The problem of education “is above all national and racial barriers and evokes the best in every human heart.”³² Children have rights and every educator should ensure are that they respected and observed.

The creativity developed in the classroom is a service rendered for the world of tomorrow. In teaching, at school, the universal values of both good manners and inter-personal skills, young people construct in the present the future of humanity in which they will live. Hence the heavy burden and responsibility, as educators and teachers, to properly support them in this task. Keeping in line with the spiritual reflection yesterday at the UN, we are invited to open to the possibility that, dare we say, the cultivation of intuition is an ethical concern. Why ethical? Because intuition in action can bring about a more stable world in which right human relations can flourish. Intuition is also linked to direct knowledge, as Pure Reason and wisdom. Wisdom consists of constructing this new education in the present for the future. In this sense, intuition is a powerful agent of universal education.

* * *

²⁸ From p. 40 of the introduction of the Common European Framework of Reference for Languages (CEFR), from the Council of Europe. The CEFR is a educational tool for all language teachers in the European Union.

²⁹ Manifesto of M.-D Pierrelée, <http://ecolesdifferentes.free.fr/MANIFESTE.htm>

³⁰ <http://colibris-universite.org/classe-education/wakka.php?wiki=PagePrincipale>

³¹ *L'Enfant, Eveils de la conscience de l'âme*, Bulletin n°28 of Bonne Volonté Mondiale.

³² *Ibid.*

Soul Education for Social Change

Nina Meyerhof

The 21st century holds the greatest possibilities for an integrated peaceful and prosperous global community. Connected by telecommunications and a growing spirituality, humankind has a chance to actualize an evolutionary state of being. At the same time, never before has the future been more challenged by worldwide terrorism, poverty, rapid climate change and inadequate education as well as health care and geopolitical unrest. The kind of world that the next generation will experience will depend upon the collective vision and intention of world leaders. As long as the global culture is grounded in fear, greed and scarcity, we will continue to waste our human and financial resources on war and destruction. As we shift towards love, compassion in education, we will deploy resources for the common good, lifting up all people to a life of hope and security.

Today, science and spirituality are coming to the same conclusion – that all people are intrinsically similar; the human genome project has proven that we are genetically 99.9 % alike with only 1 tenth of one percent that makes us different. Until we realize that “I am you and you are me”, only then will right action and thought be supported by the universal laws of nature. Until we can concentrate on what makes us the same instead of what makes us different, only then can we deal with the challenges ahead. It is imperative that we spend our time and resources on young people, supporting leadership and educational experiences that promote respectful communities, common ethics, sustainable practices, peace, and economic opportunities.

Education comes from the word *educare*...this means to draw forth or lead out. Education is a calling...a vocation of passion for individuals who care about our next generation and our collective future. Educators today are often bogged down by the subjects they teach so that they often forget they are builders of this most important future- a future culture. The young people are not only inheritors of our past but are also our initiators into the next phase of cultural evolution. They are the architects for the coming phases that include social, cultural and global development. They have the potential to move beyond imitating what has come before, but rather to imagine the scaffolding for structures that lead us into a better future.

If we are to change our behaviors to realize our samenesses and our connectivity, then our educational system must also alter. Our systems need to reflect this deepest understanding of what it means to be human and to live at a time when the essence of a global society is truly and interconnectedness of all intentions and deeds. The need for moral education and the rising potential of the empowered voice of individuals has been in a process of evolution. To take this deeper is to know that the next relevant educational model is to educate for tapping into higher consciousness and translating the experience into societal actions for external global harmony. We must lead with our hearts, use our minds to further our understandings of how our universe works, and then to learn how to behave as one family of humankind.

Our present day schools are institutionalized by rules and regulations and tend to be holding a mechanistic view to maintain status quo.. The focus is on downloadable information. They are slowly becoming aware of the need to alter their purpose but are so reluctant and compelled to produce successful students- students that succeed in the world of materialism we have developed. Thus the focus is on success defined by financial success and the continuation of competition between individuals.

In soul education there is a letting go, an acceptance and at the same time growing understanding and acceptance of fulfillment of the self. In this model giving and receiving are vitally relevant. The soul becomes the expression and is in knowing that one is revealing and offering an individualized purpose.

Our Higher Consciousness is calling us to remember the true purpose of life. Our Higher Consciousness no longer wants to only function on an integrated personal level. Our Higher Consciousness is calling us into greater understanding. We are being asked to find deep appreciation of diversity and, yet, realization and integration that the sum of all parts do make a greater whole. We are the family of man. We are One Humanity. Our lives must encompass justice and sustainability.

World Service is the outer manifestation of the inner realization that we are all One. As I meet the other, I am meeting the self. As I meet the self, I have givingness for the other. If I do not feel depleted and fearful of not having, I give and I receive and am in balance with nature's call. With this we collectively become builders of the new culture....the Culture of Peace.

There has been a declaration calling this the decade for the Culture of Peace and Nonviolence. This manifesto is written and supported by all the living Nobel Laureates and UNESCO and in a resolution from the U.N. Those are only words and now each of us must translate these words into action. The tenets are; **Respect All Life, Reject Violence, Share With Others, Preserve the Planet, and Rediscover Solidarity.**

Educators are realizing that education needs to build the culture that unifies humanity. It is no longer realistic to imitate what has come before us but rather to step out and collectively build a unitive system based on the understanding of the Universal Declaration of Human Rights as one human family.

We as educators must learn to reach into the consciousness of the student—to touch that very inner core that exists beyond pain and pleasure and is in a state of isness. This core does not need to grow self-esteem—nor does it need more information on rules of how to live ethically. It knows within itself that life is sacred. It knows its self as full and complete. This evolved self often called the Soul, loves and shares and dares to live a life of meaning with service to others.

Soul Education consists of the seeking of spirit within the self to enhance all learning. This consciousness quest fosters intuitive knowingness and self-awareness. This sense of feeling whole and complete allows each individual to then integrate with others. The process of infused personal wisdom that reaches into historical consciousness matches our understanding of learning for meaning.

Soul Education is a process of soul searching—looking inward to go outward— where typically no competition exists and the other is as valued as the self. The individual senses the importance of all of life. The ethics and values that emerge are the universal laws of life. These universals are dictates that exist in every culture and show us we are one human family.

These Universal Laws are—all living things are alive and have spirit. Spirit is consciousness available to be tapped into. All of life is thus interconnected. Each action we take has infinite ripples in this web of life. Consciousness is being aware of this law of One. Love is this interconnection of all there is while Fear is a human separateness that is learned. Love is the Law. Spirit connects. To Educate brings this forth.

Thus ethics to live as a just, compassionate, loving human being are intrinsic results of this inner quest. The Universal Declaration of Human Rights lists these Ethics for all of Humanity. The Fuji Declaration takes this one step further and identifies— Affirming the Light of Consciousness, Committing to Peace, Live and Act on Behalf of All, Free the Human Spirit, and Advance Harmonious Human Civilization.

Soul Education for this emerging New Age of Peace requires many new useful techniques. Visualization processes for asking one's self "who am I." Teaching in multiple groupings going beyond the traditional age barriers and recognizing that age is only a preconceived construct of intellectual development...that a soul knows no age.

Then there is the concept of Altruistic Learning that implies learning to make another happy is to truly serve one's own needs. There is Reflective Learning that asks the learner to ask the self the questions rather than restating what a teacher has said. In this mode the teacher is facilitator rather than instructor. Experiential Learning becomes very important as the learner experiences and analyzes and incorporates meaning to build the self and reflect on the self of self-level. Furthermore, it is important to think in terms of Systems Learning meaning not to be so focused on details but rather to see the whole and understand how things operate We presently teach so many isolated facts that the mind has to attach itself to without real personal relevance. But if we think in wholeness as life really functions this way then we begin to see the parts as part of a whole and a developmental system. Human Beings then develop a sense of the greater story of life. Finally, Transpersonal Learning is a methodology which asks the individual transform and go beyond what is the moment in the present thinking and step into the potential of the learning and to Transcend Learning which encompasses the whole seen from above.

Designing curriculum for academic growth is to study life from the initial atom of the self and to progress into the larger picture of the world. This means to study our place in the human family, our place in our community, our place in time, our place in the world and even our place in our planetary universe. This curriculum includes all the basics but emphasizes a sense of the miracle of life and the importance of the interdependence that is then defined as spirit holding form based on Robert Mueller's curriculum which I helped design.

It seems it is up to us to begin to educate for soul recognition and allow our culture to alter its rigid views and strangling preconceived ideas of what a good life is about. A soul infused person or a person living with soul consciousness can have purpose and therefore a self-sustaining work, can be more aware of the surroundings and the needs of others, can hold a sense of inner peace, can care for through compassion and understanding, can develop strong positive beliefs, can be a relevant member of our society.

We are also learning that one's genetic makeup can be always changing depending on one's intent. Increase our positive intention and change our genetic makeup. This gives our future a better mapping of possibilities. Education can serve building genetically new pathways.

Educating for seeking inner truths of who each student is individually and how one is connected as one humanity, is a process of self-reflection and inner valuing of an Authentic Self, the Soul Self.

This is the potential of educational reform or the reformation of the "I" into the understanding of wholeness of the human family. It is through education that a future generation can bring forth a culture that recognizes our present ills and become fully self realized as interconnected and interdependent and thus clearing the mind for inner and outer peace for one and for all.

Education for living consciously using life's principles of justice, equity and goodness fosters a set of universal ethics. Ethics are a standard by which all humanity needs to adhere to for us to live successfully as one human family. Education offers this bridge from personal ethics to collective freedom. This freedom is expressed as harmony within the self and with others or known as where the heart and the mind unite bringing peace and deep understanding.

The idea of soul says that each of us, if given time and space and some guidance, can find our inner knowing of who we are, why we were born and what we have to offer life. In this knowing, each of us can feel whole and complete and integrated into life's stream of action and reaction.

It is important to note that self-esteem based on assessing ourselves from internal to external no longer has a relevant role to play. This fragile concept of feeling good is based on comparisons, competition, and outer reflections of who we are in the world. Why does the poor inner city child lack self-esteem? Of course it is because that young one could never become the model of what is prescribed by our society. Could this child ignore the model and still have self-esteem? Soul knows the answer and has full esteem. Teach to educate.

CHILDREN OF THE EARTH

Children of the Earth is founded for this purpose of social change. We serve young people to become spiritually conscious leaders, through personal educational processes for the purpose of social transformation for the advancement of a peaceful and sustainable earth. We are determined to create an arena that serves to attract those who are inspired to serve the world through the discovery of their inner authentic soul self's passion for living a life of meaning. They respond in actualizing their personal intention, becoming inspired to altruism, and weaving a web bridging all personal, cultural, national and religious divides.

Children of the Earth's goal is to contribute to the facilitation of a conscious movement towards inner peace, unitive thinking and evolving positive social change. We offer workshops based on our training model: Reflect-Connect -Act building this synergistic momentum. We are building an "inner revolution for our social evolution"

As educators, we need to invite children and youth to envision a world they want. They must engage in a process of how to fully realize their inner potential and share this with the world. Furthermore they need to explore and imagine how we could co-exist as one humanity and what does it truly mean that humanity is interconnected and interdependent. If we are to educate our children for these deeper understandings of life, then we must prepare them for the understanding that all consciousness is always evolving and is more and more accessible.

COE has been bringing youth together for over 25 years, providing community and networking opportunities to young leaders who are committed to positive global change. By developing a culture of co-operation, collaboration, mediation, relationship-building and understanding of our common humanity, these young people go back to their local communities and influence others through sharing their vision of how we can live together.

Mission

Children of the Earth inspires and unites young people, through personal and social transformation, to create a peaceful and sustainable world.

One Earth....with all her Children smiling!

Children of the Earth knows the actions of today's youth will shape the future. We have pioneered positive change for over 25 years. We recognize, train, and facilitate young people in 60 countries. We have created a community of spiritual activists who will become the problem solvers, innovators, and unique contributors to a manifestation of peace across the globe.

Slogan

Inspires and unites young people for peace worldwide.

Vision

Our vision is that one by one, Children of the Earth will inspire young people to explore their inner life, be socially responsible and unite for peace building.

"Children of the Earth wishes to facilitate a conscious movement among our world's young people, the Millennial Generation, to catapult a shift in humanity's behaviors to help transform our world into a more harmonious, peaceful and sustainable planet through altruistic actions to create positive change."

How We Achieve Our Vision

Children of the Earth, founded by Dr. Nina Meyerhof in 1990, offers young people leadership skills programs, educational workshops and attendance at distinguished conferences. We instill the concepts of global cooperation, multicultural understanding, spiritual values and ethical living.

Children of the Earth's programs focus on building the youth spiritual movement for world consciousness. We offer educational, interactive and interfaith gatherings, work with local community groups to develop self-sustaining projects and invite young people to a virtual platform designed for positive social exchange.

Children of the Earth supports young people in actualizing their personal intention, becoming inspired to altruism, and weaving a web bridging all personal, cultural, national and religious divides.

Children of the Earth Guiding Principles

- Trust your intuition
- Demonstrate dignity and respect
- Communicate with honesty and clarity
- Assume the good intentions of others
- Support shared leadership
- Celebrate diversity
- Be inspired to take risks
- Allow decisions to emerge and embrace the process
- Understand the whole is greater than the parts
- Strive for actions based on selflessness and love
- Support sustainability both personally and environmentally
- Honor agreements and take ownership for outcomes

Hear the call for UNITY as a child of the ONE life

We Reflect, Connect and Act in order to create an Optimal Future for All.

Through our Code of Ethics we do this by:

- ***Nurturing the individual's authentic expression.***
- ***Holding workshops for finding meaning and connecting with inner purpose.***
- ***Inspiring individual acts of kindness and social action projects.***
- ***Facilitating processes that transcend cultural, racial, religious and generational divides.***

Children of the Earth is founded for this purpose of spreading peace. We serve young people to become spiritually conscious leaders, through personal educational processes for the purpose of social transformation and for the advancement of a peaceful and sustainable earth. We are determined to create an arena that serves to attract those who are inspired to serve the world through the discovery of their inner authentic soul self's passion for living a life of meaning. They respond in actualizing their personal intention, becoming inspired to altruism, and weaving a web bridging all personal, cultural, national and religious divides. Children of the Earth's goal is to contribute to the facilitation of a conscious movement towards inner peace, unitive thinking and evolving positive social change. We offer workshops based on our training model: Reflect-Connect –Act building this synergistic momentum. We are building an “inner revolution for our social evolution”.

REFLECT is the journey we take to awaken the inner self. The path may include meditation, contemplation, and or prayer. As we become still, we hear the inner calling of our authentic self and experience personal purpose.

The inner quest for the authentic self

As you go more deeply into the self, you realize that you are not defined by your surroundings, parents, culture nor religion. Rather, inside you dwells a loving human being seeking full expression.

Questions

1. Who am I really as my authentic self?
2. What unique gifts do I bring to the world?
3. How can I manifest my inner dreams for the world?

CONNECT bridges the gap between self and others, leading to unity. Through deep compassion and listening, conflict transcendence, and non-violent communication we learn that it is possible to live in harmony, weaving the interconnectedness of our family worldwide.

Deep compassion for others

You become conscious of how you can best express yourself in the world for the highest good. Transforming conflict, using language that recognizes the other, appreciating without judging, all these can occur when you no longer judge yourself. You begin to act as part of a whole. A sense of unity occurs that can be called love or spirituality in action.

Questions

4. How do I find connectedness and build a purposeful unity?
5. How do I hear the inner heart of another person?
6. How do I handle conflict in my life?

ACT is taking the inspired will to serve others in the world through individual actions, local projects and global work. These acts are based on spiritual principles and ethics of Spiritual Activism.

Knowing what to do

The third step is based on awareness of a global community of young people who are waiting to connect with you. Together you are the new leaders of this evolving Consciousness for social change. You share a growing awareness of how to live as stewards of all of life. From this consciousness, you develop new models of how to live in our world emerge ensuring a sustainable future for all of humanity.

Questions

7. What does it mean to live as a Spiritual Activist?
8. What actions can I take to promote conscious social change?
9. What skills and abilities do I need to make a positive difference in the lives of others?

Our children's future lies in our hands. The mind is a tool used for learning, but the wisdom of the heart is the driving guidance. As young people focus on inner reflection they are called forth to do acts of kindness in their lives and in the lives of others.

In conclusion, we live in a timely moment in the history of humanity. We educate to move beyond religious divides into the understanding that we are all spiritual beings. Our philosophical premise recognizes that all of life is sacred. Our goal is to live in unitive syncretic experiences of our deepest understanding that we are collective species who may use our consciousness to evolve systems that bring us into an interdependent, interconnected harmonious family of humankind, stewarding the needs of our earth.

From I to We to ONE----- The Children of the Earth inner group of students evolved the Great Invocation to meet their modern global times.

**From the point of Light
within the mind of Oneness,
Let Light stream forth into our minds;
Let Light descend on Earth.**

**From the point of Love
within the heart of Oneness,
Let Love stream forth into our hearts;
May Love increase on Earth.**

**From the center
where the will of Oneness is known,
Let purpose guide our wills,
The purpose which the Holy Ones know and serve.**

**From the center
which we call humanity,
Let the Plan of Love and Light work out,
And may it transform darkness into light.**

**Let Light, Love, and Unity heal our world.
Let Light, Love, and Unity awaken humanity.
Let Light, Love, and Unity cultivate peace and harmony on Earth.**

Such is the search for this authentic soul self, the universal human that lives as fulfilled and connected to source.

* * *

Intuition Communication and Education for a New Societal Paradigm

François Schmitt

Summary

[Due to a “last minute” change of the programme, only a summary is currently available]

Intuition connected to the source, friendly communication, informed and constructive education to life values are fundamental and operative keys to build, with all human beings a new paradigm. It is by changing his inner world by a free change of mentality and behaviour, that it is possible to build a social culture where reign prosperity, happiness and peace. By consciously activating these keys and spiritual psychological levers an effective process can bring lasting change which is resonating with the SDGs voted by the United Nations. It is by linking the cultural achievements of the great spiritual traditions through good will with current scientific knowledge that it becomes possible to act effectively by mobilizing all human beings. This process of valuing life and feminine values ought to begin during the transmission of biological life, psychic and spiritual, that is to say from the time of conception, gestation, birth and infancy.

Plan

1. Knowledge of the Human Being.
2. Education, instruction, relation and transmission.
3. Triadic communication at the level of being.
4. Neurobiological correspondences of communication.
5. Development of the intuition.
6. Ongoing educational process.
7. Conclusion, recommendations, actions.

* * *

Fostering the One Humanity

Domen Kočevar

To whom do I speak: to souls in action and to the awakening humanity.

I will for sure generalize in my talk but you should use your discernment and wisdom to see the right proportion.

Humanity - a family of 7 billion humans and growing fast. 7 billion persons that are searching and seeking for happiness as the main motivator in a life of each of us. And everyone just wants to be happy. When walking down the street or sitting in the busy city centers and looking at thousands of different human faces. Young, old, man, women, happy, depressed, fast, slow... You can be touched by the myriad of stories of everyone. Motivations and actions look so different from morning to evening and the way we spend our time and money are so different. Some do strive for money, some for a feeling of freedom, some are workaholics, some lazy and do nothing. But in the end, behind there is just one motivation for all of our actions. To be Happy, to feel Joy, to Smile!

In my personal trivial research, I could say that the only thing that all of us on this plane have in common is seeking happiness. Maybe we could exclude our older brothers on the path, realized humans as they already found it and are on the higher missions. But the motivation behind every action, this is one of the "generalizing moments", is getting joy and being happy. And there is such a tremendous difference in the ways and fashions and refinements of striving towards happiness. But still, the generating power behind is the same.

If we can do one more generalizing scheme with one factor that we can observe in the different ways of getting happier is:

How selfish we are in this doing of ours? Is it totally on the account of other or are we totally plugged in the eternal reservoir of happiness? Are we caring that no one is shortened by our actions towards our goal or are we actively engaged in helping others toward the same goal of being happy? It sounds really trivial and maybe too simple but it is true. A Scientist, a monk, a household lady, a soldier, me "preaching" now, an alcoholic and a drug addict, an evil man and a good man... All seeking the feeling of content in it and afterward.

Problems arise when my feeling of happiness is excluding your feeling of happiness. If I want something that you too want. And that can be an object, a feeling or a mental concept. It all comes to having or not having what we want. And that brings the pain and all other versions of not wanted feelings.

Patanjali in his short yoga sutras, a jewel of Hindu philosophy, synthesized all of that in 5 elements called KLESAS. It will give us a good systemic approach and good overview:

"The lack of awareness of Reality, the sense of egoism or "I-am-ness", attractions and repulsions towards objects and the strong desire for life are the great afflictions or causes of all miseries of life." Section II, Sutra 3. If we would know our true state of being, if we would know who we are in reality, all of our problems would be gone. If we would have the sense of inner satisfaction, of inner acceptance in totality, that quality of unconditional love.

Consciousness gets identified with the matter with which it gets involved. It is a path of descending into matter, the path of involution until the turning point. Evolutionary climbing towards the soul and later the spirit, if we use these terms, is releasing from limitations and the grip of avidya is getting less and less firm. The Result is changing of the identification or asmita. Identifications are more subtle and with that also harder to spot and see. But let us go in a fast way through the five Klesas of descending as these will help us to see the ladder back up to a realization of our true nature.

The first KLESA is AVIDYA - not seeing the truth, being in illusion. Looking at it from the highest we can see it as SPIRIT - ATMAN - the eternal free and self-sufficient, losing the knowing of its true nature. Here is the border of the eternal and non-eternal. They are different theories for the ATMAN-ETERNAL-SPIRIT and its eternalness. Is it changing or not? Is it getting something from the incarnation or not? Is it getting bigger, wiser when the soul, when full ascended, comes back to the full knowing of the Self? But no space here to philosophize about that.

The next step after AVIDYA happening is the question of what am I? I lost the eternal identification and am looking for a new one. And identification starts and bringing the experience of being everything outside. And that process is called ASMITA.

The following steps of descending are RAGA (Attraction that accompanies pleasure) and DVESA (Repulsion that accompanies pain). First is WHAT DO I WANT? What do I love? What do I wish to have in my life? And we

are here so simplifying the process but it can be of such help as it is so simple in the end. We can imagine the blank paper that we are, tabula rasa, just find out that we are someone with a name. And that someone is starting to look for likes. After getting likes we start to understand our dislikes. And that is DVESA. What we don't want because it is bringing the pain!

And the last of the 5 KLESAS is ABHINIVESA - strong desire for life. And that is the magnet force that is keeping us in the wheel of life.

Why am I repeating the story of descending and ascending of the human? This process was described so many times in the history of humankind and with so many words. It is mostly clear in the minds of those who are studying the human being and its path. Knowledge is there in the world and many people know so much. But deeper realizations are also happening where knowledge is transformed into knowing and firm action.

One Humanity - what is it? So many people are talking about one humanity, about oneness, the connectedness of all. In the last year when I seriously started considering doing a Ph.D. with the same umbrella title, I saw the vast number of people touching the same heart of humanity. If we look in science we see so many concrete examples of research that are showing the unavoidable fact that we are one.

My conscious work in the world started 18 years ago when I clearly found out from the inside out that I am one with all. It wasn't a big thing, it wasn't a super beautiful revelation with rainbows or anything. In fact, it was not a pleasant one because it showed me that there is no way out of the whole. It took away my individuality as being separated from the whole. And there was no turning back. New responsibilities rose out of that and took away the thought that you could hide somewhere in the world and find your perfect home and enjoy life.

In esoteric tradition, it is said that this is so-called the first spiritual initiation. Buddhists use the name of SROTAPPATI and it means the one who stepped into the river towards nirvana. No way of stepping out of the river again. The ANTAHKARANA or bridge between the higher and the lower mind is becoming stronger and there is no going back towards the old way of life. Life changes from the base.

Now we will turn to practical implications of all this.

I believe that humanity it is not so far from the collective jump onto the level of basic living of the qualities of the soul. As presented before with story of KLESAS there are steps and individuals have trodden these steps before and still do. But now the collective field is so charged that it will soon start spilling over and surprising where not expected.

Let me take you to the level of the Soul if I dare to write it in a way as knowing it. My first teacher's teacher once said that if a man would know what it means to really know yourself, know your atman, he or she would do everything to come to that state, EVERYTHING. What does that mean? It means that in us is such unlimited source of happiness and joy and love and everything good that we cannot imagine. But our seeking for all of that is on the outside and that is part of the evolution of the soul.

Can we imagine being accepted in all our totality? All our darkest fears, darkest secrets which can be so small as maybe once thinking bad about my mother or father, or bigger things that we did and are now condemning ourselves for that. All our doubts, pains that are coming out of comparing to others, to "better" ones than us. Can you imagine that someone just hugging us in total love and acceptance and caring and filling us completely with being and knowing that all is good and there is no need for anything but positive? We cannot imagine this but we can try. And this is what we are carrying in ourselves. That is what we truly are. Everyone here and everyone else on this planet. 7 billion souls and more that have the infinite source of love and understanding and wisdom and caring and everything inside.

Part of the path of recognizing and studying is also reading about the higher self and lower self. About our personalities and our soul and spirit. And I love to speak about that. HPB and later Annie Besant, C.W. Leadbeater and of course A.A. Bailey explained so logically the steps, the levels, the relationships between one and the other. And that is important because it helps you to bring order into the knowledge. But I sometimes started feeling very confused with so many 'selves' and identifications. Lower I, higher I, this I and that I. And then the loving of a personality and loving of the soul and the spirit...

What I can say is that there is only One LOVE. And there is only One WILL. And there is only One MIND or LIGHT or UNDERSTANDING. What does that mean? If we look at love. We know that love of personality is selfish, speculative, self-oriented, trading and doing business. But it served and it is still serving its purpose in the evolution of a human being.

Coming to the love of the soul it is just expanding the One Love. From loving just the self to loving the family, the city we live in, the relatives, to the loving of the nation and slowly widening it up enough to embrace the

whole of humanity. There is only One Love. So we come from the conditional love to the unconditional love of the soul. But talking about the absolute love of the Spirit or Atman where there is no other to love and it is love alone, makes no sense as we are far from competent to understand that.

And it is the same with the will. Will to do whatever I want, whatever I need and wish. The sweet dream of our personalities. But gradually this will is being influenced by higher (again) and is getting us confused as we have to start choosing between paths of our service. For some time it can feel that there are many different wills in our world and in conflict with each other. We do fight for our free will. Growing up it is becoming clear that there is only one will and being attuned to that one. Here we could open a serious discussion for sure but let's move to the One Mind.

And what about One Mind? Everything is on the path of separation and after the turn on the path of reunion. So it is the same with the mind, our knowing which is trying to get attuned to the divine mind. Nina M. said it well that we made the One Mind with the internet and all means of communication but we need the One Heart now. Telepathy is becoming so natural and yes, it is far from conscious but more and more present. The individual is trying to fulfil his or her own ideas in the world. And slowly starting to listen to the greater ideas that are not so personally coloured and attuning to the greater mind.

The path to the One Humanity and conscious living as one big caring human family is becoming more and more attuned to the One Love, One Mind, and One Will. My observation of the world is that so many human individuals are so near to attuning just enough to not be able to do each other any harm and even start actively caring and helping each other. So near. It is like a cup full of water and every drop more is spilling it over. And once it starts flowing it is an irreversible process. Our inner knowing of sameness, of sharing the same dreams and fears and pains is so strong in general. So do I feel? It can be easily seen as quite the opposite. But I do believe that the extremes that we are seeing in the world are the announcer of the strength of the under current movement of the Good, of the GOODWILL of All.

And yes, there is the other under current which is trying to stop the quantum jump that can happen for all humanity to start living the qualities of the soul on the basic level - inner knowing that we are all brothers and sisters and hurting others is hurting myself, helping others is helping myself. That there is no Other. It is just me. And then all the questions about who is guilty, who is the victim become so irrelevant as there is just one question - HOW IS IT POSSIBLE THAT IT IS EVEN HAPPENING? And action follows as it cannot be different.

Nina and I with friends are working on the project in Auschwitz as being the most horrifying and condensed expression of evil in the human history. But with the focus of how to go from there on into a future where anything like that will be impossible. And we know that today almost the same things are happening in the world. How to go beyond the possibility of being able to do something bad to each other? And it is not important who is the oppressor and who is the victim. For me it is always just a question of HOW CAN THAT BE POSSIBLE? That should vibrate in every one of us and push us in the actions that we know are right for each of us to do. That is known by every one individual. It is daring for me to say that it does not matter who is the villain and who is the victim. Can you imagine what power of forgiveness is needed to look at something like that if you are the victim? And the same if you are the villain who realises the result of his actions. The feeling of guilt is ruining many.

Below is the quote from one visit of thirty Muslim imams from around the world to Auschwitz. I see it as the amazing action of a few to be prepared to do that.

"In the Jewish text, the Mishnah, it is written: "Whoever destroys a soul, it is considered as if he destroyed an entire world. And whoever saves a life, it is considered as if he saved an entire world." It is worth noting that Islam's Qu'ran shares the same essence: "The destruction of one innocent life is like the destruction of the whole of humanity and the saving of one life is the saving of the whole of humanity." [Qu'ran 5:32]

Our Muslim neighbors are us and we are them: we are fathers and mothers, sisters and brothers; we all say we seek peace. Yet acts of violence and derision against "the Other" means Muhamed's question remains unanswered: "How sincere are we?" "

When looking today into the different aspects of humanity may it be economy, medicine, politics, religion, army.... we tend to think from the victim point of view that we cannot do anything. That those machines that we built together over the centuries are too strong to change. And we do step back and wait. Researching the complexity of that machinery leads us in the end always to one person, a human being with a name and a story and a life. And his ways of getting happy. But I do see that are so many today who are willing to change the ways of working if what they do is not aligned with the whole. That is doing harm to the other. The tipping point is so near and everyone can be become that tipper.

The strongest point of doing it differently is identifying oneself with the Other. When seeing the present violence happening just now in the world I sometimes think and try to identify myself with the man in the tank who is firing to other human beings. Or any other ways of killing or harming the other. How can he do it? And yes, it is mostly He. I do understand the process of command, the process of hate out of pain, the process of defending and then using the chance... I can easily see the way how to do it when understanding the human nature when disconnected from the whole.

But I can also see the simple change that can happen when other identifies with the Other as sees he himself in the other. He sees the others mother and he sees himself. He sees the children of the other and sees his. When seeing the simplest smile of a woman he loves and thinks of the sadness if not coming home. Such small connections but can "poison" with knowing the whole. And the "field" is really getting filled with information about our interconnectedness. From fully scientific inputs to totally practical knowing of the Oneness and Sameness of all. There is so much of that around. So much as it should be. The outside is reaching towards the inside and the inside is trying even double harder to come out. And the touching points are happening in human beings all over the world.

The beauty is, that touching the heart of the One Humanity is knowing the importance of every colour in the world. It is knowing that every soul is different but knowing the Oneness of all. The importance of everyone with his gifts and message.

General change happens when the root standpoint changes and all adapts to that. That is my focus as it is a general solution. But what is that changed standpoint? Where are we as humanity standing now and where could we stand in the not so far future? What is the main difference in the quality of the manifested way of life coming out of that difference?

One of my missions is to share the belief that the realisation of One Humanity, of brotherhood and sisterhood of all, is so near that we cannot imagine. That it can happen pretty fast as the bowl of knowing is getting quickly full with the facts of the One Life and people do respond accordingly.

Let us dream as if we would live the qualities of the soul to its fullest and go together through the list of the 14 qualities of the soul as presented by DK and which were greatly compiled by the unknown server in the book called The Soul, The Quality of Life.

Inclusiveness

The path of separation brought to humanity a lot of separated qualities and specializations. But the path of the soul is being inclusive. Imagine the mind and heart looking for connection instead of differences, tending towards the synthesis of all. To see the connections, to see the one story behind, to see the greater pattern.

Our minds are trained to divide and served us well in the past. Future is for synthesis.

Love

"The Nature of the soul is love and the will-to-good." DINA,I,20

"Knowledge you have. More love you need. When I say "love," I refer to soul love and not to affection, emotion or sentiment. I refer to that detached, deep love which can pour through the personality, releasing it from limited expression and at the same time streams out into the environment." DINA,I,494

Joy and Happiness

"Be happy. Learn to feel joy - a joy which is based in the knowledge that humanity has always triumphed and passed onward and forward in spite of apparent failures, and the destruction of past civilisations; a joy which is founded upon the unshakable belief that all men are souls, and that "points of crisis" are factors which are of proven usefulness in calling the power of that soul, both in the individual man, in a race, or in humanity as a whole." DINA,I,471

Sharing

"The Principle of sharing which must govern economic relations in the future, is a soul quality or energy." DINA,I,40

Loniness

"Be not afraid of loneliness. The soul that cannot stand alone has naught to give," DINA,II,755

Spiritual Indifference

"When will disciples learn that the attitude which involves a certain "don't care" reaction and a form of indifference, is one of the quickest ways by which to release the Self from personality claims? This is not the

“don't care” spirit which will affect the disciples' attitude to other people. It is the attitude of the integrated thinking personality of the disciple towards the astral or emotional body.” DINA,I,57

Impersonality

“When the man is beginning to live as a soul, and when his consciousness has shifted away from the world of illusion, then he can be useful. The first lesson he has to learn is a sense of values in time and space, and to know that we work with souls, and do not nurse the personality.” EP,I,116

Detachment

“You need to require that inner, divine detachment, which sees life in its true perspective. A man is thus left free and untouched by aught that may occur. The ideal attitude for you is that of the Onlooker who is in no way identified with aught that may happen on the physical and emotional planes, and whose mind is a limpid reflector of the truth. This truth is intuitively perceived because there are no violent mental reactions or emotional states of response; the vehicles of perception are quiet and therefore there is nothing to offset correct attitude. When this state of consciousness is achieved, you will be able to teach with power and at the same time possess that also which must be taught.” DINA,I,146

Freedom

“So feel free, my brother, but be quite sure that it is not a freedom demanded because group affiliation irks you. The more your soul grips your personality, the less you will be concerned with the problems of isolation and of freedom.” DINA,I,289

Serenity

“I would point out that serenity and peace are not identical. Peace must ever be temporary and refers to the world of feeling and to conditions susceptible to disturbance.... Serenity signifies that deep calm, devoid of emotional disturbance, which distinguishes the disciple who is focused in a 'mind held steady in the light'.... It is intensity of feeling transformed into focused understanding...” DINA,I,751

Inner Calm

“Have patience. Endurance is one of the characteristics of the Ego. The Ego persists, knowing itself immortal. The personality becomes discouraged, knowing that time is short.” IHS,76

Responsibility

“From the angle of the esoteric science, the sense of responsibility is the first and the outstanding characteristic of the soul.” DINA,II,391

Wisdom

“Wisdom concerns the one Self, knowledge deals with the not-self, whilst the understanding is the point of view of the Ego, or Thinker, or his relation between them.” IHS,12

Intuition

“Intuition is a comprehensive grip of the principle of universality, and when it is functioning there is, momentarily at least, a complete loss of the sense of separateness. At its highest point it is known as that Universal Love which has no relation to sentiment or to the affectional reaction but is predominantly in the nature of an identification with all beings. Then is true compassion known; then does criticism become impossible; then only is the divine germ seen as latent in all forms.” GWP,3

Whatever we think, spend time with or focus on is growing. All those words and ideas were shared just to add to the already present good will activities of everyone here. The soul doesn't need a story or a name or form. Does not demand a certain form of expression or vocabulary. Let's ponder on that, think and wait for the inner response and follow our own authentic steps in front of us as they are the only right ones for us.

The soul is a quality of life and once you smell it for yourself you cannot forget the smell! You become bound to live in it! And that is a guarantee of more and more present good will in the world.

* * *

BREAK

* * *

VISUALISATION

LOVE AS SUBSTANCE OF EDUCATION

Adopt a comfortable position. Breathe calmly.

As a soul we share this creative visualisation in linking up with the souls of all men and women of good will in the world.

Align us with the soul and a definite conscious polarising of realisation as high in the head and as high on the mental plane as possible.

Then look out, in your imagination, over the world of men. See that world as one of light, with here and there intensifications of the light in certain localities or centres or areas.

- a. Then imagine this web of light with its radiant centres of force as pulsating to the rhythm of the world aspiration.
- b. Regard yourself then as the onlooker, but also as a channel, among the many channels, for focused spiritual energy in us and released into the world.
- c. Then meditate on the following seed thought:

Love is the substance of our living in the world- with it we are building a more humane society.

- d. Imagine the energy of love flowing through the network of light, stimulating each of the many centers to a more intense radiation.
- e. Return quietly into the now of the moment.

* * *

Art and Education – from Intellect to Intuition

Philippe Robert

“This use of the creative imagination and the fruits of its endeavour will work out into the many fields of human art according to the ray of the creative artist. We must not forget that the artist is found on all rays; there is no particular ray which produces more artists than another. The form will apparently take spontaneous expression when the inner life of the artist is regulated, producing the outer organisation of his life forms. True creative art is a soul function; the primary task, therefore, of the artist is alignment, meditation and the focussing of his attention upon the world of meaning. This is followed by the attempt to express divine ideas in adequate forms, according to the innate capacity and the ray tendencies of the artist in any field which he may choose and which is for him the best medium for his endeavour. It is paralleled by the effort, constantly made upon the physical plane, to equip, instruct, and train the mechanism of brain and hand and voice through which the inspiration must flow, so that there may be right expression and a correct externalisation of the inner reality.”¹

With this quote from Alice Bailey we open this reflection focusing on art and education in connection with the theme of from intellect to intuition. For those of us who are not very familiar with the word “Ray,” we may understand it as a type of energy deeply characterising each individual or thing. We will come back to this further on in my talk. Even if we sometimes deal with abstract concepts let us try to use simple words in our explanation. After all, education is meant to be the transmission of knowledge in such a way that it can be understood by the one who receives the message.

There is a red line in this introduction, in the sense that our reflections imply a determined suggestion of moving from the top down, or from the Spirit to the physical plane.

The field we choose to illustrate this, is that of a profession which may appear a bit like a “*troublions*” in the modern world, namely: *line engraving*. Please note that the word “*troublions*” does not appear in some (even French) dictionaries but its intended meaning here is somewhat synonymous with an *alien* in the technical evolution of the modern world: it is like a witness of a tradition of the past and yet still at the order of the day! With a mischievous wink let us try to get to the core of our subject, imagining yourself to be in a simulator!

You have in front of you the workplace of a line engraver. This place is in front of a large window so that the supply of light is well balanced. There is a wooden workbench, alongside other workbenches and where you can see the chisels themselves as sort of hardened steel knives of various shapes and pressed into oval sleeves. There is also a bi-eye, a sharpener, a support lamp, a compass, a pointer bench or ball, a steel spike, too, to draw what will be engraved, a ruler, a square etc.

When someone well ordered in his mind sees such a place, which may appear as a huge mess ... though structured to the engraver ... this person will likely hold his breath before identifying this as a sort of wasteland!

Yet, it is in this apparent disorder that the engraver will express, through his talent, the greatest precision. In fact, he works in the world of the “small” and particularly in some regions of Switzerland, the world of timepieces: watches, timepieces.

Throughout the day, he will stay more or less seated in the same position, staring into the bi-eye (or binocular) to draw with his scribe arabesques, characters, various motifs eventually responsible for decorating watches, usually in gold if not platinum. An extension of this profession includes crimping, or the art of integrating diamonds, sapphires, rubies or emeralds on a watch case or a dial!

Working in and with such very precious materials requires a certain respect for the material used, goes along with such great precision. It is a bit like a kind of yoga: if you try to engrave after running or jogging, you will see quite fast too that you run into failure!

One therefore should sit down, with a right back so that fatigue does not constrain your back and so that the eyes are adapted to correct height relative to the binocular.

The work piece is under your eyes, proportionally enlarged to the type of work to be done. Then with the chisel at hand, it is all about finding a kind of synthesis between the inclination of the tool, the pressure we impose on it and therefore the degree of force, while at the same time retaining oneself!! It is a kind of tension resulting from a quality of attention, hence of mind so that the body, the arm, the hands are like one rightly tuned instrument. Through this balance the quality of the chisel blow will display the needed frankness so that the engraved line will be brilliant and as free as possible. The quality of the tool used is participating in this franchise. It is necessary that this latter be sharpened under a certain angle, trimmed and polished too, so that the engraved line is smooth and can in its turn reflect light!

One line after the other, we trace at a pace a number of straight lines. One curve after the other, a rate of curved lines. Put together, they will organise themselves to express the idea in the mind of the engraver! Thereafter, this fusion of engraved lines while expressing width and height, that is to say two dimensions may, according to the technique used, express the third dimension: depth through the relief of the medal or coin, or a relief on a watchcase.

You might perhaps notice that from this structured disorder we saw in the beginning follows the most ordered expression, based on a set of very well defined rules.

We must say, however, that any realisation, either engraved or painted, a piece of work obeys certain laws, whether we are aware of it or not! There are on a white sheet or a surface of gold, or a picture to be painted, lines of force that we may represent as follows: in the upper right, we have a positive polarity “++”. On the other side, at the bottom left, we have a polarity “- -”. At the top left, we have a polarity “+ -” and opposite of that, at the bottom right: “- +”.

Not all artists are necessarily aware of this but to give an example, if you refer, to a painting known as “*The Raft of the Medusa*” by Théodore Géricault, you can see the life raft lost in the sea with its veil of fortune and loaded with shipwrecked people blown by the wind, to the lower left side as to bring the raft to its dramatic intensity. While in the upper right, on the horizon we may guess possible rescue through the silhouette of a tiny boat appearing in the far distance.

If out of ignorance, you had inverted the position of the actors in this drama by taking the little distant point of the boat and placing it in the lower left corner (if that were possible) with a direction given to the raft up right, you would not have obtained the desired intensity at all!

Let us be honest here too, when we engrave a decor, we are not asked to push the level of thought to this point except in the science of heraldry or blazons, as we will see below!

In this short presentation we wanted to develop and illustrate a kind of introduction for this reflection. In the first part thereof, we read: *"...The form will apparently take spontaneous expression when the inner life of the artist is regulated, producing the outer organisation of his life forms. True creative art is a Soul function;"*

Yet, following the theme of this day, we are talking about intuition, so we are spot on the centre of this discussion.

But what then is the link between the Soul, the personality and the little I?

First of all we note that according to the teachings:²

- *The kingdom of the Soul is linked to the intuition*
- *The human kingdom is linked to the intellect*
- *The animal kingdom is linked to the instinct*

The teachings further elucidate: *"through the union of the positive intuition and the negative instinct the intellect is born, (...) This is the inner creative side of consciousness, just as we have the outer creative side in the creation of forms."*

Let us restate the question: what is the personality and what is its role with respect to the little I?

We might say that personality is a creation of the Soul to assume a function! And it is often in the professional world that this function flourishes most intensively. In relation with others, through the need to give the best of oneself (in the best case), the more creativity there is, the more self-control too. These latter points touch upon the unfolding of the mental plane and its relationship with the emotional plane in the present moment. It may be hard to believe, especially if the work done doesn't give satisfaction to the worker, but this working place allows the personality to mature, to grow and to give the Soul a means to expand consciousness through lived experiences up to the personality.

So what about the little I?

The little I is here seen as the person returning each evening from his work and entering at the same time into the frequency not much higher than that of the instinct: eating, watching TV, allowing to lack availability due to fatigue of the day ... that is to say a different face than that which is worth of family life!!! This is quite another discussion...

So the workplace is conducive to development of the mental plane related to the emotional plane, that is: the intellect in the present moment.

On this subject may I highlight the importance of supplying available opportunities, in the workplace, for those who come after us, i.e. young people, so they can complete, edify and build their personality. In this regard, what about the poor way in which the world of labour does not welcome young people just because they have no experience? Our society sets up schools to train our children and when they come out of these schools, they are not taken into account. It is very serious if we consider that our children should be able to receive the best of our society, because the future is built here, now and with them.

We have seen above that *the form will apparently take spontaneous expression when the inner life of the artist is regulated, producing the outer organisation of his life forms.*

We have seen that personality was a creation of the Soul to assume this function allowing maturing mentally, emotionally and physically.

It is interesting to ask oneself whether in our profession, chosen at a certain point in our life, perhaps when we develop our mind, let us say at the age of 20-25 years, this choice will still be convenient. It is possible that the development of the personality around 28 years thrives us to another choice; if that is the case, we will have the strength to change.

Developments specific to the Soul intervene in general after the age of 30-35 years where other thoughts may begin to stimulate the personality and with them other purposes in connection with the development of consciousness or the intuition.

The example of engraving, through its artistic world and its creativity, shows on the physical plane that, *with all other professions*, it is an example of a reflection of the *truly creative art which itself is a function of Soul.*

From there on, most people may remain at this stage, believing they have found their way, being complacent, or they change their profession if necessary. But of what necessity?

In the world of the arts, we have all heard the anguish of the blank page. Whether as a writer, a painter, an art designer etc ...

These are moments that bring us back to ourselves as if we were invited to deeper introspection, because there may be a deep dissatisfaction, even within the framework of a profession responding to everything we expect. A dissatisfaction giving us the determination and courage to rewrite the lines of our lives, because something deeper within us begins to respond with more consciousness, the Soul. That is where intuition appears and we understand that the intensity of our experience in the chosen field is a stage aiming to bringing us to an apparent impasse, to ask ourselves more fundamental questions.

It is here that we become really creative and it took all that has preceded to open ourselves up to intuition and to the world of Souls, called the Hierarchy.

Then we begin to understand who we really are; that we are made of energies and forces nested a bit like a Russian doll. Their identification reveals the inter-action that we no longer have with ourselves in our little corner but with the group. This group becomes our true family with its own frequency. We understand that this frequency vibrates in a way corresponding to a certain Ray. And that this Ray defines a certain type of activity. This understanding reveals that we are from thereon functioning as the Soul or the Consciousness that has a program. That there is a Plan within a large unity.

In that Plan, there are laws of lines of force and energy, as in a painting.

Compliance with these laws, which are gradually understood intuitively, implies a true freedom in which we work as true creators, because conscious.

We saw earlier in our discussion that we artists are to be found on all Rays. But what is a Ray? In our Judeo-Christian world, when we say "... In the name of Father, Son and Holy Spirit ..." there are three Rays, the first three of seven Rays, which each have their specific quality.

Today, when it comes to education, it is the Ray 3 of Active Intelligence, also called Light or Holy Spirit.

This Ray then divides itself into 4 others. The seven together constitute the divinity.

Becoming a true creator is identifying who we really are in order to consciously work there where we can best serve.

The engraving presented at the beginning is part of the arts on the physical plane. We also said that the professional field is the place of choice to develop the personality with its mental body. Now, Ray 4 is precisely the Ray in connection with the Intuition, called the Ray of Harmony through Conflict. This is a Ray highly linked with the field of art but it is not necessarily art as we see it on the physical and emotional planes and that of the concrete mind. It is rather the recognition of beauty, of truth behind every manifestation of life. This Ray 4 forms the link between the three upper Rays: 1, 2, 3 which are totally abstract and the three lower Rays: 5, 6, 7 which are directly related to the densification of an idea after being emanated by the abstract Rays. This Ray 4 could be called the Ray of True Art in that it provides the link between the extreme opposites to establish balance of harmony to which humankind is invited. Ultimately, it is the Ray developing the Intuition!

If this Ray links opposites, it thus also connects the past to the present, for example in the professional world like line engraving where it is interesting to see the evolution showing the appearance of current technologies. Or how what are called numerically controlled machines tend to perform some of the work of engravers. Undeniably, we here have an aspect of the consequences of the action of this Ray 4 of Harmony through conflict. There is a conflict phase pushing to denying the evolution through these machines that replace qualified persons. A balance, however, is still maintained with the ancient tradition because the note of this profession vibrates at a frequency of protection for work done by hand and as such remains always in demand. The world of labour is, as we have seen, a place where we build, whether through conflict or harmony, whether pleasant or unpleasant and this like in any other professional environment.

Through conflicts, harmony emerges gradually, even though at a certain moment we do not see it and even less accept it. It is often later that the positive side emerges out of such experiences. This leads to a new understanding. We thus see the educational side of any life experience. The sublimation of this understanding makes us sensitive to finding the right note, the right balance. This is where the true art, the truly creative art intervenes: realise the true beauty behind the appearances of existence.

This achievement proceeds from consciousness and thus from the Soul and eventually from the world of Souls and thus of the intuition which is true freedom.

Let us return to line engraving. We mentioned above that paintings and engravings obeyed certain laws. We saw that the corners of a sheet, a canvas or a gold coin to be engraved, were polarized.

There is one aspect of line engraving which is par excellence, the example of an ancient art, it is the science of heraldry, or the science of the blazon. We can see blazons or also the coats of arms of some families decorated with walls or signets. Formerly this art was born in the days of chivalry. Knights decorated their shields with their great feats of arms. This tradition survived the knighthood to constitute, as a kind of ID card based on history, stages of development of some families who showed interest in this science.

We might think, yawning feeling that all of this is bit dusty. Nevertheless, this very precise science, handling symbols and their positions in a shield, a crown, coat of arms, is still relevant with the flags of the nations. Each flag presents to humanity that, which each nation perceives of itself, in its history, in what it is, what it wants to express as its ideal, strength, and finally, Ray.

Thus you may see through these last words, a link between what has been said and an introduction to the game you will be invited to play soon hereafter.

To conclude, we opened this discussion with a quote from Alice Bailey, we will close it with a conclusion of the same author:

"...The development of certain types of people demonstrates through their control of force. With other types it shows in their control of the time factor and their ability to understand the practical significance of times and seasons, and their right and regulated use...

*It is through the achievement along this line that will come for you release and the establishment of **beauty**. There is a mystical beauty to be achieved, as we all know, through art. It conveys a general sense of beauty, colour and inspiration, and thus it clothes and veils ideas. There is an occult (hidden) beauty also to be achieved in the field of art. This conveys a different sense of beauty, colour and inspiration, clothed in those forms which reveal ideas. Mystical beauty veils, in beauty, the ideal. Occult beauty reveals, in beauty, the ideal. For you the occult achievement must be the goal, and the revelation of ordered beauty in time and space must constitute your synthetic effort. Ponder on these words and definitions, for in them is to be found the secret of true creativeness. Meditate upon the distinctiveness of mystical inspiration and occult revelation and on their synthesis in all great achievement."*³

Références

- 1 Alice Bailey, *Esoteric Psychologie Vol. II*, p.249
2. Alice Bailey, *Esoteric Psychologie Vol.I* p.322
3. Alice Bailey, *Discipleship in the New Age, I*, p.284.

* * *

World Good Will Game: Evoking the Soul of the Nations

In many situations of life we have to make an appeal to our *imagination* and capacity of *visualisation*. In the game we propose for this afternoon, we will need imagination and visualisation too. Yesterday we were at the United Nations where we discussed the Sustainable Development Goals, or the "Agenda 2030" - a great challenge not only for the UN but also for humanity as a whole. The United Nations is the main actor in this process to ensure a future of prosperity and happiness for our children and generations to come. There is no "plan B" and, whether we like it or not, it is time to act. In the game of this afternoon, it is exactly this situation that is offered to you to imagine: for the time of the game you will incarnate a country: its personality, its soul, its motto, in short all the characteristics of a country. As for human beings, for countries we can also distinguish a *personality*, a *soul* and a *motto* (what in this game we call: the *intention* of the country) specific of each country. The personality of a country is mostly focused on its own interests, without being too much bothered by the wellbeing of other countries. The soul of a country is more aware of the interests and needs of other countries in the world; it is linked to a global vision, fully aware of the characteristics of its own country. Each group will represent a region of the world (or an aspect of a region of the world) and as we are with many, several groups will represent the same region. The regions are: Africa, Asia, America, Europe and the Middle East.

Per group (that is to say per world region), you will discuss one of the sustainable development goals for around 50 minutes. And this, while keeping in mind to evoke the soul belonging to each nation. Thereafter and taking into account the limited time at our disposal, we will share ideas, suggestions and why not solutions, in a plenary session for about 30 minutes. Cooperation in the game will stimulate the creativity of each to formulate thoughts for group solutions; exploring and opening the way for new ways of living for everyone, for the group, for humanity.

Playing together to create thoughts for solutions, we grow in knowledge, love and the ability to serve the planet and the universe, while at the same time being rooted in the life of everyday.

How does it work?

We are aware of the limitations of this beautiful room and therefore we are asking for your understanding and a bit of creativity: as we cannot move the chairs and there are no chairs other than those in the room (as well as a sofa in the lobby) we suggest to make groups of about 4 to 6 people neighbouring you and in front of (or behind) you, e.g. 3 people in a row with two people on the front row or behind you.

To help you and as a suggestion, we have posted coloured markers on the backs of the chairs and we suggest that you make groups depending, more or less, on affinities like friendship and/or language.

We would like to ask you to choose one envelope per group corresponding with a *region* of the world (Africa, Asia, America, Europe and the Middle East). Before you open that envelope each of you is invited to individually select a number from 1 to 6. In the envelope there are papers and small cards. Each number which you have previously chosen corresponds with a country in your region. It is this country that you will represent during the game.

We also advise you to designate a reporter per group. He (she) will be the person who will present the group ideas and suggestions at the end of the afternoon.

Next, each group should draw randomly a card corresponding to one of the sustainable development goals which you will be discussing together as a group. We will supply these cards for you to draw. Once the card drawn, we will provide each group with a description for this particular SDG. To simplify things, these descriptions are provided in French and English only.

In this modern world you can also use the Internet to learn more about the characteristics of countries, regions and about the SDGs. The *Maison de la Paix* has a WiFi network and the access code will be displayed on the screen.

In summary

Each *group* represents a *region of the world* (there will be several groups representing the same region of the world).

Each *participant* represents a *country* in a region of the world.

Every *country* (apart from some geopolitical data you find on the country's record):

- An intention of the soul
- An intention of the personality
- An intention of the country

If the intentions are not known, then we invite you – as described after the visualisation - to draw them at random from your cards and let you inspire by these intentions.

As the theme for discussion, the group draws a sustainable development goal.

Before starting the discussion we make the following visualisation.

Visualisation

See yourself sitting at the border of a lake together with all the people who are in this room and also with those who reflect today in London and New York, or anywhere in the world, on the theme *“From Intellect to Intuition.”* Look at the place where you are, feel the tranquillity of this place.

From the middle of the lake let the image or symbol emerge that, for you, represents the theme of the game we will play: *“To Evoke the Soul of the Nations.”* Let the picture or symbol fully emerge and allow it to become bright and clear; note its details, shape, colour, sound, smell, texture. Is there any motion?

Send your positive energy to this symbol, your blessing and your good wishes for the future of the alliance of humanity thanks to the soul of the nations. Fuse or blend the image or symbol with your positive thoughts.

Once you feel that you have finished, let the image of the lake and the symbol dissolve naturally and return your attention and your consciousness into the here and now, in the room where we are, with the country and the region of the world you represent and the theme that you are going to deal with in your region of the world and of which your thoughts for solutions will be presented in the plenary session.

If the intentions of the soul, of the personality and of a country are known, then they are shown on your country record. If, however, they are not known, then you are invited to draw them at random:

Cards labelled “Carte Intellect” correspond with the intention of the personality. Every country which has not yet an intention of the personality draws a card. Please remember this intention of the personality and/or write it on your country record.

Cards labelled “Carte Intuition” correspond with the intention of the soul. Every country which has not yet an intention of the soul draws a card. Please remember this intention of the soul and/or write it on your country record.

Cards labelled “Carte Sagesse” (“Wisdom Card”) correspond with the intention of the country. Every country which has not yet an intention of the county draws a card. Please remember this intention of the country and/or write it on your country record.

Once all countries have their intentions of the soul, of the personality as well as the intention of the country, it is up to you!

***In any case try to evoke the soul of the country
seeking solutions to global problems
(Sustainable Development Goals).***

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Plenary Session sharing group thought from the game.

* * *

***We heartfully thank our translators without whom
this review would not have been possible.***