



Knowmads

CHANGING THE FACE OF EDUCATION

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This project was supported
by the European Social Fund

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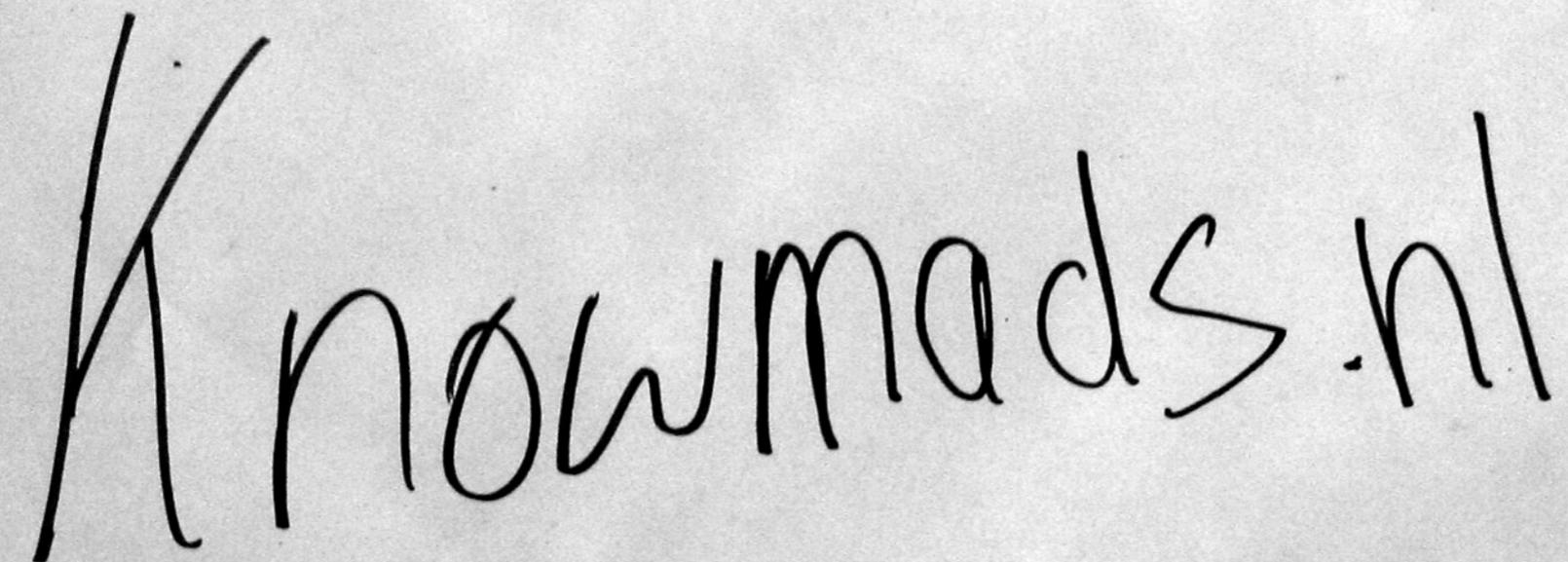


Welcome Home!



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WELCOME HOME!



They pay a tuition fee of about 5,500 Euros. They don't get a diploma. They do their own dishes and have their own keys to the building. And what they design depends on what the world brings them.

CHANGING THE FACE OF EDUCATION

by Pieter Spinder

"The world is facing huge challenges, and they are growing daily in severity, scale, and complexity. It is no exaggeration to say that they are not going to go away. Indeed, they will get worse, unless we start to find solutions, and we find them soon.

"If we are going to survive, we desperately need the next generation to be smarter, more adaptable, and better prepared than any that has gone before. Our only chance is to improve the way we teach our young, to equip our young people with the skills and the attitudes that might steer this world of ours to a far safer place than at present looks likely. The question is: Is that what our current education system does?"

—from the film We Are the People We've Been Waiting For

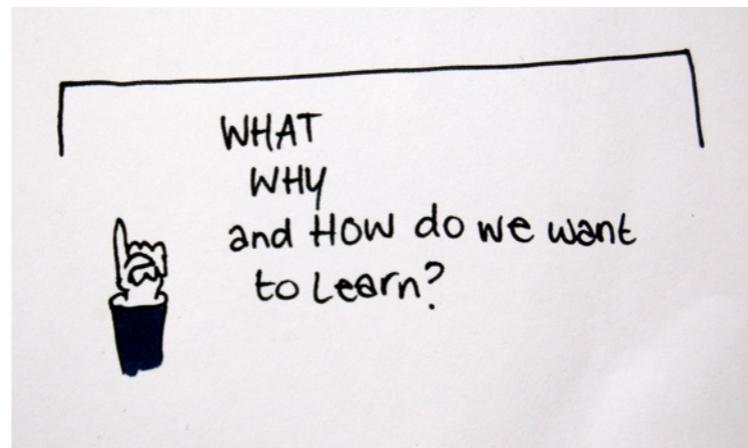
What if we are the people we've been waiting for? We think that would mean changing the game of education, helping young people to follow their passion and make things happen. Things that will bring smiles to their own faces and to the faces of the people they work with, while adding in beautiful and meaningful ways to the environment in which we live.

We agree with creativity and education expert Sir Ken Robinson when he says that most schools kill creativity. And they kill independent thinking and the entrepreneurial spirit too. Demanding the "right" answers to tests does not encourage people to be adventurous in finding new ways to do things, or to question existing systems.

... and what is a Knowmad?

A Knowmad is a nomadic knowledge worker—a creative, imaginative, and innovative person who can work with almost anybody, anytime, and anywhere. And our program is a platform and school for such people. The concept of Knowmads was born in June 2009 out of the experiences of some colleagues who had

worked in the field of education and were hoping to do something different—something more along the lines of the quote above. With combined experience in traditional education (University of Utrecht, Copenhagen Business School, and the University of Applied Science, Amsterdam) and in less-traditional programs (the KaosPilots "alternative" business school), we had some ideas about what that might be.



The word Knowmads was coined by John Moravec. He's what you would call an education futurist and teaches at the University of Minnesota. He loved the idea of a school that was not based on a place or a building but was instead located wherever the student could and would like to contribute to a process or to a project.

Knowmads are international pioneers who want to challenge themselves and the (smaller or bigger) outside world. People who want to change the game. And our students do.

The Knowmads Business School started on the February 15, 2010, when 12 young people came to our first admission workshop in Amsterdam. They came from the US, Brazil, South Korea, Switzerland, Germany, and the Netherlands. They found us through our website, Facebook, Twitter, and informational meetings. They had to tell their friends and parents they were going to a school in Amsterdam for which they had to pay an entrance fee of €4,500; that this school currently did not yet have a building or a clear program; that they wouldn't receive a diploma, since the Knowmads Business School operates outside the Dutch education system.

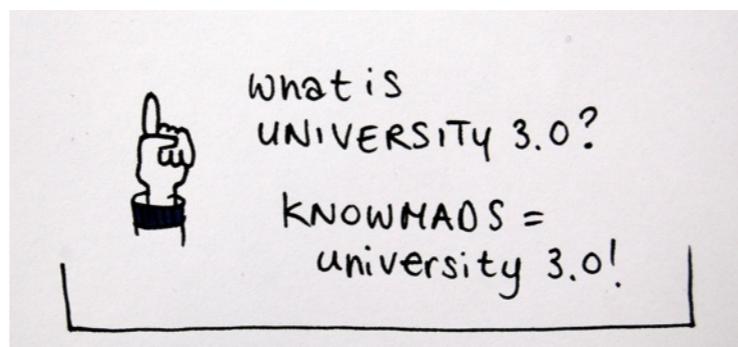
They signed up for an idea, a dream, an adventure. They were exactly the kind of students we wanted.

Why we want to change the educational system

We shape the world through the paradigms we use to describe it. Only when we observe with new consciousness can we find different answers and fresh solutions to problems. Columbus couldn't go and discover the Americas until he could believe the earth was round—and was willing to bet his life on it. On today's earth, we see huge ecological, financial, social, and economic transformations taking place. We believe the current system of education does not educate young people in a way that would help them take on the challenges they face. To educate young people in the old, industrial way (that is, with learning factories that talk about students as output targets) only prepares them to work in "old" industrial jobs. The output targets our current system turns out grow up to bust banks, pollute oceans, and support sweatshops. As Albert Einstein once commented,

"You can't change the world with the same kind of consciousness that created most of those challenges in the first place."

Educations should offer more than framed professional knowledge. They should also train awareness of the global context in which these professionals will operate and give them the capabilities to do so. Consider, for example, how many art and design institutions teach the craft brilliantly and then forget to offer the students the entrepreneurial skills they need to get a job.



Why work with case studies in books? Why not work with real challenges, in real-life assignments with real companies, NGOs, and government institutions? "Knowing about" is different from "being able to" and "having experience with."

We designed our school around a set of core values and beliefs:

- We need to develop global awareness in our students.
- We want to help students to discover their personal passions and how to ad-

dress them. Everyone has a talent that can be at the core of his or her professional life. Encouraging that talent may require a different approach for each person.

- We believe "action" learning within the real world is the most integrated and the strongest form of learning.
- We believe entrepreneurship is about training people to come up with their own ideas and answers. The risk of failure should be embraced and accepted.
- Learning together as a team makes far stronger learning than competitive individual education.

But how does the school work?

Knowmads is a one-year program. Once a student enrolls in the school through participating in our application workshop, he or she forms a "tribe" with the other students starting at the same moment. New tribes form every six months. After a phase of team-forming, students often need to unlearn old patterns and expecta-

tions. No, there aren't demands. No, there aren't "correct answers." No, you don't get ahead by reproducing a certain amount of knowledge. And yes, you do need to initiate projects yourself. You do need to contribute to your tribe and to the school to make it work. You don't receive an education - you have to shape the heart of it yourself.

We frame this journey based on four questions:

1. *In what kind of world do I (want to) live?*

Subjects: Sustainability & social innovation

2. *What do I want to contribute/change?*

Subject: Personal leadership

3. *How do I create the organization to get it done?*

Subjects: Entrepreneurship & new-business design

4. *How do I bring it into the world?*

Subjects: Marketing & creativity

These are the same questions we began with in our first year, and with each new tribe we ask them again. We are mindful

of these questions and of the values and beliefs listed above. We approach our students as young professionals.

"Knowmads understands that who you are as a person directly relates to who you are as a professional."

— Liza Rubinstein Malamud,
Knowmads ambassador and friend

Throughout the year, students work on assignments for our partners—corporate organizations, as well as governmental and nongovernmental associations.

To do so, the students form a cooperative - Knowmads U.A. - which they use as the legal vehicle with which to earn money. Knowmads staff bring in four assignments per year; other assignments are brought in by our students or by organizations that ask us for help. Together with the students, we decide which assignments they want to work on, and when. When it is the company that pitches the assignment, our students create a proposal that contains a creative plan and a financial proposal. Once these are negotiated and accepted, the tribe (as they by now have started calling themselves)

starts working, coached by the staff. Students work on these assignments together with one or more of the client organization's members. The aim is to create a win-win-win situation—for the students, for the company, and for society. As we work on a project, we make sure various stages in the process connect to the four questions above, as we explore issues like corporate social responsibility, marketing, project management, and entrepreneurship.

As the staff, we shape the program to the proposals and needs of the students, or tie in to real-world assignments from clients. Our guest lecturers are always experts in their field. Our program offers a few basic workshops and tools; the other workshops support the assignments or group process of the moment. When our students need a particular kind of skill or knowledge, they let us know and, together with them, we arrange the necessary workshop or class.

We got a lot of international press and our projects are on our websites, so we get a lot of calls from companies interested in becoming clients. We also have

Do you dare to challenge the
status quo?
Do you want to



a network of about 1,500 “friends” and fans of Knowmads. Our marketing strategy is to “whisper” to them instead of shouting to everybody, so they know what is needed and bring us into contact with the most appropriate partner companies and coaches.

The municipality of Amsterdam provided the building we rent. Students have to find their own lodgings (our staff and Knowmad’s friends and fans help them with that). The projects do not provide enough money for the students to live on, so most work, at least to some extent, outside the school. Our students are between 20 and 35 years old. Some have a

bachelor’s or master’s degree. Some have already spent 10 years or so in the workplace. Some have traveled and worked all over the world.

Knowmads does not have permanent teachers. We do have five staff members; they and the workshop leaders are paid out of tuition fees and the programs we do for the University of Applied Sciences, as well as from client projects. (Fifty percent of client money goes to the tribe, the rest to the school.) All the actual teaching is done by outsiders who respond to the specific subjects needed for the projects that are in play. The starting point is that we work in our educational program and

with the real-life assignments with our heads (knowledge), with our hearts (feeling), and with our hands (doing/action). We try to connect this work with idealism (or dreams) and with talents and discipline, and vice versa. We also try to stimulate our students to develop their own projects. Every student is matched with a coach—a member of the Knowmads network—and works with that person throughout the year.

While working on the real-world assignments, students attend personal development workshops. Through self-reflection on favorite roles they have taken in projects and in their tribe, they often dis-

cover their personal passions and possibilities. From this, they often frame a personal plan or even start a company, often with other students at the school. In this way, transformation starts with personal transformation. When one has a connection with him or herself, then one can make a connection with the outside world. We expect them to share that responsibility with the people they work with, and with the rest of the outside world. In other words, the network, the students, and the partner companies co-create an education.

Students present what they've learned twice a year—halfway through, and then again at the end of the education. The first presentation is about what they learned, as connected to the four questions and subjects, and about what they want to learn more of in the second half of the year. The second is about what they worked on and learned and where they are heading after leaving Knowmads, whether that is their own business, a job with a company, or something else. To make these moments worthwhile, some will invite potential clients or present in such a way that their parents may “finally understand what this school was

all about.” In return, we give them some very personal spoken and written feedback that reveals to them what we have heard and seen from them, as well as some “feedforward” (advice, even contacts) about how to achieve their goals.

Having finished their year at Knowmads, our students may move on to the Knowmads Greenhouse, where they can further develop their entrepreneurial endeavors. The Knowmads Greenhouse is a space in our building in which students can work further on their projects and/or companies, as well as with client companies and new students.

The journey of a Knowmad

It is often said that in chaos the new is born. The reality at our school is sometimes messy. Yet we also regularly opt to let control slip on purpose. This creates the space for initiative. Recently, for example, several students took over the school for a month. They were completely in charge; there was no interference from the staff. Project Mayhem, as it was called, was meant to realize a lot of real-world projects within the space of four

weeks. In a burst of energy, the students immersed themselves in a diverse set of projects brought in by staff and students. As staff, we coached from the side. We emphasized that everyone could feel included in Mayhem if they wanted. Some of the more-gentle students went from feeling intimidated by the Mayhem group to even coaching them.

As staff, we prided ourselves in supporting this “hijacking.” This new tribe of students had been clamoring for more projects, and we suggested that they be entrepreneurial and find some new work themselves, not wait until something appeared. Within two weeks, they had created Project Mayhem, put it

on our website, and made overtures to our close circle of friends and fans. They shortly got in 30 smaller projects; within a month, they had worked out 10 of them. As for us, we embrace our students’ feedback as constructive information we need to further develop our school. We are still small and we are learning along with the students. Therefore dialogue, as well as such values as openness and trust, are key to our working together in this education. There are, however, some

principles and aspects of a Knowmads education that are fixed and unchanging.

Peer-to-peer learning

Entering students immediately become part of a tribe. You learn within your tribe. You work with the school as a whole and share the responsibility of sustaining it. The first challenge for our first tribe was furnishing the school and making it our own. There was essentially no budget, but those students accumulated used materials, paint, and furniture and created our space. Staff and students clean up, do the dishes, and so on. We find it's sometimes tough; it's messy and often frustrating. The learning, however, was enormous.

At Knowmads we pride ourselves on the fluidity in our environment, people, and organization. Our school is in service 24/7. Students have their own keys. They Facebook with staff at night and regularly organize Lazy Sunday Concerts at the school. All of these experiences help them develop different ways of learning and communicating. They need and mostly have a very open mindset to

change behavior, thoughts, and patterns within themselves. They are flexible and adaptable, and have a strong social bond. They form a community of learning together. They are each other's most important teachers.



Real-world assignments

Our students take on real-world assignments from companies, NGOs, socially and sustainably based foundations, such as Triodos and DOEN, and governmental organizations, such as the municipality of Amsterdam. And our students don't work for clients, they work with them. Unlike in most exams, in real-world assignments all kinds of outcomes are possible. Take,

for example, the project Knowmads did with KLM. At first, the results seemed less than astonishing, but at the same time

KLM loved the culture and processes our students brought with them. They wanted more of that. Eventually, our students' ideas led to a neat little innovation that KLM is developing right now—Meet and Seat, which allows travelers to find compatible travel mates for their KLM flights via Facebook and LinkedIn.

No testing

Knowmads works from the principle that our students have an intrinsic motivation to learn, and that they will find the right content when they want and need it. Entrepreneurial students should not

have to learn to comply, so we don't test, and we have no exams. (We do have so-called Green Zones, where staff and students discuss needs, behavior, and progress, and this is done for everyone almost every week so that we know where the students are in their work and any needs they might have, as well as any problems that may come up.)

A flexible program

The staff of the school is in constant dialogue with the students about the program. We adapt our curriculum to their needs and offer customized workshops to help prepare them for business assignments or global trends. Why do we have a financial crisis? How did we arrive at our current environmental situation? How do social issues fit into these considerations? (We actually try to think of these challenges as opportunities for transformation—transformation we can work on for the long term, for the better.) No standard education can tell us where the new Facebook will come from, or how we might be influenced by a storm in global politics.

There are topics that return each year, though. “Deep democracy” and “nonviolent communication” help our tribes with their peer-to-peer learning and will continue to help them in their future careers and lives. Our Sustainable Business Design workshop is meant to help prepare them to meet global needs as an entrepreneur. The Start-Up Wheel, a tool for business plan doing (rather than business plan writing), helps to develop a

business. Personal coaching, personal development workshops, and recently a Nature Quest leadership retreat help students become more aware of their identities, purpose, and the gifts they have to offer the world.

Workshops

Our workshops are about discovering one’s own answers—especially the personal development workshops. Teaching at Knowmads is mostly a process of facilitating enriching and revealing processes—all connected to the subjects of the four questions. When there is a decision-making problem, we might bring in deep democracy (a workshop for decisionmaking tools) or a crash course in nonviolent communication. When a project involves social media, we might prepare a social-media workshop.

Often, especially when we have special guest lecturers—for example, when we featured Itay Talgam, a renowned conductor and former TED speaker, and also Seth Godin—we’ll frame these as WTF (What The F#ck) Lectures. They are open to the general public. This supports our marketing and exposes our students to different sets of opinions and people.

WTF lectures are meant to challenge paradigms and explore new territory outside the core curriculum.

Social media

As the world becomes more accessible through online tools, we try to choose the most useful to co-create with our partners and the community around Knowmads—Facebook groups for particular projects, livestreaming a lecture, looking for a workshop leader on Twitter, sending out newsletters with information about our open lectures.

What it all leads to

As of this writing (February 2012), Knowmads comprises 24 current students and 30 graduates, most of whom have started a business, either alone or with other former students. With the help of the DOEN Foundation (which invests in socially oriented companies and programs), we have nearly reached a breakeven point financially, although our staff is still surviving on the bare minimum of salaries. Indeed, our staff members are nearly as pioneering as our students. Most of them

need to earn quite a bit of money on the side to cover their daily living.

At the same time, you could say we are a success. This October, Knowmads will go into a new and larger building in Amsterdam to accommodate more students. And our concept, whether fully or partially, is being embraced by other institutions and has started to spread around the world. There is a Knowmads-like startup in Israel, and we are currently talking with an education partner in India that is considering something similar in that country. The University of Applied Sciences in Amsterdam recently instituted a Knowmadic Learning Lab program. However, we don't believe in copy-pasting our model. None of these will be exactly like our own.

What do you get when you train for the capability to deal with radical change and real-world challenges? What do you get when you consciously aim students toward meaningful work, work that makes a difference?

We find that all of our graduates now look for ways in which they can use their individual qualities (talents, capabilities, and even weaknesses) professionally. We

have discovered that when we put students at the center of their own education, they teach us what they really need and want to learn. They learn to create their own lives and work in a way a thousand pre-programmed tests never will teach them. We learn a lot during our lives. Learning is constant, and a lot of it is invisible. When one can catch his or her passion and find a way to get the knowledge and the skills to share it with other people, young and old, that is a good starting point. As one student confided, *"Never before have I felt so much at home as I have at Knowmads. I used to see so few options; now I feel I have an enormous sea of possibilities in front of me."*

Our students often feel this way - that after a year at Knowmads they can pick any area, step into it, and create a place for themselves there. I repeat: A lot of learning is invisible.

Our education is so integrated that it's sometimes hard for students to comprehend what they have learned. One former student thought he knew very little - until he joined Warriors without Weapons in Brazil. He was amazed at how easily he

was able to participate in many aspects of their work in community building. We are a learning organization and we shape ourselves, as we must in life, through adapting to needs and possibilities. We are as much designing as following opportunity into unexpected directions. This is possible when you have a strong core of shared values and shared purpose—when you want to make a positive, even a beautiful, difference. You can do this when you feel free to play with the possibilities—because “playing” liberates us from the old frozen paradigms. This is the attitude we need to renew if we want to serve our planet and society.

Here's an image we love: the fire everyone has in himself or herself. However big or small this fire—even if it is seemingly not there—we try to blow some air into it. Then the unbelievable can happen. Whoosh.

Knowmads, Welcome Home!

2

ESSAY: THE LEARNING THEATRE

by Floris Koot



FORMAL EDUCATION

Formal education mainly disconnects young people from their personality in order to let them do measurable tasks.

The result of that is docile workers who often have a hard time relating to their world and environment. Neither are they aware enough how they influence these through their work and living habits. The result being a massive booming economy with little or no regard for consequences to workers, environment and the general balance of life. An economy that needs to keep growing according to all economists and politicians. The only other natural thing that grows without restraint is cancer. And unless the cancer that makes up a large part of our economy doesn't evolve



into something more healthy and considerate soon, the world needs to, or will, apply a very heavy and shocking therapy to cure it. When music magazine's post news like this, full of the rational disconnected reasoning that helped to create the horror, you know a big shift is needed fast.

All major problems in the world stem from this, educated, disconnectedness between me and the other (especially those I don't know). Global warming, poverty, modern slavery, modern warfare, pollution, depletion of resources are the consequences of thinking me, me, me first. Capitalism is the misconception that if we all compete the whole will sort itself out. In reality we can only sort it all out in a healthy and life enriching way in a co-creative, considerate way, with the awareness that we all live and die within the balance we uphold. And that our natural interconnectedness is something we must accept and let unfold, rather than being some controllable commodity.

I think we need educational systems that help develop young people towards a meaningful contribution to this whole, whether you call it Earth, Global Village, God, Higher Purpose, etc. And mind you, a street corner baker in Calcutta is to me more meaningful than a high ranking civil servant in US politics who develops protocols, conceived out of mistrust and corporate interests, that will ensure that unemployed people receive as little help as possible. Such a person is definitively well educated (in the wrong direction), and therefore will develop his work based on ideology, statistics and interests and not on real world connectivity.

I wonder. How is that for you? Do you often feel helpless and little effective in your work? Do you feel everything you do, does have impact, but creates as much new dramas as it solves? Do you worry at

night about what you really do? Do you fear to speak up? At work? Among friends? Do you feel lonely? These all are symptoms of disconnected work, with little meaning other than in a rational measured explainable way. You probably are just an expandable wheel in a big machine. You were trained to be that. If you don't feel this way, how is that? Are you happy within a safe bubble, or do you also feel, you really make a difference for others out there? How did that come about? What were the major turning points towards such a role? What role did education play in that? How were or could these turning points be integrated into education?

So what do we need? How do we really learn? And what might that mean for educations?

THE 'OTHER' EDUCATIONS

What we don't learn at school, many of us seek to learn elsewhere.

Often later in life, when it becomes apparent that education left some very important fields bare. Consultancies and trainers make shit loads of money on training people in basic sense, self reflection, social skills, presence, awareness, leadership, creativity etc. All things that could have been way easier and faster trained earlier in life. Other wisdom about learning comes from other cultures. A growing number of adults explores approaches like meditation, nature quests, trance dance, yoga, zen, kung fu, art and more as ways to self develop and heal wounds in their history. Here they seek and often find a sense of connectedness that went missing somewhere early in life. For how many would that be around the time school began?

I think there are five kinds of wisdom we need to embrace in our educations, several learning principles and insights that need to be at the fundament of how we educate young people. Here are they, with each why it is fundamental and what kind of applying this could lead to.





"Play is the highest form of research."
Albert Einstein

THE WISDOM OF PLAY

Nature's way to educate mammals in a fully integrated and immersed way.

Playing is what nature developed as the fastest, most integral, biological sound way to learn. The ability to play should not in any way be hampered by educational systems. Play is serious as hell. And way deeper, offering more progress at a greater speed than any other form of learning. The only problem, problem for control freaked systems that is, is that you can't measure progress because too many things are being learned at the same time on many levels. But shouldn't that be the kind of learning you want? Here's an article, the

Power of Play, demonstrating how healthy and important play is for you.

Three examples of how deep play really goes.

Two children playing father and mother, copy adult interactions, learn about defining and decision making tasks, learn cooperation, discover and often mirror male and female roles, all the complexities within that and all idiocies their own parents developed over time within that. They develop leader and fellowship. They develop understanding of household tasks and realities. They even might develop having fun being an adult while cooking. Too often this last one has

to be rediscovered or is forever lost when playing housekeeping is murdered to make room for making homework or parents repeatedly show housekeeping and stress are related.

I have worked as a training actor. I played roles of kinds of people I never met, don't know much about and don't share values and norms with. But ever so often I would, while playing such a role, get to know these people on a very deep level, just by acting, moving, speaking from their point of view. I once played a heroine addict (the intel I got was not much more then: you're an addict and you really need to have methadon from our institution) in such a scary and over the top way, I felt nobody could be crazy like this and I would be fired for overdoing it. The aid workers I was training with stared at me open eyed. Long silence. Then one of them says: "That was exactly Fred." The rest nodded in a shocked way. Play therefore means a deep opening up to other realities and ways to know things that no amount of information about this Fred could ever have been given me. Believe me, you don't wan't to do drugs after having such a deep look into the being of an addict. Play can therefore commit more complex and deep knowledge than pure information can.

The third is play design or play testing. Long meetings on only a mental level can create plans that work fine in the head. The visual scenario's played out in the head all seem to work. But as soon as such plans (you know them: top down plans from management, new governmental policies) hit the street suddenly all kinds of flaws are immediately apparent. It most often is the sticking to the mental scenario that the makers keep on defending and even implementing flawed ideas from the start. If you know 80% of all change programs are wholly or partially withdrawn then you know something is wrong. Play design means making it as real here and now as possible, and

integrating all feedback. Remarks are never seen as attack on the plan but as help for development. Play helps to meet reality immediately, rather than only after creating a almost fixed mental map. And we all know the map can never be the land itself. More on play design will follow in a later blog.

Play also brings more happiness and freedom. And since I played my whole life, I discovered play is an evolving thing. As soon as a game holds no more mysteries for me, I take on something else. Something that feels like a enriching challenge well worth the time invested. I even designed a lot of games, role plays and this meta level of play helped me not only to understand its power and importance, it also helped me to gain very deep insights on how things work and guiding principles for my life and work, that make me capable of stepping into almost any field and contributing to it. Like now with education ;-)



"Within my body are all the sacred places of the world, and the most profound pilgrimage I can ever make is within my own body."
Saraha

THE WISDOM OF THE BODY

We need to stuff the brain way less, when we start listening to our intuition.

Most schools, apart from dumping knowledge, train the mind and some social skills. They may do, if they get money for it, some physical education, like sports. Only recently science discovered, something I know actors, dancers and therapists have known for ages, we have a heart brain too. In our torso there's a neurological network as complex as the brain. And this one learns as well. It learns motor skills and also the sensitivity of what is present here and now, in flavours, colours, tensions we need to develop real wisdom. Fear, intuition, happiness, love and much more is being sensed or speaks to

us, from this part of the body. The brain only provides pictures that come with those feelings or senses.

Many important skills and attributes can be found and trained in and through the body. Here we can develop passion, guts, sensitivity and compassion. Reasoning may be a help too, but it is through the body that such qualities are developed best. The magical word flow, the best balance in work and life between challenge and safety, also can be found in or sensed with, the body.

For example: People who dance a lot, ranging from tango to biodanza, from contact improvisation to trance dance have more pres-

ence, are better with social skills, understanding and feeling what another person is at. They move more fluidly through life and sense better what situation they are in. They have better social skills towards potential partners and more ways to deal with differences than those who never danced. And through dance they learn this faster and deeper than through explanations and knowledge. Because in dance it's really happening with a lot a free space to adjust or improve attitude and behavior.



*"Never does nature say one thing
and wisdom another."*
Juvenal, Satires

WISDOM OF NATURE

Absolute growth does not exist, it's all about cycles and relationships.

I think depression is so overwhelmingly present in our society because we don't allow ourselves and others slack periods. I know managers who don't even dare to stand 10 minutes in front of a window staring outside, so others might think they are doing nothing. No wonder really new ideas are rare in these businesses. Ever since I allowed myself moments where I do nothing useful, I never have depressions anymore. I trust new ideas will come again and they always do. It is the judgmental thought about down periods that create the depression. "I should be doing stuff. I am not, therefore I am

a lazy weak being." No, you are not, you are a tree in winter. Spring will come if you wait. Go watch a movie and enjoy. If I do not retreat and self reflect at times I cannot grow as much as when I only try to achieve more and better all the time. Even great athletes need failure, loss and obstacles to overcome or they never will be truly great. The constant pressure to have good grades all the time is therefore unnatural and only helping to create adjusted docility.

So we are out of touch with our own nature, as we are with real nature. There are children who don't know the connection between cows and milk. There are managers who think dumping plastic in the oceans has nothing to do with the health of their children's chil-

dren. There are people planning where and how nature can grow as if it is a commodity rather than the whole interconnected reality we are living within. Our world is a space ship and we are all crew. I like this saying, but it feels many crew members seem to think they live in isolated self protective bubbles that have no relation with the outside world, only in a kind of informed mental way. No wonder global forums on global warming are rational informative meetings of a few caring people and a whole lot of professional executives send to protect the interests of their organization rather than help solve the issue.

Many people who really observed nature in a deep attentive way, whether they were scientists, bush men, guides or bird spotters, found deep insights and meaning through their connection with nature. Taking time for stillness, observation, being in and interacting with nature are key elements of personal development. We are natural beings and our whole biology is build for interaction with nature. Mental diseases, loneliness, stress, disconnectedness all stem from our lack of contact with nature. Especially the seasons and being aware of them, rather than considering them as (in)conveniences, holds great learning. Everything needs seasons of rest. Whatever we do, we can't control growth, we can just water the plants. Also being in touch with animals, dogs, horses, rabbits, ants, etc, holds huge learnings. We learn presence much faster through the mirror of our actions these animals offer us with their behavior. They are great teachers of relationship. And I do think a child that at the age of 12 never sat on a horse, never had a dog, never saw a cow, never petted a rabbit is kind of unnatural. Somebody who never had to brace against wind or cold, never got soaking wet out in the rain, always has known man made, air conditioned, environments should be regarded somewhat handicapped. Such a person will offer flawed de-

cision making in many situations, as he or she has never learned to deal with changing fortunes, conditions and the basic reality of life, we are part of nature, no matter how far we distance ourselves from it. Like when Marie Antoinette heard the people of Paris were starving from lack of bread; upon which she suggested: "Well, why don't they eat cake instead?"

A deeper way perhaps even are the Vision Quests the Native Americans use to prepare their children for adulthood. Especially young boys go, around the age of 15, for days in a row to a desolated area, often without food, sometimes even water, until a vision comes. This vision, relating to what someone's deepest contribution to society might be, will lay the basis for the rest of their lives. And we in our education are not even a little bit curious of what that might be with our students. "Just get the grades, son and you'll do fine." No wonder many youth revolt or drop out. They don't feel seen or acknowledged. Where our systems focusses on controlling measurable output (exams), a vision quest will bring out someones essence. Nature has that power, to mirror someone's most essential quality. We send our young into the world blinded with knowledge and confused about what they themselves really want or can contribute. The number of people who at 27 have a burn out is stunning. That might be because schools keep nature outside.



"When I have a terrible need of – shall I say the word – religion. Then I go out and paint the stars."
Vincent van Gogh

THE WISDOM OF ART

Through art we become fully human in our expression of what is essential to us.

One could consider art the opposite of nature. It isn't. It is the deepest possible expression of our connections and state of being. It is the expression of our nature and being. It is the key to our imagination and the field of potentiality. It helps everyone of us to get a clearer sight of what we essentially contribute, how our personal gift works and how it influences others. The marginal presence of art in many educational programs is worrying. A recent study showed that drama classes once a week result in better cooperation skills, better learning and more aliveness in students. The whole concept of self

expression through art will also influence the broadness with which a student can approach a subject, the variety of ways he can phrase his ideas and enlarge the capability to include personal feelings into the subject.

Art, like play, helps to develop both brain sides better and faster. Art helps to be more nuanced and more observant. Art helps to develop the small motor skills and the grand gesture. Art helps to understand how we all are very different and the value in that. Art can even help to develop engineering skills and the patience needed for hard work. And perhaps most of all, art helps to become imaginative, to dream and fantasize. For if we can and dare to dream beyond our

personal horizon, it also becomes more easy to be in touch with the whole world and see what is happening there, and how that relates to our personal life.

Art classes sadly focus mostly on technique, but as Picasso said: 'It took me 5 years to learn to draw like a master and the rest of my life to unlearn and draw pure like a child'. Art classes should be less focused on technique. I learned most technique from the comics I read and trying to copy them; at home in my free time. Art class should focus on conceiving, trying out very diverse styles (even those in which the teacher feels very incompetent and insecure). It should help to see and observe what works and why. It should trigger the imagination of the student and his capacity to self express in a personal way, a way that deepens the connection between self and all others. In art there is no best of the class, there is only shared beauty, ideas and pain. For this last one, art is also very helpful. It can open mouths and instigate dialogue about personal feelings and things that matter. For, the more connected a student is to what matters and the more free he/she feels to voice this aloud, the stronger and more powerful they'll be on the path they'll choose for themselves. This last bit in itself makes art to an essential cornerstone of all learning.



"Let us put our heads together and see what life we will make for our children."
Tatanka Iotanka (Sitting Bull, Lakota Leader)

COLLECTIVE WISDOM

Others know already what you seek. The answer is present on the net and in the air.

Classic education thinks you personally need to know and have to be able to prove it too. Outdated jokers. Well, you can't know everything and there's way too much to know it all. Besides if you know how to search, and where to look, it's all on the net. So what we now need to teach is just how to look for that. And if one looks up a topic like 9-11, on the internet you might not get one description, like in a schoolbook, you'll get loads of different viewpoints. Something that'll help you to form your own opinion. It is an excellent test in learning to distinguish what is of value and what is trash, lies, propaganda.

With the rise of internet teasing, young girls approachable by anyone in the whole wide world, embarrassing pictures of public drinking turning up at job interviews and internet criminality, a further case for a whole new topic in school is made.

Also the whole individual competition to get the best grades seems kind of backward. Only during a job application we compete with others. Once within a job, we have to cooperate on so many levels that we need to develop collective and co-creative skills perhaps more than individual strive for grades. Science also has proven by now that sneaking a peep at other people's answers is not as disastrous as we thought. Passing on gained insights and wisdom

through teaching others is even one of the strongest learning styles ever. To make you understand I must really grasp the topic.

Then, within the collective, there are way more possibilities. Consider cooperative and democratic education, where everyone learns and runs the school together. Isn't it the most trust you can ever give a child, to make it co-responsible for its own whole school? The collective means more than team, it means the whole school, tribe, or even local community. It is within the collective that our special role becomes visible, can be trained or play tested. We can also use the community or organizations around the school for action learning.

Get students, of whatever age, to do some real work for real people. It not only enhances their skills, it also improves self worth and motivation towards further learnings. And they get a real sense of what they are doing it for, and what they need to become professional at it.

Lastly, with some reserve, I must mention the collective consciousness. Some sensitive people seem to be able to pick information out of the air. Many people sometimes have a kind of knowing. Science is deepening its understanding of the many phenomena around this theme. But whether I speak from down to earth realism, or through new understandings as "the field", collective consciousness or Gaia, I feel it's important to emphasize that for every human it is essential to understand that we are part of something bigger than family, city, nation or race. We are part of a bigger whole which influences us in many ways and on which each of us will leave his or her mark. And it's our responsibility to make sure that each student considers what kind of mark they would like that to be.



"Be happy. It's one way of being wise."
Colette

BEING WISDOM

Understanding the dance between personal, local and universal principles.

I have regularly taught presentation skills. I mostly used to teach some universal principles that can be applied for better outcomes. Now with that, as with many other topics I discovered that the universal principles don't apply for everyone. There are only very few golden rules, and most of them also have their exceptions. We all will remember a case where someone was mumbling, not looking at the audience, making lots of little mistakes and still we loved the presentation. We also met people that did everything right and it just

didn't work. The image here is the second hand car salesman who is just too smooth to be true.

What is normal for Native Americans, is something most physicists are still struggling with. Reality may not have a fixed set of laws. Indeed. It might much more be like a network of principles that dance with each other. As said before, everything is in relation, all the time. Principles that guide one minute may not work the next. Most educators keep focussing kids on books that have the 'right' answer, press them to learn this 'answer' and demand reproduction upon request. 'Answers' often to be replaced by more nuanced answers when the child reached the next level of the method.

What if all life was a dance, all truth a dance, all ways of looking at something a state of flux, with at best ambiguous outcomes? What if we had to tell our children, we really don't know. That things like democracy and individualism, concepts we deem the beacons of civilization, may be cursed next century as the foundations of that which led to consumerism and global ecological disasters. While we focus on knowledge in a practical or very topic focussed way, we don't teach wisdom. We don't learn our children to think bigger to act for impact through their own ideas. We don't provoke them to be true to their infant wishes or longing to really make a difference and or contribute to society. It is us who teach them to hunger for money, power and fame. We made that important, not nature. Each society with very different values and behavior shows us that our society is not a universal truth, but just a way we use to do stuff.

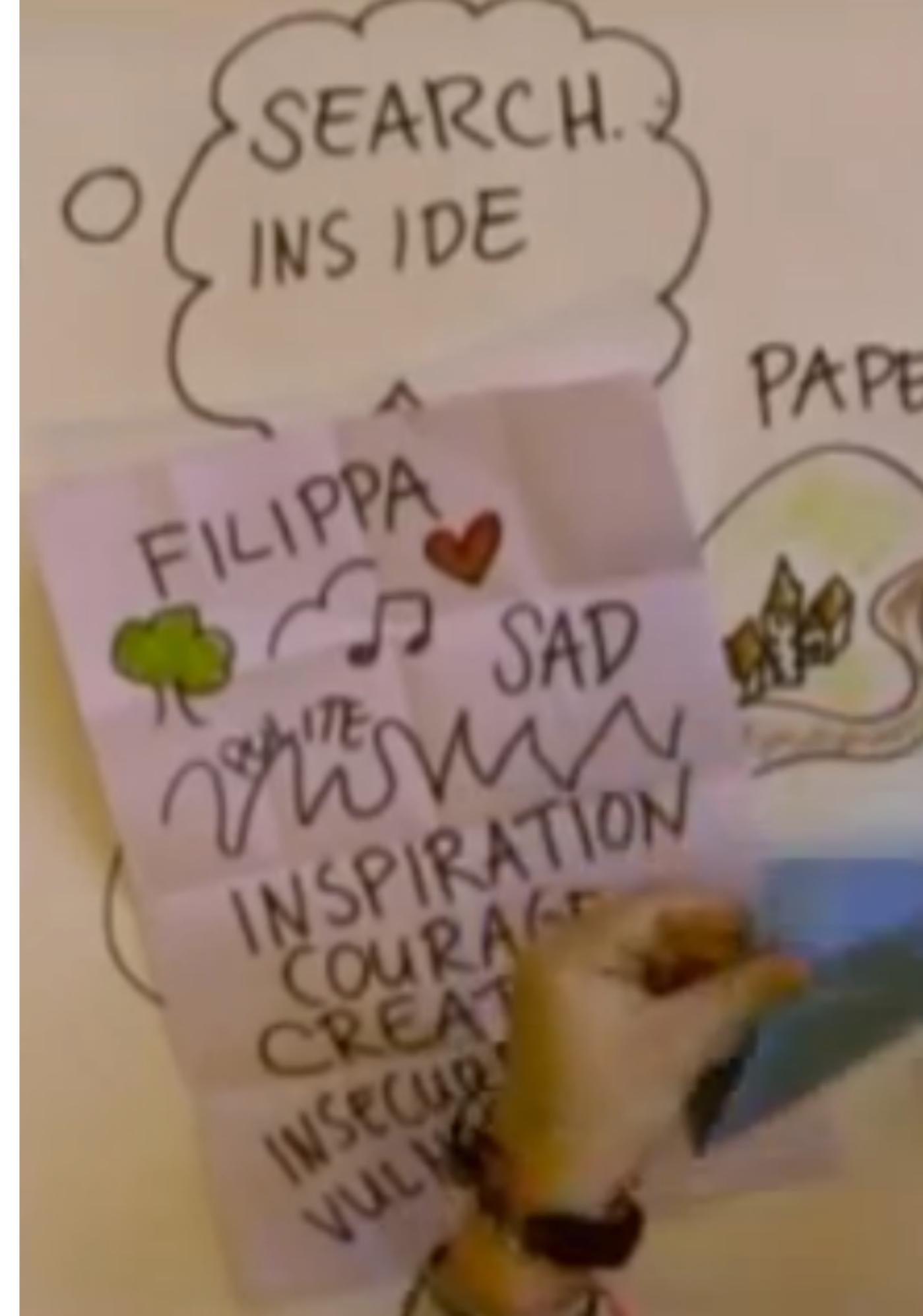
We should learn people to be critically aware how their society operates. To teach them what role they play, are expected to play. We should teach them that they do have a choice, as much as the whole society has a choice. It's all a huge dance and we, the living, are all invited. There is no security to safeguard you from losing friends, family, jobs and health. It is the consultancies that sell models that promise security, as does every advertisement for safe cars, healthy food, insurance, etc. We can only play with how things are and journey towards our personal desired direction. The outcome is unclear, will always be unclear. And most people who are happy with their job, do something they never expected to do anyway. We train for the illusion of control and blind children for the unfolding of the unexpected that life really is. One day the West Coast of the USA will be hit by a huge earthquake. One day storms in your country will kill people and destroy houses. One day you will die. This we can be more sure of than the reliability of banks, leaders and nations, re-

gardless of what they promise. Why then do we teach our children to act like it is the other way around? Learn our children to dance with the world as it is, not to dance to the tunes of those that have interests in what children become and no interest in who they really are. How difficult can that be? I fact the health of our whole world may depend on it.

NEW PRINCIPLES OF LEARNING

"The word Educare means to bring out that which is within. Human Values are latent in every human being; one cannot acquire them from outside. They have to be elicited from within. Educare means to bring out human values. To 'bring out' means to translate them into action." - Sathya Sai

How much clearer must it be made, that it is more important to help young people find their own wisdoms and gifts, rather than be potty trained all through education to acquire other peoples knowledge? Secondly, education that not address the whole being, is not an eduction, but a selective boot camp. Thirdly, we need people to develop wisdom rather than knowledge. Soon all



knowledge can be acquired through the internet. Let it be stored there. Use the time to help them find what they need and develop the wisdom to use it in a wise way. Grades make students work for grades, and often makes them forget how the topics should be (and often aren't) of interest to themselves. Art classes don't need grades, they need inspiration to express. When schools fear students won't do anything if there are no grades to be gotten as demand, they have lost all reason. Rather than organize around this fear, they need to organize incentives to make students start up their own projects, learning and discovery. Rather than regulate, they should facilitate. Rather than know everything, they need to work with the students to find out. Let the best students in certain topics help others. Include real world assignments. And stay open for dialogue with your customers.

I think only if an education includes the student and or makes him or her the centre of the education, students will learn what they really need and want to learn. Only then they can learn to create their own life and work in a way a thousand pre-programmed tests never will. Only then we can keep their natural happiness and willingness to contribute in a positive way alive and well. We should also include and accept failure as part of the learning. We should accept and stimulate personal questions, taking risks. We should accept that sometimes students need to withdraw, get confused and wonder. But, at the least, they will be wondering about what it all means for themselves. They are not here to learn only how to prepare for tests and listen for the facts they might need to reproduce.

Modern education has become the most impoverished ideal of what is possible in training young people to be beautiful humans. It is time to let love, play and wisdom enter our schools again. Time to

start a dialogue with our students in what they want, need, feel and time to start to trust that learning and developing education together is possible.

Education should move from "adapt them" to "be present at their unfolding" Education should help their students find their own answers. Let them learn to listen within. And perhaps most important, as in many things, the quality of attention, the nature of intention and the willingness to truly connect, influence the growth of children as much as it makes a difference in the kitchen when you cook. You can taste it, when a cook loves what he does, was present, went for quality and was open to all the possibilities on his path. One could see it also like this. Every time we fall in love we see the best possible other. We truly long for seeing this best possible other to come out and meet us. This is how any educator should fall in love with all his or her pupils. I believe many great educators are like this, or were once like this. Now we need to help the schools as much as the children to mature, grow up and offer the magical quality that lies within its grasp. I wonder. What will your contribution be?

Floris Koot, @floridee

Coming to a
common
starting point
requires
honest
conversations



1. Is there a good phrase describing what you learn at Knowmads? (Ivo)

If there is, then it is maybe: "Everybody learns something different, everybody learns what he needs most at the moment." But of course this is debatable. On one hand, we get practical business experience at Knowmads, we design campaigns or workshops, we go through the process of developing with a client. We learn how we react in unexpected situations, we learn how to read the small signs that tell us that we are not on the right track with what we are developing for our client. At Knowmads I have also learnt to get into the "doing-mode" instead of waiting for something to happen and I learnt to take responsibility for everything what I do – and everything I did not do. I am already way more confident when it comes to business – or being an entrepreneur.

On the other hand - we work in groups which means that in a way we are constantly mirrored in the way we work. This gives space for me to grow as a person. I see how others deal with situations that I find difficult, how they keep their calm in a situation that already got me very, very nervous. I can learn from that and I do. What I need to learn most at the moment is probably trusting in myself when I do not yet see the light at the end of the tunnel, worry less and be more aware of what happens around me.

#MissionU
#Berlin
#OttoScharmer
#TheoryU



These are personal answers. Knowmads does not teach two persons the exact same thing. The answers can be very different, though there are common points. Pieter told last week that he has found the words that describe Knowmads quite good – in addition to the four questions. The three word are: Awareness, Enthusiasm and Vulnerability. It is something we all experience, and when we come out of Knowmads we have had training in these “soft skills”.

#MissionU
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#OttoScharmer
#TheoryU

To do the work
even when there
is no guarantee
it would even be
considered – NEEDS
STRONG BELIEF IN
THE CAUSE !

2. How can I find my own voice in group sessions? (Gowoon)

A great question! But unfortunately, I cannot give you a precise answer. This is a topic for the whole year at Knowmads and at the end everybody has to give his own answer. We keep reflecting on and evaluating the work-process in groups, so that already gives us the space to learn from our behavior. It can also be a good topic for coaching sessions and working with Tsila.

The answer connects to awareness again. Awareness of what happens in the group and what happens in yourself, so to say. Some find it harder to leave their own perspective and listen to all the voices in a group – the loud and the small voices, some find it harder to find their own voice because they are already so busy with everything they have heard.

The wisdom is to be found somewhere in the middle – and by experience, we all get closer to the “middle”.

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3. What did you expect and what is the reality? (Ingmar)

What did I expect and what is the reality? Well, Knowmads is reality, it is real-life assignments and real-life encounters. What we learn at Knowmads is applicable everywhere, I know that and I value it. I guess I expected “reality” to be easier though. Secretly I pictured myself floating through a beautiful knowmadic world, collecting smiles and success wherever I went. Ok, that is a bit exaggerated. But when I found myself in a challenging business situation for the first time, I was taken aback and realized I had not expected this would happen. Now I think it is good that it happened and it is great that it will happen again because I will learn so much from it – it simply stretches me.

Also, I had not expected that sometimes it can take a long time to be on the same page in a group. But reaching consensus is just the most time-consuming thing one can try to do, this is the not-so-nice side of diversity.

But well – I value reality the way it is and I value it very much. That many diverse people have many diverse opinions can even be annoying – but it provides a great wisdom and value for the group.

In an way, Knowmads is purely an invitation to grow.

#MissionU
#Berlin
#OttoScharmer
#TheoryU

SURVIVAL GUIDE

INTRODUCTION

So: in order to assure the survival of your mental (and physical) health during your coming tribal year we will give you some tools. One of those tools is what you're holding in your hands right now: The Knowmads Survival Guide. The Guide is a little mixed bag of insights, revelations, hints, practical info, and other good stuff that have helped the authors - current and former Knowmads, tribe members and staff - survive in the Knowmads universe. Hopefully you'll also find a hint or two that helps you do the same.

So, what ever you do from now on, take good care of this little booklet, and study it every day. Tiny and insignificant as it may seem, it might just save your life...

Amsterdam
August 2012
Nikolaj Sahlstroem
Tribe 6 Leader @ Knowmads



THE INSIGHTS

In this section you'll find 11 insights about Knowmads that current and former tribe members have gained during their time here. These are tips that can help you understand the Knowmads universe better and operate in it more easily. They are in no way to be seen as rules, only well-meant tips, so feel free to use them in any way you see fit.





"A lot of people never use their initiative, because no-one told them to."
Banksy

1. Make it happen. Everywhere and every day.

A famous quote by British street artist Banksy goes:

"A lot of people never use their initiative, because no-one told them to."

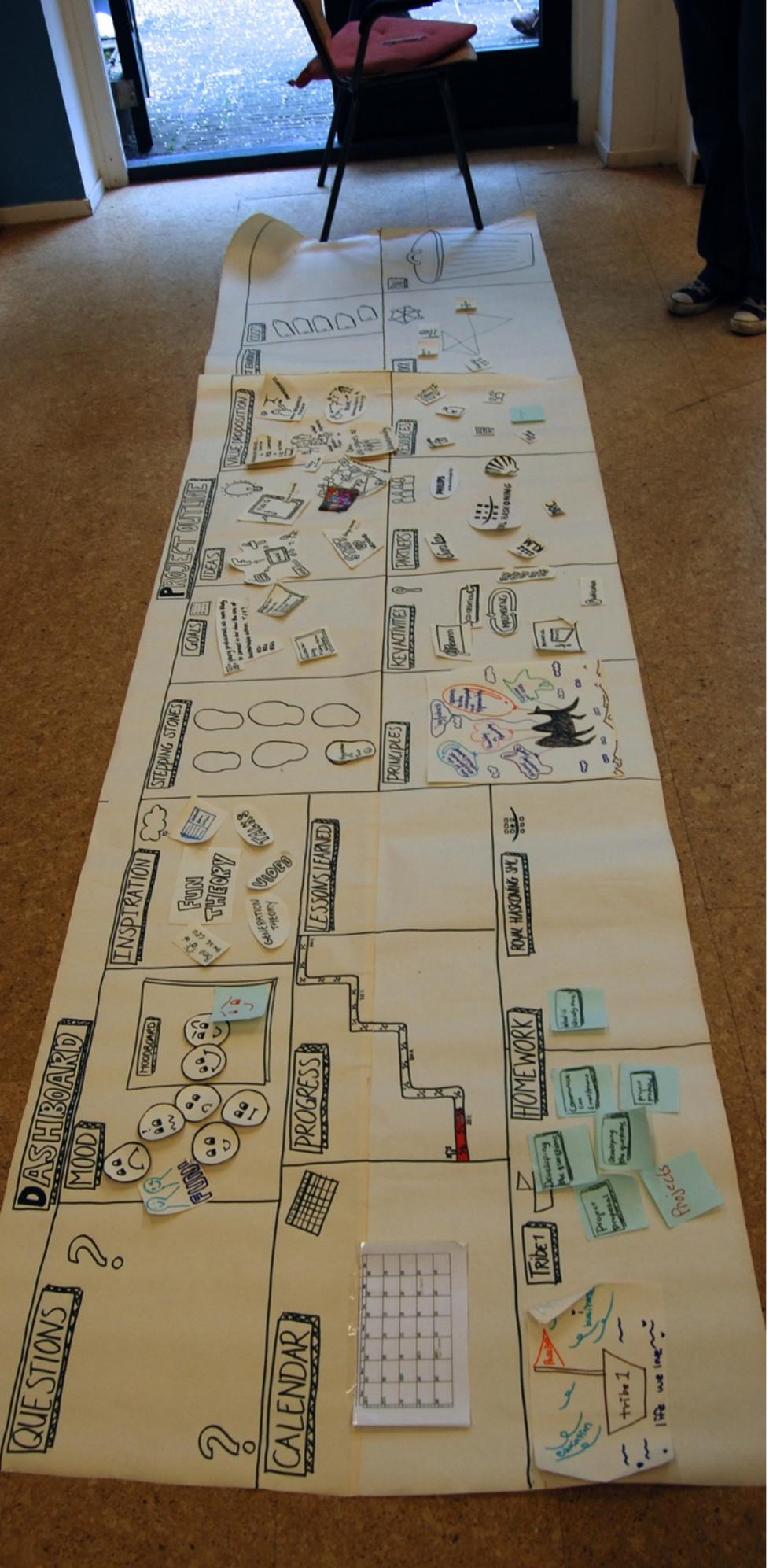
Strange statement, but with a lot of truth in it. Here at Knowmads we want the opposite of Banksy's statement to be true, so taking initiative, being entrepreneurial, and showing leadership is at the very core of everything we do here. Not only in how we work together on assignments or set up companies, but in how we manage and organize our everyday lives.

What does that mean? Here it basically means: Whenever you observe the need for something to happen (i.e. when there is a chance to take initiative and create something) - make it happen!

If you feel a certain workshop is missing, or we need a crazy dress-up party, or

the toilets need to be cleaned, or we need to have more coffee breaks in the mornings, or we need to have a day out in the forest, or we need to get more assignments in from small French wine companies, or we need to build a better feedback culture, we need to study the breeding cycle of australian deep sea turtles, or we need to borrow the neighbors' donkey for a few weeks - make it happen!

In order to make things happen you don't necessarily have to do everything yourself. You can ask others to assist (or ask others to do it for you...hey!) Most important is, once you have observed a need for something to happen: Take initiative to communicate your observations. Consider this your right of initiative. You don't need to have a detailed plan for what needs to be done, by whom and where and when (it's ok if you do, but not necessary). If you start implementing



"Life isn't about finding yourself. Life is about creating yourself."
George Bernard Shaw

tons of major changes without involving people that will be affected by this you might show great entrepreneurial behavior, but you run the risk of upsetting a group of people who feel they should have been involved in the process or at least been informed about your observations.

So to make things happen: Observe. Inform. Act.

If necessary: Repeat until you've reached the desired outcome.

(Tip: Of course this does not apply to minor things that everyone can agree upon, so don't let this paralyze you and prevent you from actually doing stuff that just needs to be done here and now.)

2. Give birth to tons of ideas. Brilliant ones. Mediocre ones. And really shitty ones.

So, you could spend the coming year at Knowmads waiting for that one super awesome brilliant idea that will completely revolutionize the world and make you rich, famous, and beautiful. It might come. Or it might not. You could also choose a different approach: to give birth to tons of ideas. The awesome ones. The not-so-awesome ones. And the absolutely terrible ones. We'd recommend the third approach! It's especially important not to be afraid of giving birth to absolutely terrible ideas. It might turn out that some of those terrible ideas were not so terrible after all. Or if they turn out to be 100 % absolutely shitty, even after closer inspection - well, you learned something about how not to do things. A well known example of this approach: As an inventor, Thomas Edison made 1,000 unsuccessful attempts at inventing the light bulb. When a reporter asked, "How did it feel to fail 1,000 times?" Edison replied, "I didn't fail 1,000



"Life begins at the end of your comfortzone."
Neal Donald Walsh

times. The light bulb was an invention with 1,000 steps."

One trick when coming up with ideas is not to feel personally attached to them. Yes, the ideas might have originated from you, but you are not your ideas, and your ideas are not you. Keeping this in mind will make it much easier for you to tackle negative criticism of your 'shitty' ideas and will help you stay grounded when applauded for your 'brilliant' ideas (because we're talking about your ideas, not you, remember?)

just 'sit this one out'. However, try to see if you can't somehow dive in anyway. Things might make much more sense just 5 minutes from now, or when you find yourself in the middle of it. Remember that the mind is like a parachute: it only works if it's open!

(Tip: Don't completely forget your critical sense either. Be open-minded, but not so open-minded that your brain falls out. Go for the new experiences that put you on the edge of your Comfort Zone, and then reflect critically on the experiences afterwards.)

3. Go with the flow, even if you don't know where the flow is taking you.

Sometimes you'll find yourself in a situation - probably a workshop, or a lecture, or a meeting or something - where things just seem, well, plain weird. You're not sure what the hell it's all about, or where it's going to end, and you'd much rather

4. Love your Comfort Zone, but leave it at least once a week.

Ladies and gentlemen - introducing the Comfort Zone! First, a quick definition from Farlex Free Dictionary: "(Psychology) a situation or position in which a person feels secure, comfortable, or in



"I'm not in this world to live up to your expectations and you're not in this world to live up to mine."

Bruce Lee

control."

Ah, the concept. The words. The very sound they make as they roll down your tongue and out your mouth. Try again, slowly: Comfort... Zone... It feels good, doesn't it?

In many ways that's the exact problem with the Comfort Zone - it feels so bloody good and safe to be there that it can be hard to venture out of it and try new, scary things. But to be in line with hint #3, you need to challenge yourself in areas that you are not completely comfortable with. Do things that you don't know for sure you'll be any good at. It's how we learn and grow, really. (Tip: After leaving your Comfort Zone, make sure to come back to it again. Embrace it and love it. Do things that you are good at and feel comfortable with. Otherwise chances are we'll one day be picking you up from that big mental institution over in Amsterdam Oost. And that's so

bloody far away from Knowmads Headquarters...)

5. Set mutual expectations. Address them if not met.

This insight might sound banal, but much frustration and disappointment can be avoided if expectations are made clear between people working together. Take time to sit down with everyone involved whenever you start a new project, and outline what expectations you have of each other. Inform people directly about the expectations you have of them. Ask people directly what expectations they have towards you. And tell people directly if you think they don't live up to your agreed expectations. It might sound a bit hard or confrontational at first, but once you get used to this direct approach you'll probably see its many benefits.



"The first time someone shows you who they are, believe them."
Maya Angelou

(Tip: Confrontations have a lot of underestimated positive potential, and sometimes they're simply needed. Avoiding a needed confrontation simply because you're not comfortable with confrontations won't do anyone any good. So if somebody doesn't meet your expectations, let him or her know. Hopefully s/he will return the favor.)

6. The people who are here now are the right people.

This is a very simple insight: Don't wait for everyone. Cause then you'll wait forever.

In insight #1 we advised you to inform other people about your ideas before carrying them out, but even though Knowmads is a relatively small place compared to say, Google or Amazon, it's still big enough that no-one is ever here at the same time (except for the Christmas

Party maybe, but that's different story. See insights #7 and #8.)
So if you're waiting for everyone to be gathered before your share your grand visions and action plans, you'll spend your entire tribal year waiting.
(Tip: If you still want to make sure everyone is informed, just send them an e-mail...)

7. Real life talks beat e-mailing. Roughly 7 out of 10 times.

There's a chance that things might sound a bit confusing now. Communicate with everyone via e-mail, as just advised above, or via post-it notes, smoke signals, or improvisational dancing? Well, in the end the choice is yours. Many people seem to be in love with e-mail writing. Fine! Just keep in mind that e-mails take a long time to write, and to read, and to reply to, and to organize,



"Assumptions are the termites of relationships."
Henry Winkler

and easily end up in a massively overloaded inbox that nobody dares to take on.

So maybe just talk to people IRL (in real life) if at all possible?

(Tip: Communicating via improvisational dancing is a surprisingly useful skill and should be tried out at least once during your tribal year.)

8. Speak up if you have something to say. Let it all out.

Almost an add-on to the previous insight, this insight should no longer come as a surprise to you. A really great tool for communication, information sharing, research, and personal well-being is: Talk to people! In the hallway. In the park. In the printer room (if we had one, that is.) In the toilets (we even installed walkie-talkies there for that very reason.) It can be the small talk that helps you connect

to someone you don't really know. It can be the frustrations that you thought you carried all alone. It can be the question that you thought nobody could answer. It can be a little observation from yesterday's bike ride through town, or your own take on the big questions in life. Anything goes, really...

(One tip, though: Know when to quit talking. If your conversation partner is turning blue in the face or totally cross-eyed, it's probably time to go find another victim.)

9. Learn to distinguish between 'implementation stuff' and 'inspiration stuff'.

OK, shift of focus. At Knowmads you'll receive a lot of input - in workshops, lectures, and more. Some of the input you might grasp easily and be able to put into practice right away: 'Hey, great tool! Can't wait to start using it!' Some of the



"Being crazy isn't enough."

Dr. Seuss

input you'll have to struggle a little harder with, and only after a longer period will you be partially able to put it into practice: 'Hmm, I think I got some of it... but how exactly am I supposed to use it?' And finally, some input will probably leave your head spinning and you going: 'What the hell was that about? And how on earth can I possibly ever implement this into my current project?'

At Knowmads we want to give you tools you can use in your project, business, organization, or life. But we want to give you more than that - we also want to give you inspiration. Sometimes we do that by bringing in people who talk about stuff that you probably won't be able to translate into practical, everyday life applications. WTF lectures can be like that. Some council talks can be like that. Some workshops can even be like that. We believe the inspirational input has a

value in itself, even if you cannot 'use' it right away.

So next time you're pulling your hair and asking yourself 'How the hell can I use this? That's crazy!!!' - ask yourself whether what was presented to you was meant as something you can put into practical use here and now, or whether maybe it was meant as a source of inspiration, a seed that can grow over time if you let it. The answer is often easy to find.

10. Have a life outside Knowmads.

This might sound almost too banal, but something else that can help keep you out of the mental institution is to make sure to have a life outside Knowmads (something that can prove especially challenging for the Undutchables.) You'll be spending a LOT of time with your fellow Knowmads, and hopefully you'll en-



'If you're going through hell, keep going'
Winston Churchill

joy most of that time together. But if you find yourself having no social life outside Knowmads, you're probably up for a rough ride. So: make sure to get out, take up taekwondo/belly dancing/camel riding, volunteer as a dog walker, get to know your retired neighbors, join an art/philosophy/swinger's club, kidnap someone's cat (you'll both laugh about it when you're older, if you survive), start going to a church/tempel/shrine, organize a midget party in your kitchen, join a harmonica ensemble, etc. (Tip: Try the complete mix for 30 days. It's totally bananas...)

11. Frustrations and failure will happen often. Anything else you need to know?

As mentioned in the introduction this guide is meant as a tool to help you navigate in the Knowmads universe, to sur-

vive it with (most of) your mental sanity intact, and to avoid the worst cases of frustration and despair. Having gone through the first 10 insights in the manual, does it then mean that we have successfully removed all obstacles in our way, and that the next 12 months will be a case of smooth sailing? Certainly (and hopefully) not! You're almost bound to encounter rough periods where you're frustrated with yourself and everyone around you, where you seem stuck, where nothing seems to be going your way, when you're surrounded by a bunch of fools (including the one in the mirror), and nothing is how you wanted it to be. Whenever you experience this, take a deep breath, and tell yourself that this is part of the journey. Keep in mind that you have the potential to change it. What can I learn from this situation, what can I do to avoid it in the future, and what I can do to change it here and now?



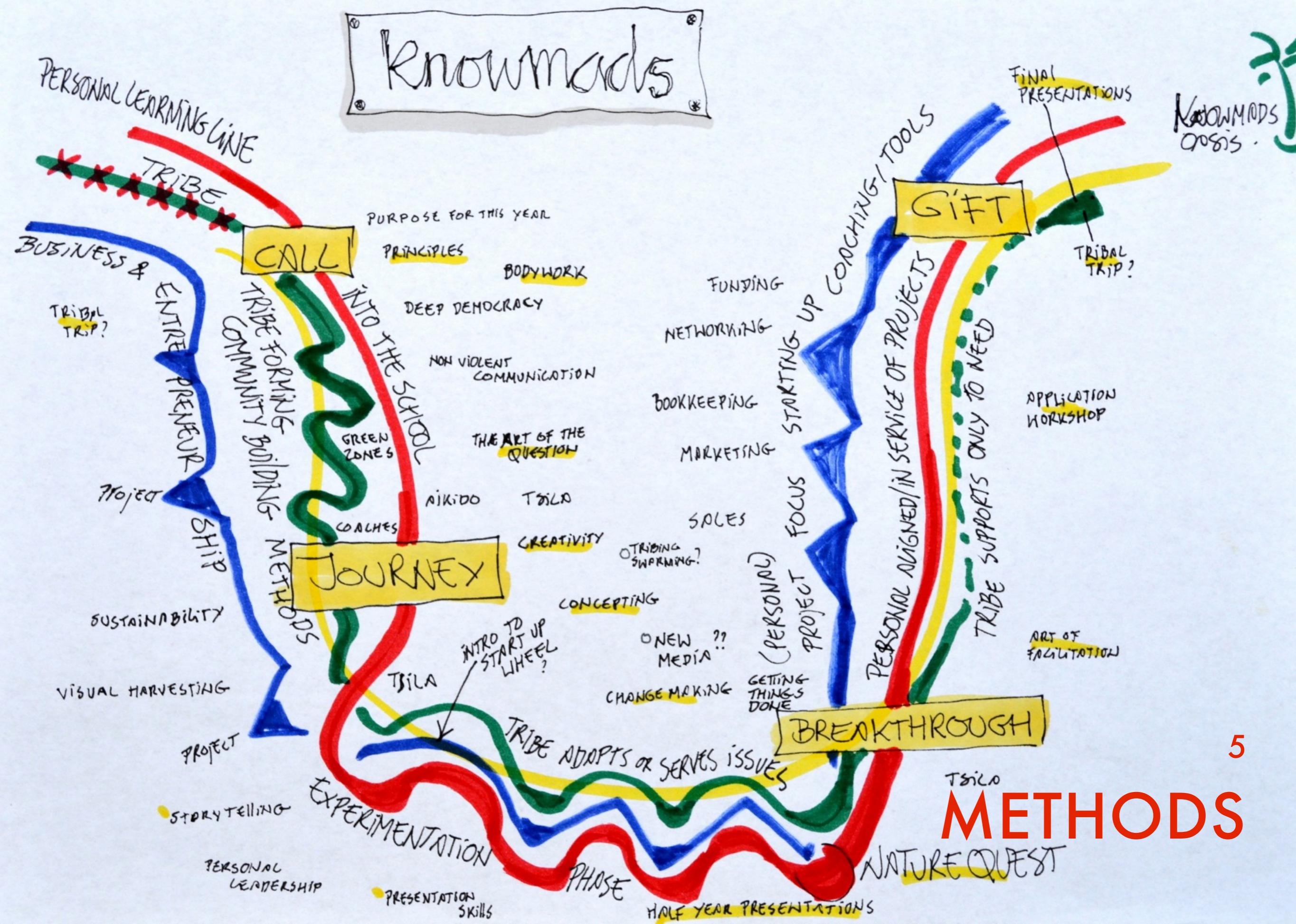
"In a battle between two ideas, the best one doesn't necessarily win. No, the idea that wins is the one with the most fearless heretic behind it."
Seth Godin,
Tribes: We Need You to Lead Us

Tip: If feeling really bummed out, don't keep it to yourself.

Grab a bunch of Knowmads plus friends, organize a silent disco with them in a nearby park, and before you know it all worries will be gone!

Seriously, try it out.

METHODS



Key Partners



Who are our Key Partners?
Who are our key suppliers?
Which key resources are we acquiring from partners?

ENTREPRENEURSHIP & NEW BUSINESS

Turning your (business) dream into reality

Adventure School

Transportation

Key Activities



What Key Activities do our Value Propositions require?
Our Distribution Channels?
Customer Relationships?

Sponsor Management

Team Management

Value Propositions



What value do we deliver to the customer?
Which value proposition is most important?
What is the value proposition for our business?

Race MTB Racing

.... For Customers...
Wilderness eXperience
A run for the price money
What you get you give
"15 minutes of glory"

.... For Sponsors...
Reach

Customer Relationships



What type of relationship does each of our Customer Segments expect us to establish and maintain with them?
Which ones have we established?
How are they integrated with the rest of our business model?
How costly are they?

Participation

Symbiosis (Reach)

Opportunistic

Customer Segments



For whom are we creating value?
Who are our most important customers?

Mass Market
Niche Market
Segmented
Diversified
Multi-Site Platform

Adventurers

"Weekend Warriors"

Brands

Social Entrepreneurship and NGO's – Selma Steenhuisen

What's the role of NGO's in our society and how do they work.

Power Lab / Satori Game - Huib Kraaijeveld

Role simulation game, how do we behave in hierarchy (habits).

New business concept- Pieter Spinder and Valentine Giraud

Organization 3.0 - Edwin de Bree

Instead of telling people what to do (1.0), instead of activating people (2.0), people will act themselves (3.0).

Business Model Canvas – Boukje Vastbinder

A strategic management and entrepreneurial tool, it allows you to describe, design, challenge, invent, and pivot your business.

Getting things done – Alex Falk

Action focus driven tips, tricks and tools.

Value Driven Business in Real Life – Fokke Wijstra

How to use values in larger organizations, where to put focus.

Bookkeeping – Geert Leijen

Bookkeeping, what is it, why is it important and how to do it.

Start up wheel – Pieter Spinder

A simple, visual and practical tool for business development.

Sales – Wim Vrolijk

Making sure we sell our products and services as well.

Presentation Skills – Henk Heikoop

Presenting is a skill, how to improve speaking in and for groups.

Welcome rituals and more – Edgard Gouveia

From the favela's of Brasil, the importance of play and joy while starting and working on projects.



PERSONAL LEADERSHIP

Be the change you want to see in the world

Journey and Nature Quest, The Heroes Journey – Martin Cadee

Seeking wisdom in Nature, away from society as we know it, and connect to the planet, ourselves and the people around us.

Non Violent Communication – Yoram Mosenzon

A communication based on compassion, all our actions are a strategy to meet one of our needs.

The power of your voice – Carolien Borgers and Carianne Vermaak

How do I use my voice, what more can I do, or what can I do differently to attract attention.

New way of Learning – Thieu Besselink

Put a smile on your face: a workshop on social interventions.

New way of learning – Pieter Spinder and Pecha Kucha

Present yourself, the Pecha Kucha way: 20 images x 20 seconds

Live storytelling – Guido Crolla

If Life is a game and you're the avatar, so publish your stories.

Inspiration Sessions - Martijn van Osch

How to inspire oneself and others, the power of storytelling.

To hell with money – Charlie Davies de Mornay

What is money, what does it do to us and how do I behave, with or without the money.

Mindfulness – Mirjam Spijker

A mediation form in which one is aware (in a non-reactive way) of ones physical and mental state.

Hero Talk – Piet Hurkmans

How to tell your story, in respect to your audience.

What makes you cry, die or fly - Gil Alon

How to be in touch with your inner intuition, focus on intuition, theater and music.

Smart and Sexy – Lisa Portengen

A woman only workshop, how to use femininity.

The Power to Flower - Guido Crolla

How to direct your thoughts, words, deeds, habits, values to your destination.



BODY MOVEMENT

Move your college but!

Biodanza – Merijn Oudheusden

Biodanza is a system of self-development that uses music, movement and positive feelings to deepen self-awareness

Chi Gong & Kung Fu – Darryl Collett

A qigong practice involves rhythmic breathing coordinated with slow stylized repetition of fluid movement, a calm state, and visualization of guiding qi through the body.

5-rythms – Mirjam van Hasselt

Movement meditation that draws from indigenous and world traditions using shamanistic, ecstatic, mystical and eastern philosophy.

Tai Chi - Huib Kraayenfeld

Tai Chi is a Chinese martial art training for both its defense training and health benefits.

Aikido - Huib Kraayenfeld

Aikido is a Japanese martial art. Aikido focuses not on punching or kicking opponents, but rather on using their own energy to gain control of them or to throw them away from you.

SOCIAL INNOVATION AND SUSTAINABILITY

*Current problems in society and our environment -
heroes and best practices*



Oasis Game – Niels Koldewijn

Creating a better community via play and action. It started in the favelas in Brasil and is currently exported to Europe.

Sustainability in Action – Godert van Hardenbroek

Hands on action on what we can do now, and promises made by the participants.

Sustainability – Ynzo van Zanten

What is the state of the world, on a big scale (think Al Gore) and what are simple implementations to do now.

‘Oh the meaning of it all’- Floris Koot, Valentine Giraud, Jord Hilstra

The state of the world and how it affects the facilitators.

Cradle to Cradle – Hanka Mouser

Remaking the way we make things, a transformation of human industry via ecological design,

PROCESS & PROJECT DESIGN

Group facilitation, group dynamics, diversity, decision making. Taking your own projects further.

Visual Harvesting & Visual Thinking - Modelminds

Optimizing (business) meetings, and visualizing what's been stated straight to the walls.

Deep Democracy – Moraan Gilad

Decision making tool, strives towards 100% buy in from the group instead of 51+, founded in South Africa after the apartheid was abolished.

Chaordic Stepping Stones – Arjen Bos, Kim van Rijt

The Chaordic Stepping Stones is a framework that can guide the development of a project, from its inception to its realization, harnessing the creative and innovative energy that lies between Chaos and Order.

Value Based working – Fokke Wijnstra

Leading and motivating people and organizations, focus on organising while in complexity.

Client, Deadlines and Love is the killer app - Pieter Kuijpers

On culture – Roelijn Kok

Working with diversity and how do different cultures influence us and our work.

Art of facilitation – Floris Koot and Tsi -la Piran

How to lead a process, what's the role of the participants and very important how does the facilitator influence and use the group.

How to facilitate - Doris Gottlieb

How to lead a process, work with scepticism, involve all participants and put people in action.

Project Management Movie – Pieter Spinder

Intense day, full of deadlines, gates, cooperation under stress and reflecting on what has happened.

Walk Out Walk On – Debbie Frieze and Tatiana Glad

Theory U, grounding insights into action – Joris Martens

A change management method targeting leadership as process of inner knowing and social innovation developed by Otto Scharmer.



/ Profile



Creativity and brainstorming – Marcel Jongsma, Wicher Schols

How does one brainstorm and make full use of creative potential

Identity marketing – Ron van Gils

What is a brand, what is your brand, and how can it be improved.

Creativity and Storytelling – Marcel Kampman

On creativity – Floris Koot

Talking head methodology, also the double diamond brainstorm tool and more.

Social Media - Danny Koopman

How to optimize the use of Facebook, Twitter, LinkedIn etc.

Knowmads Marketing – Pieter Spinder, Alex Falk, Guus Wink

What's the Knowmads story, when do people listen and how to put this in action.

About how to tell the story of Knowmads – Niels Willems

6 different approaches to it, almost all people can at least identify with 1 of them.

about me

Everything you need to know is here

Storytelling – Pieter Spinder

What contains a story, how do you speak, the built-up, when do people listen.

Video Workshop – Guido Crolla and Duy vu Dinh

How do you make a movie, storyboard, use of music, editing etc.



A one day high impact simulation of dynamics in hierarchical organizations

THE SATORI GAME

One of the workshops within the theme 'Entrepreneurship & New Business' is 'The Satori Game. This is a one day high impact simulation of how the dynamics of hierarchical organization predictably work, and what its output is for all internal layers and its clients. It is always played with a special group design: students together with experienced business people.

From this experience you can learn several things:

- your own patterns and choices in a non-productive dynamics
- empathy for people in others layers of the system
- seeing how imagery and reactions of subgroups hold each other in place
- understanding what 'out of the box thinking' actually means
- understanding more about how (not) to organise cooperation, empowerment, communication, innovation and client focus
- getting more useful questions to work with

This Model Minds visual shows what happened in the Game of December 4th, with participants from a.o. Knowmads, Microsoft and Philips.

It shows you all groups (Tops, Middles, Bottoms and Clients) responded to the chaos at the beginning of the game, each having very different responses to it. Through clarifying the experiences a

meeting was arranged, structuring the workflow. However, like with all structural 'solutions' in companies, this did not seem to solve everything, leaving some clients still puzzled, annoyed or offended. The system did manage to reinvent itself during the last game round, creating a workspace they would actually want to work in themselves!

From chaos to clarifying experiences and structuring workflow



PERSONAL LEARNINGS



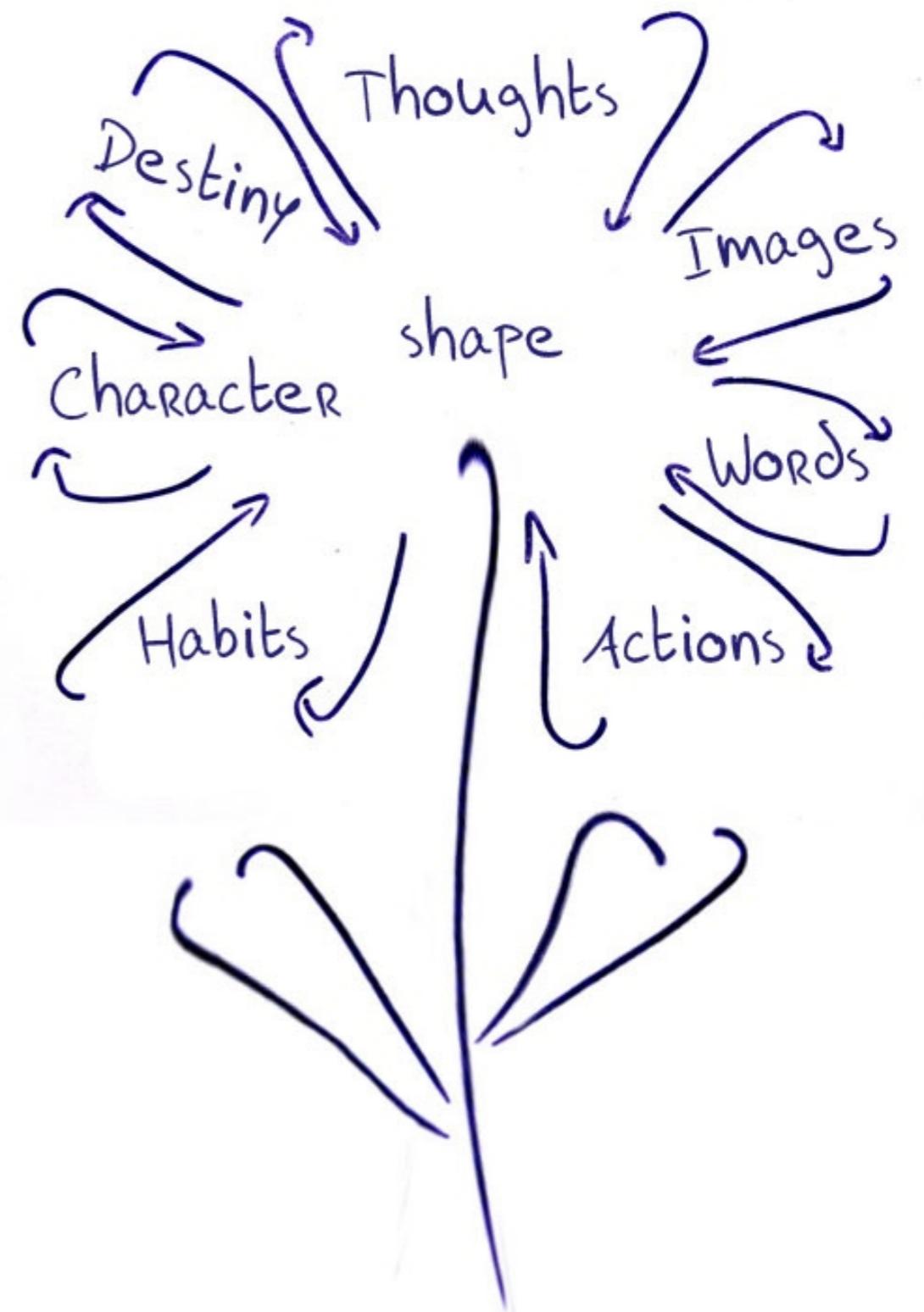
Unlike in traditional education, where learning output is predictable and can be measured uniformly, in experiential learning this process works quite differently. Because of the group design for these Games (experienced business leaders, professionals from staff departments like HR and marketing, self employed professionals and students) each participant has a very different background, experience level and question with which they enter the Game. In the beginning of the afternoon these personal learnings are reaped.

In experiential learning output is not predictable.

How to see 'the whole elephant'? The Satori Game is about seeing and understanding dynamics in complex systems and each of the subgroups holds a key to opening insights into the whole. In the last part of the reflection all elements in the game are analyzed and translated into real life: how open workspaces influence the way people work, how client focus can become more than lip service, how well intended incentive initiatives can actually stimulate workers instead of putting them off, how to deal with moral issues effectively, how to really think out of boxes.

Game reflection: How to see 'the whole elephant'





THE POWER TO FLOWER

A natural, organic way to bloom in your organization

We are living in tremendous times. We are collectively stepping out of automated procedures, into a more natural way of offering our own personal values and talents to our organization. The Power to Flower can help you. It's a natural, organic way to bloom in your organization based on Gandhi's quote:

Your thoughts become your words, your words become your actions, your actions become your habits, your habits become your values, your values become your destiny.

This workshop is dedicated to 'Personal Leadership'

A natural, organic system to bloom in class, office, sports, well, life as it is...

Thoughts

"When we dream alone it is only a dream, but when many dream together it is the beginning of a new reality." ~ Friedrich Hundertwasser

You're invited, yes you, to share your dreams @ Knowmads & Co. and make 'a dent in the universe' together.

Words

We'll find the words that define our ambition, we'll pin them down, we'll shout them out. We'll find the title for your hero's quest. We'll tell the whole world what we're aiming at.

Actions

Well now, here's the deal. It's all about action. So everything you'll be learning in this 14-week change makers program @ Knowmads & Co. you'll be practicing at your own organisation only a few weeks after we started. Three Knowmads from Tribe 5 and 6 will be right by your side to help you realize your dreams. Isn't that awesome?

Habits

Change comes from within, and often in very small actions, cleverly repeated, just to trick the big resistance to change. Those interventions at your place? We'll be doing that a couple of times, just to shake things up a bit. Shaken, not stirred.

Values

The future belongs to the few of us, still willing to get our hands dirty. During our 14 week program we hope you'll sometimes fall deep, only to be able to rise proudly after :-) We'll reach out for you.

Destiny

Looking back on your own and your tribe members learning's, you will have gotten a clearer picture of your destiny. Maybe it's because you made some steps in the right direction, maybe because your vision of our world just became sharper.

For WHOM?

This workshop is for all students at Knowmads, but like many other workshops we're happy to organize this workshop for groups of professionals or teams within an organisation.

As a professional you love to work and how that contributes to a better world. That is why you devote your life to what you do. And that is why we challenge you to participate in The Power to Flower. We understand people for whom this is the key to their daily reality.

Do you see yourself as a pro who wants or feels the need to step out of the comfort zone and try something else?

Something different?

Something strange?

The MBA of the future?

Then The Power to Flower is something for you.

If you have a question for us, we might have an answer for you.

Please connect to Pieter@knowmads.nl or phone 00-31-6 814 90 700

6

WTF LECTURES



WTF? WELCOME HOME

Once in a while, we invite somebody to give a lecture that is disconnected from our program.

Can be about anything. It can be about “the power of conflicts”, about marketing or the relations between Nietzsche & Buddhism. If we believe it disturbs our thoughts and ideas we want it.

*“The secret of leadership is simple:
Do what you believe in. Paint a
picture of the future. Go there.
People will follow.”
Seth Godin, Tribes*



SETH GODIN

Seth Godin visited Knowmads back in April 2010. We introduced the 'Check-In' / 'Check-Out' team tool to him... Now he seems to pic it up on his blog, Quote:

One way to start every morning with your team is to have them check in. Go around in a circle and let people update and contribute. It's not a silly exercise, in that it helps people speak up and it communicates forward motion.

Already in the Check-In with us he questioned if we should not call it 'Chicken', and to share what we are afraid of (to probably discover a couple days later that it was not a big deal at all...)

[Read here the full post](#) of Seth and his opinion on Check-In/Chicken.

In my opinion the 'Chicken' can be a nice tool, as an alternative or a weekly exercise but not as a substitute to the Check-In/Check-Out. The uniqueness of the 'Check-In' is that everybody has the full freedom without any regulations to share what is in his or her mind. It is a kind of internal weather report and stands fore safe-space, togetherness and sharing.

Manuel Sturm





knowing

TEX GUNNING

Tex Gunning holds a degree in Economics from the Erasmus University Rotterdam. He is a passionate lecturer, writer and speaker about the role of business in Society and about the need for collective leadership to tackle the world's biggest challenges. Mr. Gunning has been an advisor to many other business leaders and academics all around the world.

His long experience in Asia has made him a strong advocate and social entrepreneur in helping to find answers to some of the World's largest social environmental challenges.

Mr. Gunning joined AkzoNobel as the Managing Director Decorative Paints



ASK WHAT IS GOOD FOR OUR CHILDREN



KNOW THE BIGGER PURPOSE



ACKNOWLEDGE



REDEFINE

THE ROLE OF BUSINESS

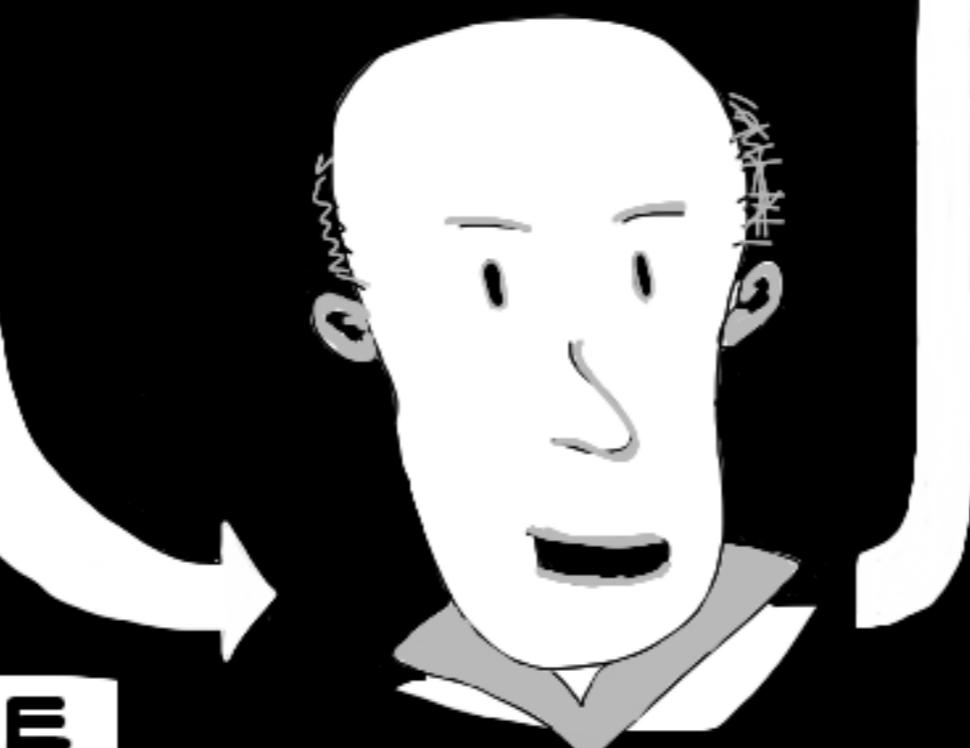


OUR WEALTH MEASURES

AU! IQ
PHYSICAL INTELLECTUAL
SOCIAL SPIRITUAL

TEX GUNNING

ON SUSTAINABLE BUSINESS PRACTICES



CHANGE CULTURE

SHARING YOUR LIFE-LINE

INDIVIDUAL

+ COMMUNITY SERVICE

LEADERS FACILITATE CONVERSATIONS

COLLECTIVE

QUOTE

I ONLY

SIGN GREEN CONTRACTS



CREATE LEADERS

PEOPLE KNOW TO DESCRIBE THEIR DREAM JOB



LEADERSHIP RESULTS FROM CHARACTER DEVELOPMENT



IF YOU CAN LEAD YOURSELF YOU CAN LEAD OTHERS



ORGANIZATIONS NEED TO INVEST IN PEOPLE RELATIONS



GROW YOUR BUSINESS BY ACTING IN FAITH: GIVE!



LEEN ZEVENBERGEN

We were very happy with another inspiring open lecture @Knowmads. Leen Zevenbergen is a great entrepreneur, speaker & writer. He wrote the book “en nu laat ik m’n baard staan / Rip off your necktie and dance”, management book of the year 2007.



MARTIJN ASLANDER

Martijn is prominently an exponent of the feminine economy. In the way he works and lives, he shows a preview of the new economy to be. Aslander is ahead of his time, he defies all 20th century economy models. Avert from hierarchy, control, possession and job titles. The network is central. The importance of money as a dominant factor in economic trading is declining rapidly. The pleasure in the job is criterion Number One. Life hacking is his creed.



ITAY TALGAM

It took me a while to sit down to write this post on one of the world's most renowned and influential conductors in recent years. A charming and quirky Israeli gentleman by the name of Itay, a Hebrew word meaning "with me", brought all of us together "with him" during a very lively and interactive WTF lecture. I was left speechless, frankly, and if you know me you understand that this is a next to impossible challenge to tackle. True to his message of compassionate leadership, he showed a great deal of interest in each and every one in the room as we explored our relationships to music, each other, and life. I close this brief post with a link to Itay's speech on TED and with words from the man himself:

"Joy is about enabling other people's stories to be heard at the same time."

I couldn't have found a more fitting definition of true tribal leadership.

Brock Lemieux



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www.ted.com/talks/itay_talgam_lead_like_the_great_conductors.html

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TALKS

Itay Talgam: Lead like the great conductors

FILMED JUL 2009 • POSTED OCT 2009 • TEDGlobal 2009



930,648 Views ? [Vind ik leuk](#)

An orchestra conductor faces the ultimate leadership challenge: creating perfect harmony without saying a word. In this charming talk, Itay Talgam demonstrates the unique styles of six great 20th-century conductors, illustrating crucial lessons for all leaders.

After a decade-long conducting career in his native Israel, Itay Talgam has reinvented himself as a conductor of people in business. [Full bio »](#)

WHAT TO WATCH NEXT

Benjamin Zander: The transformative power of classical music
20:43 Posted: Jun 2008 Views 3,129,016 | Comments 457

David Logan: Tribal leadership
16:39 Posted: Oct 2009 Views 451,927 | Comments 223

John Wooden: the difference between winning and succeeding
17:36 Posted: Mar 2009 Views 1,705,640 | Comments 192

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search (4).json Show All

Watch Itay Talgam @ TED.com: [Lead like the great conductors](#)

JAN BOMMEREZ

During the Knowmads time I've had a lot of inspirational workshops and readings. One of the readings which really inspired was the reading of Jan Bommerez about creation and flow.

It's difficult to say what flow is. It is not an emotion, it is more a feeling. Once you've got the flow you're able to create and achieve things. We are able to go beyond our reach. By doing that we can achieve a lot more than we think. The most important thing about this is consciousness. When we are aware of our possibilities and we are in the flow we can do the impossible. However, creation will be stopped once we have fear. Fear makes us stop creating because we are afraid about the opinion of others. Fear will slow us down and stop us. Don't let the fear stop your flow and creation. It doesn't matter what others think. The ones who have the most creative mind are children.

Search for your inner child. He will give you inspiration. Don't let others say what you have to do of what suites best. There are so many way's to reach your goals. A child's mind will see this. I believe that the strength of Knowmads, is the freedom to be the child you want to be. There are no restrictions of what you'll have to do. The only restriction is, be yourself and do what you want to do. Flow and creation will come. And like Picasso said, all children are artists.

The problem is how to remain an artist once you grow up.

Sam van den Brink





Intuition: the ‘normal’ intelligence in the state of FLOW

The emerging economy is an Idea Economy: the unique and the exceptional will become way more important than the ‘normal’. The Old Economy is based on standardization, efficiency and is often scarcity and fear based. What does it take to make it in the Idea Economy?

For one thing: loving the unknown rather than fearing it. All true new ideas are unknown until they emerge from the Field of Possibilities. They already exist but there was no one yet to receive them...



Jan Bommerez
Knowmads, 29 October 2012

That is why the same discovery is sometimes made at the same time on different continents. So we discover that there is a second quality that helps: being open, being receptive, being non-judgmental.

So let's ask the next question: where is the Field of Possibilities to be found? It is a non local field outside time and space... What does that mean? It means that only the ‘here-and-now gives’ access to it and that it has to be another channel than the mind. Why? The mind can only think about what it already knows. So it is not a thinking activity.

It is a beingness: being open, being available, being totally present, being totally involved, being totally committed... These are all words that refer to the FLOW state, the state all amazing sports performances and all great art happen in. FLOW is a state of the heart, not of the mind. The heart is the ‘brain’ where intuition comes from. Intuition is very normal and natural in the state of FLOW. And so is imagination. Just watch little kids... They are usually in FLOW and they have lots of imagination...

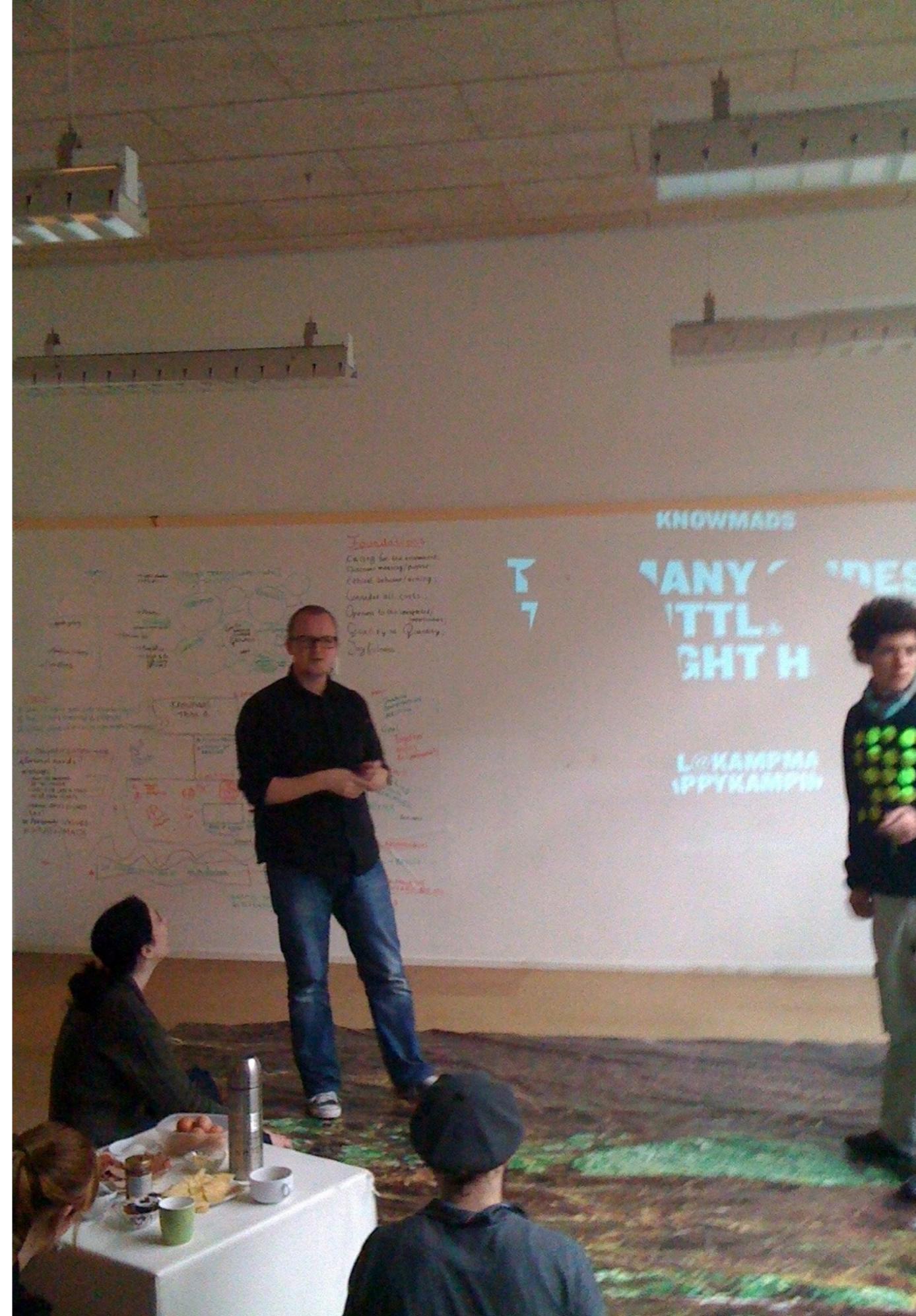
MARCEL KAMPMAN

Marcel Kampman is a school drop-out ... and he's proud of it :-)

"Marcel advises and inspires companies, organizations, agencies and brave individuals. He helps them with their mostly complex (creative) challenges and innovation, design and communication issues. To do that, he often taps into my extensive network to assemble or to be part of a team with the requisite variety and depth to frame and solve a specific client problem.

He keeps work and play in balance by constantly initiating new projects and by organizing creative social events, and use the things he learn in work for clients."

[Watch his talk @ TEDxDelft](#)



FROM THE HAN SCHOOL OF HAPPYKAMPING

TALKING EDUCATION IN 2020 AT HAN FUTURE LUNCH

In recent months, HAN University of Applied Sciences worked hard on the draft text of the 'HAN Strategic Plan 2012-2016'. In the week from 6 to 9 February, students and staff participate in a *future lunch*. At lunch there are a number of inspiring and stimulating →

Tags: dreamschool, Talks | No Comments

NOV.28.2011

trendsfactory

—DREAMSCHOOL/TALKS— SPEAKING AT TRENDSFACTORY

Looking forward to be speaking at Trendsfactory in January. I will be sharing things we've learned from working with and for schools, and how you can apply them in other territories. Will be fun!

Tags: Talks, trendsfactory | No Comments

JUN.29.2011

NEVER ANSWER THE
QUESTIONS, ALWAYS
QUESTION THE ANSWERS.



—DREAMSCHOOL/TALKS— AN UPDATE ON PROJECT DREAMSCHOOL AT LIFT12

Watch Marcel talk @ TEDxDelft on: [What would the Dreamschool look like?](#)

Tags: Lift Conference, Project Dream School, Projects, Talks | No Comments

OKT.14.2011



7 Nov
Aula Congress Centre
Apply for tickets at
www.TEDxDelft.nl

TEDx Delft

LIFT = Future

+31641395974

—TALKS— TRENDSFACTORY 2012

Had great fun today speaking at TrendsFactory 2012. Talking Project Dreamschool, but that project is as I learn along the way, becoming a perfect metaphor for businesses as well. The social component was also part of other talks, beyond social media, and that's good →

Tags: Talks, trendsfactory | No Comments

DEC.02.2011



—PROJECTS/TALKS— MOLEN ZOEKT BESTEMMING!

Het cultureel erfgoed in Zuid-Holland levert een bijdrage aan de ruimtelijke kwaliteit van de provincie. Met de themajaren brengen Zuid-Holland de bijzondere waarde van de cultuurhistorische

DEC.03.2011



—PROJECTS/TALKS— TEDXDELFT TALK LIVE: 9 IDEAS TO CLOSE THE DREAM GAP

My talk is online. Enjoy! All nine ideas in detail about closing the Dream Gap you can find here, final two coming up!

Tags: Project Dream School, Projects, Talks, TEDxDelft | No Comments

JUL.12.2011

TEDx Delft

x = independently organized TED event

—DREAMSCHOOL/TALKS— DELT IS CREATING

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Jean-Henri
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NOV.24.2011

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ambitions

Tags: Talk

JUN.23.2012

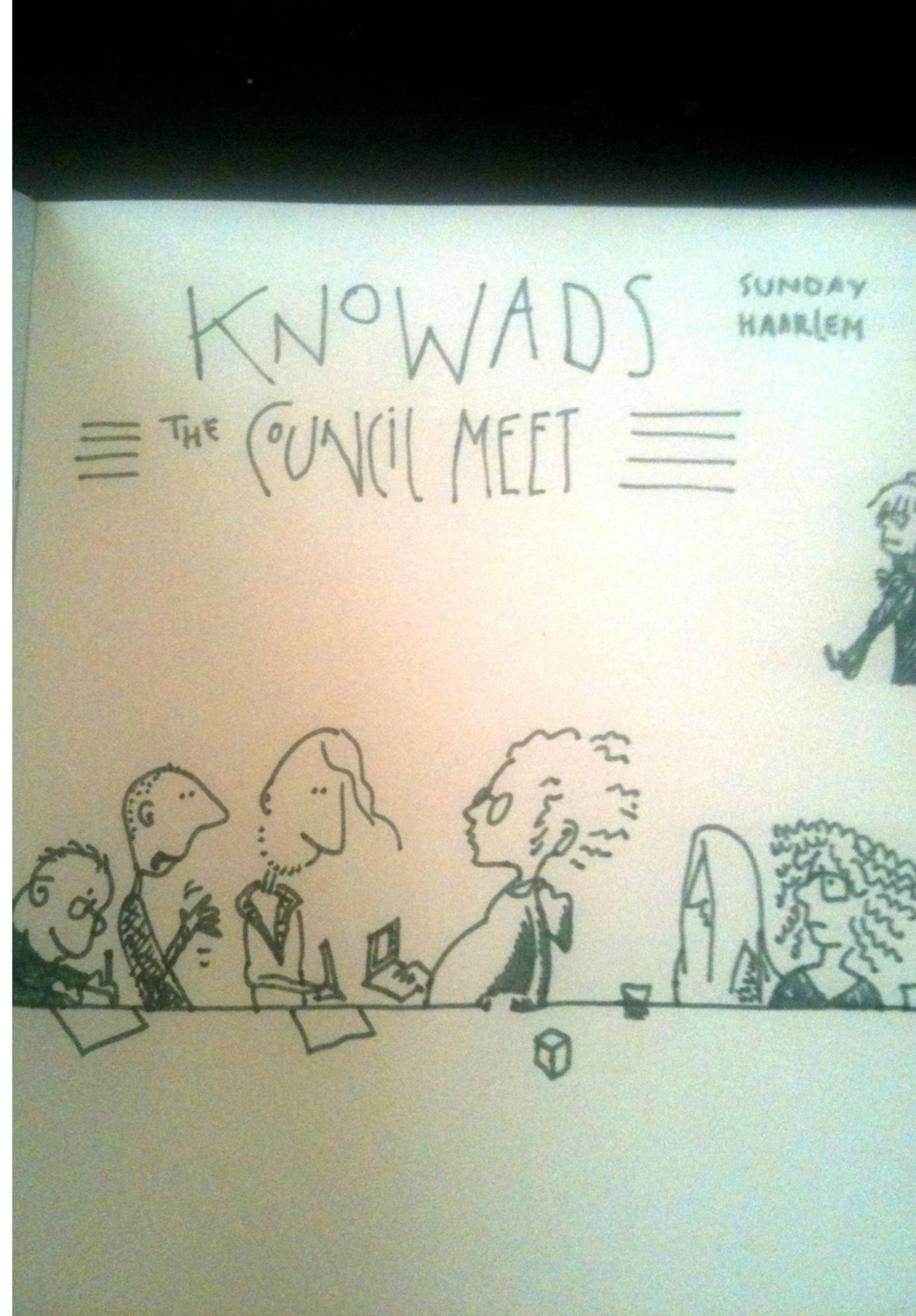


COUNCIL

COUNCILMEMBERS

The Knowmads council is a great mix of diverse people who contribute to the quality and dynamics of the organisation. There's an independent board and an international group of ambassadors to advise the council

All councilmeetings are open for Tribemembers in order to strive to openness and transparency in all decisionmaking.



Pieter Spinder

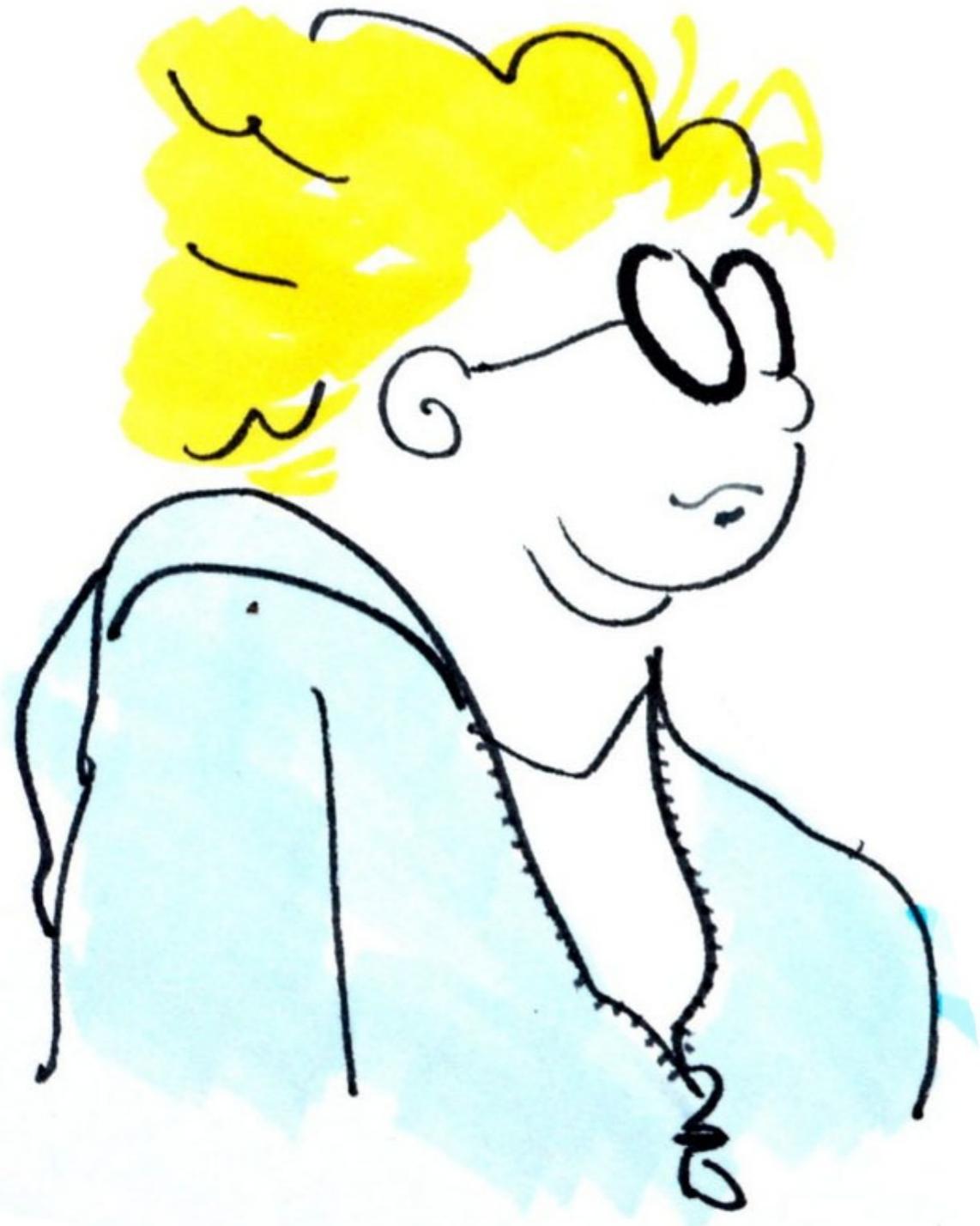
E-Mail: pieter@knowmads.nl

Phone: +31 (0)6 814 90 700

Pieter is our fire starter. Wherever he goes he brings an abundance energy. He is a dad to his two great kids and adores his wife. He loves to make things happen, to empower the people around him, to do challenging things, and to make life worth living.

His experience is, to say the least, diverse. He has a degree in Economics, studied Philosophy, and has been an entrepreneur since his early twenties. He has owned several companies including a Marketing Consultancy agency and an internet Company. He has even sold Xerox machines. At the moment he is a Lecturer at the University of applied sciences HES/HvA and, of course, very busy with Knowmads.

If you are looking for (long-term) partnerships or want to hear the story of Knowmads contact Pieter.





Floris Koot

e-mail: floris@knowmads.nl

Floris is our playful spirit and challenger of the system. He loves to play with possibilities and sees them everywhere. Helping others to also discover and experiment with them is one of his passions.

As a kid he started being horrible at school, feeling he had all the wrong talents for traditional education. It's no wonder he loves to explore new kinds of education that help reveal and grow all kinds of talent. At Knowmads he is a co-creator of our educational innovation.

He has a degree in Drama and has studied Integral Psychology. His curiosity and experience in many different creative work settings have made him a generalist who can find connections between people and ideas everywhere.

If you'd like to know about new types of education, how to do it yourself and encounter the unexpected contact Floris.

Phone: +31 (0)6 413 17 056



Jord Hilstra

e-mail: jord@knowmads.nl

Jord is our philosopher. He enjoys dinners, books, and movies but most of all literature. He always walks around with a book under his arm and his head in the clouds. The nice thing is that he has tailored recommendations for each of us of what we should read and why.

He was involved in starting the school and worked as a team-coach for tribe1,2 & 3. Currently his main focus is on creating the program.

If you want to know about our workshops or information on the program contact Jord.

Phone: +31 (0)6 50 871 781



Kim van Rijt

e-mail: kim@knowmads.nl

Kim is our jack-of-all-trades. She has a hand in almost everything at Knowmads, where she wants to make sure that creativity can happen. Laying down the basic structure, she creates a great working environment so that students can excel. Because creativity can thrive best in a chaordic space.

Kim loves to sing in the hallways, wants to learn something new every day. She has a background in social work and healthcare for people with mental disabilities. Caring and communication are her specialties. But research, interior decoration, working in a shop or organizing events are also her cup of tea.

In the weekends we find Kim baking, reading books, dancing to Balkan music or out traveling. All in all Kim is our Heart of Office, who helps us feel at home at Knowmads.

+31.623002526



Nikolaj Sahlstroem

E-mail: nikolaj@knowmads.nl

Nikolaj is our slow listener. As our in-house mentor he makes sure that the students always have someone to go to with their ideas, concerns, hopes and dreams. Together with the students he creates spaces for transformation, communication, reflection, harvesting, and growth – both on a individual and group level. At the moment Nikolaj works as the tribe-leader of Tribe 6 where he gets to practice his favorite pedagogical discipline of ‘tough love’ on a daily basis.

He has a background in Philosophy, Social Education, and Alternative Education / Life-long Learning.

He likes kung fu tennis (what ever that is), discussing philosophy with dogs, backwards bellydancing, and looking at the grass grow. Having explored big parts of North America, Europe, Africa, Asia, and Europe, he knows that not all who wander are lost.

If you want to know about our students or information on the application procedure contact Nikolaj.

: +31 (0)6 17139471.



Alex Falk

E-mail: alex@knowmads.nl

Alex is the newest (and oldest) contribution to Knowmads. He has held many different positions in a broad variety of industries. This has helped him to face challenges from many different perspectives and foster a problem-solving creativity. He uses this passion for creative processes to help organizations. He does this by co-creating new products, services and experiences that change peoples perspectives and challenge old assumptions. Alex believes we can create a better world together and he wants to be the catalyst.

Alex has an academic background in business and psychology and has put many of his ideas into the world. As a serial entrepreneur, he brings experiences from many real-world applications.

Alex works as tribe-leader for Tribe 5.



Guus Wink

email: guus@knowmads.nl.

Guus is our hands-on energy guy. He likes to jump. If you need something to be done or are in need of some inspiring sparkle he's your man. The last year he's focussed his energy on the Knowmadic Learning Lab Minor that runs for two days a week.

But now he's travelling to far away countries, spending his days with his love on lush white beaches... he's living a romantic Knowmads life really.

We are looking forward to his return to the council and to his stories.



Tsila Piran

email: tsila@knowmads.nl

Tsila is our wisdom. She loves the world, people, cultures, music, open mindedness and openheartedness, courageous ideas, inspiration, and the color of blueberries.

For 35 years she has explored human behavior, life philosophies, urban shamanism, complementary medicine, energy transformation, healing, conception/perception, eastern philosophies, group intimacy, the future, and art.

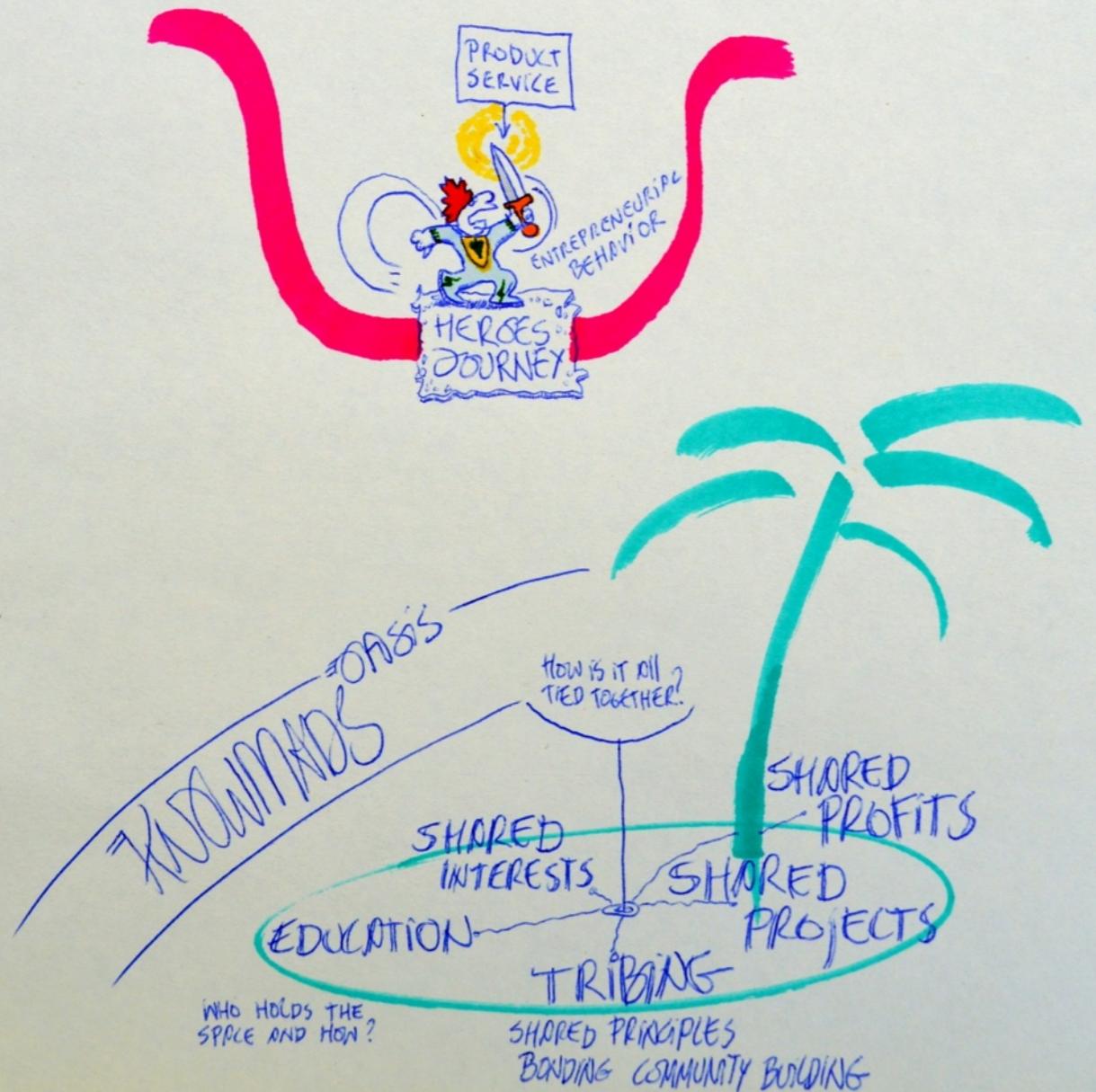
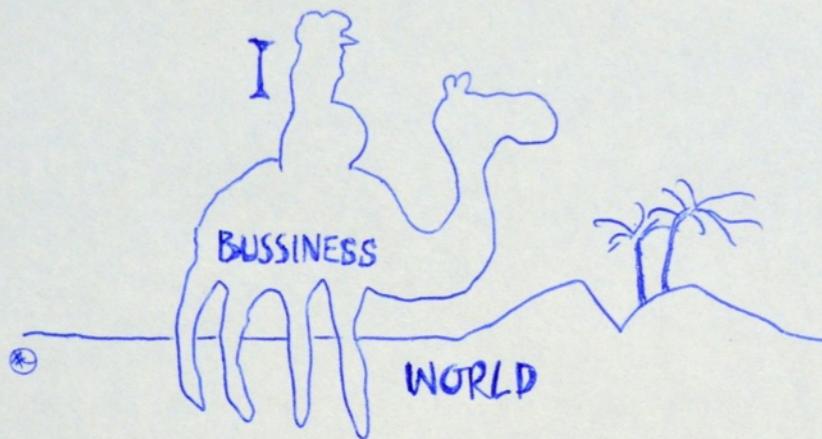
If you would like to know about our personal leadership program and team dynamics contact Tsila.

COUNCILMEETINGS

Next to councilmeetings, there are councilldays twice a year where long-term-strategies are born, values and principles discussed, roles and tasks reshuffled. All this to inspire every Knowmad to dance his/her passion into the world.

The Knowmads council make up the 'core team' working at Knowmads. We're the ones who are here almost every day, working hard to make Knowmads the best place it can be. We'll sometimes be giving workshops and lectures, but most of our time is spent on organizing, planning the program, coaching, networking, bringing in assignments, taking care of finances, and drinking loads of coffee.





We love to listen to everybody's input, ideas and criticism. We sometimes retreat behind curtains or on balconies, so come find us there if you need to talk to us.

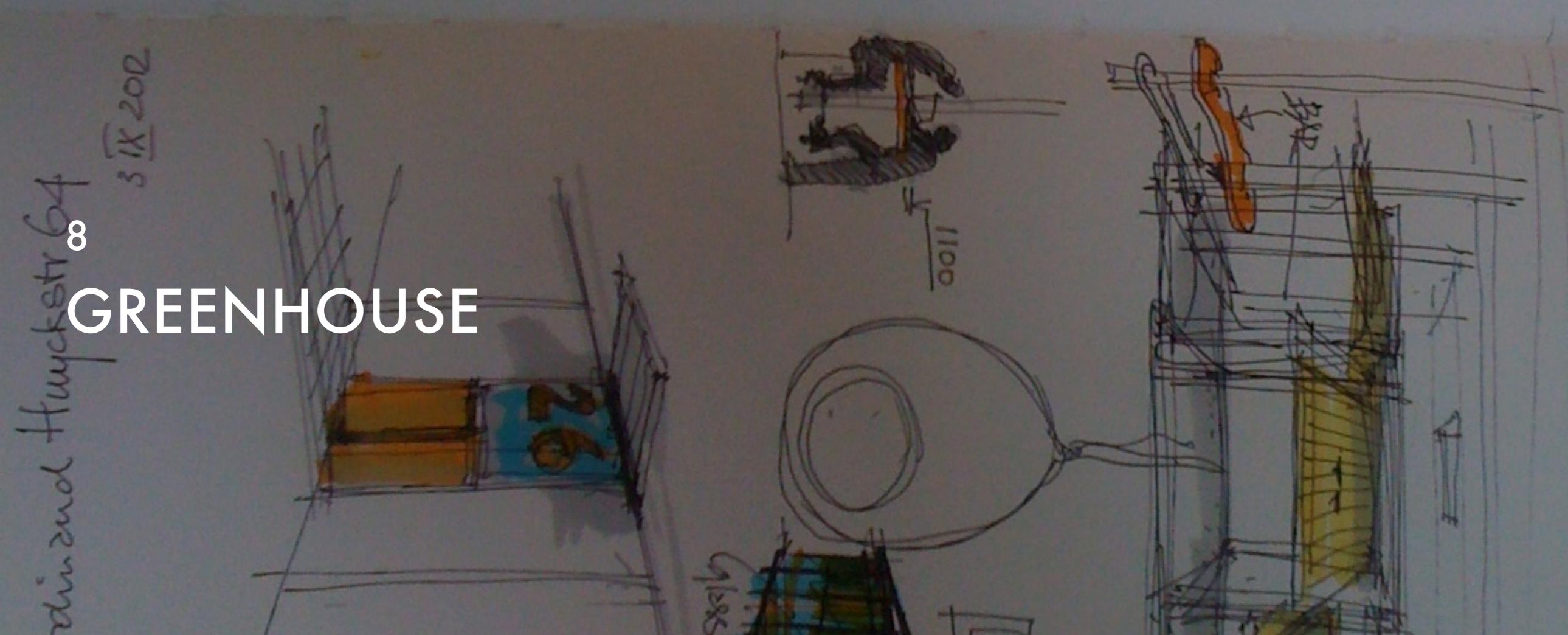
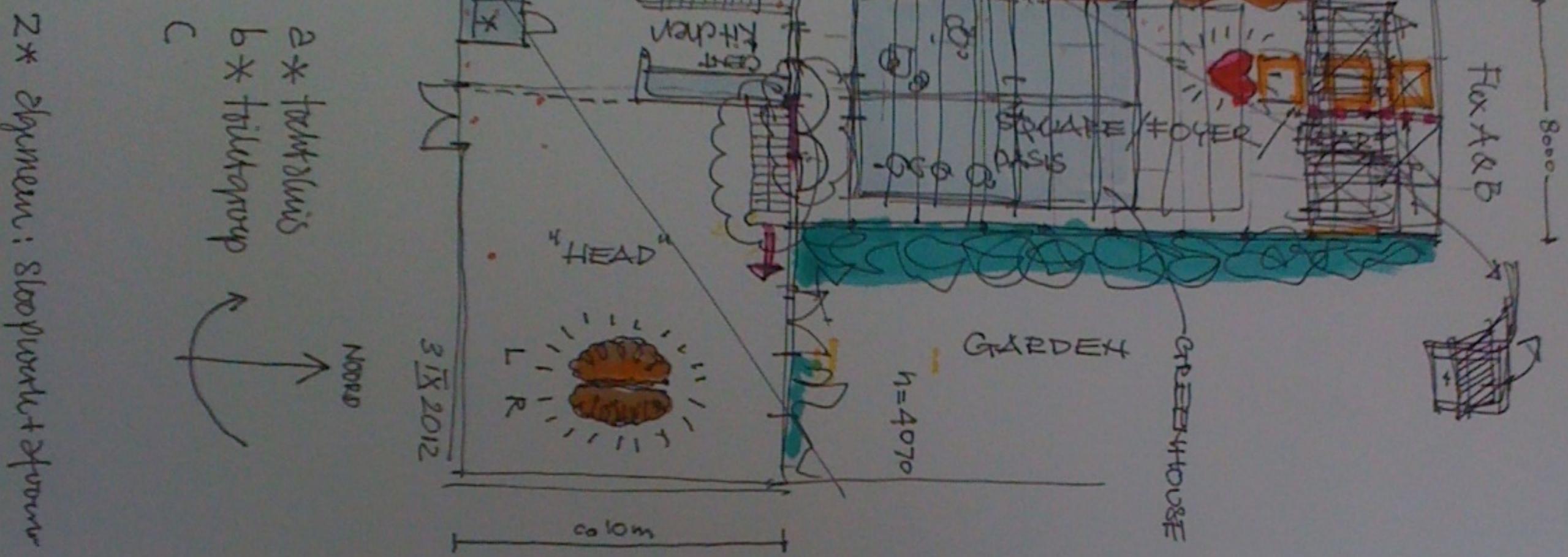
We organize a weekly council meeting (usually on Thursdays) which Tribemembers are also very welcome to join. One important aspect of the council is this: While we do work hard to support Knowmads in their various endeavors, ideas and projects, counting on us to execute them is...well...a bad idea! Chances are you'll end up waiting a long time for the execution to happen, simply because we believe that Knowmads will learn much more by doing things themselves. (Yes, it's also partially due to laziness, of course, but the learning-by-doing aspect is also in there. Somewhere...)

*"Where there is a way or path,
it is someone else's path."*
Joseph Campbell



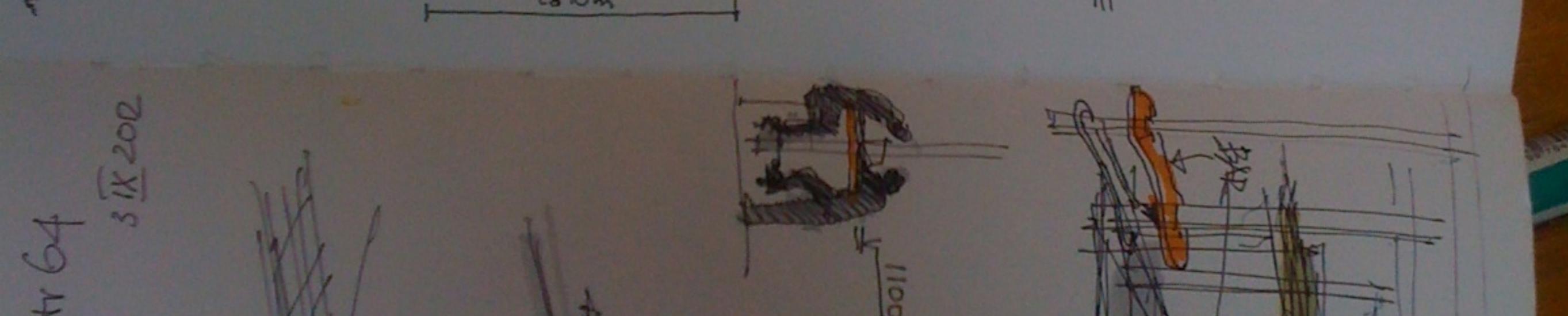
"Heroes didn't leap tall buildings or stop bullets with an outstretched hand; they didn't wear boots and capes. They bled, and they bruised, and their superpowers were as simple as listening, or loving. Heroes were ordinary people who knew that even if their own lives were impossibly knotted, they could untangle someone else's. And maybe that one act could lead someone to rescue you right back."

Jodi Picoult, Second Glance



2* element: sloophout + tuin

dimension Huwckstr 64



Knowmads GreenHouse is our next step into facilitating startups.

BOOSTING STARTUPS, ACCELERATING ENTREPRENEURS

Start:

1st of February 2013

Period of membership/entrance to space and services:

1/2 a year or 1 year

Vision:

We facilitate entrepreneurs to realize their ideas to create a better world.

Mission:

We focus on people, not on organizations. We facilitate, educate and inspire entrepreneurs so their idea will become reality and they will have a quick success.

Number of people in Greenhouse:

35 max, max 3 per company

What do I get as an entrepreneur?

Space: Flexible workspot, Meetingroom, Mail-address

Services: Internet, Coffee, Personal business coach, Monthly dinner + invites, Cooperative 'Help me morning' with breakfast (once every 2 weeks), Network event (once every 3 months)

Network: Notary, Tax lawyer, Bank, Investment company, Business Angels, Bookkeeper / Accountant, Minimum of 25 International Students to co-work and learn together, Bootcamp week

What do I bring as an Entrepreneur?

What value exchange do you want to have? Hard (How much \$ you would pay for this) and Soft values (what do I want to offer to the Greenhouse and people in it?) .



We're part of a movement of like-minded people.

ALL OUR SPLENDID MONUMENTS, EVERY-
THING WE'VE DONE YOU SAID/ JUST
LIPSTICK TRACES ON A CIGARETTE, AND I
REMEMBER YOU AT 19 WITH BRAIDS IN
YOUR HAIR THE SUMMER WE HITCH-HIKED
TO AVIGNON/ WE WOKE UP IN A FIELD
CLOSE TO LIMOGES AND I COULD FEEL
THE OLD STONE PLACE AND THIS LAND OF
MANY PAGAN GODS YOU PUT YOUR FEET
UPON/
ONCE YOU HAVE SEEN THE MORNING
LIGHT AS MAGIC ONCE YOU WILL ALWAYS
SEE THE MORNING LIGHT AS MAGIC

Seoul Youth Creativity Summit



"Logic will get you from A to Z; imagination will get you everywhere."
Albert Einstein

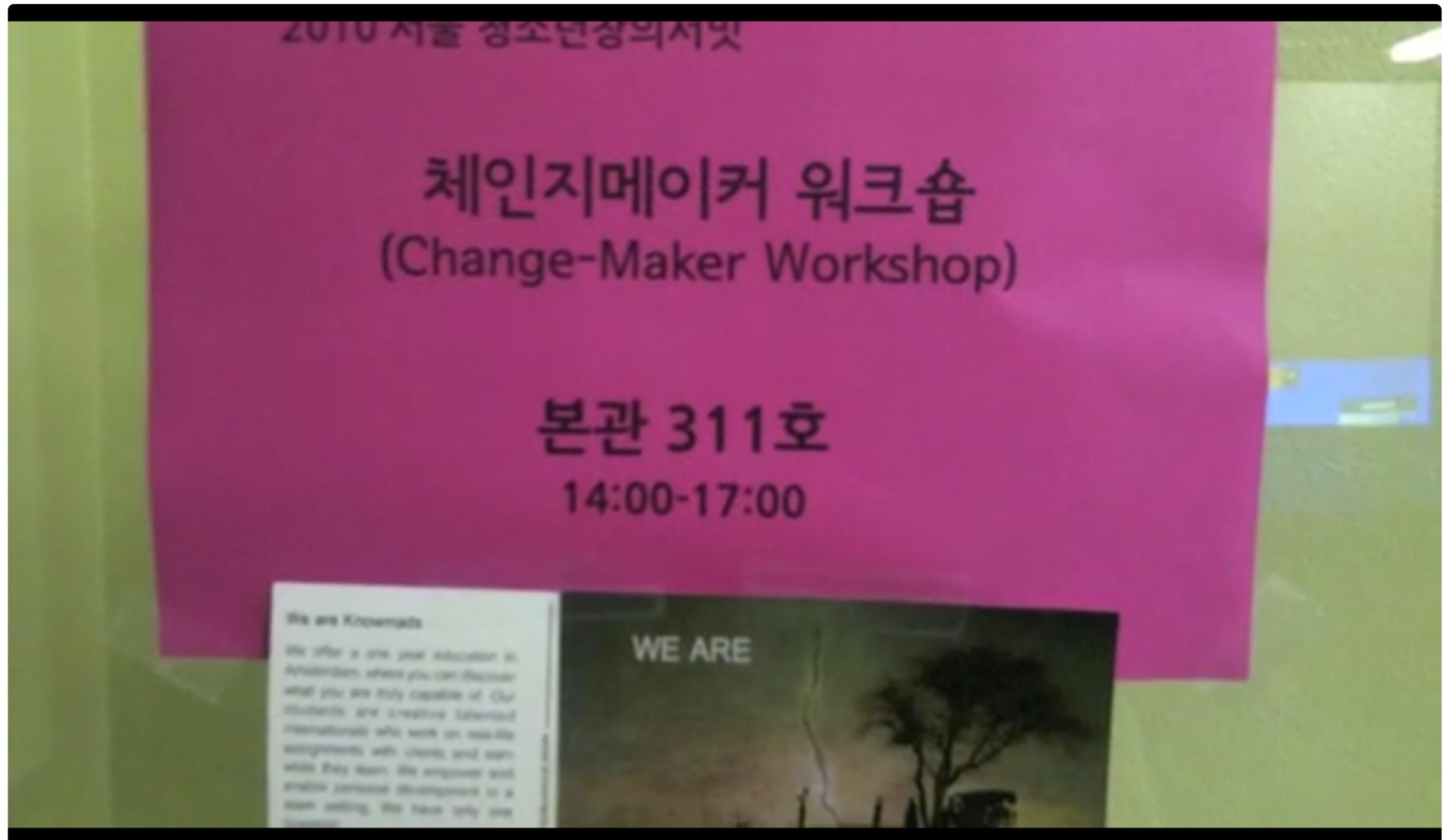
SEOUL YOUTH CREATIVITY SUMMIT

Knowmads in Korea.

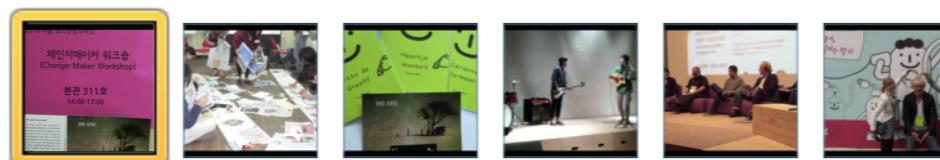
We believe education is in need of change. In this we are not alone. Last month we were invited to the The Haja Creativity Summit in Seoul. One of our partners, KLM, supplied us with five tickets. We were of a bigger heart beat with schools like: Kaospilots, Schools without borders. Here we shared our insights in educational change. These schools share aspects like: action learning, put an emphasis on creativity, more transparency and student involvement in the creation of their education and last but not least entrepreneurship for a better world.

We shared stories on approach, the struggle for recognition and co-creative school development. If you want to get a taste what it was like, follow this link: <http://www.vimeo.com/15833633>

GALLERY 9.1 Seoul Youth Creativity Summit



Ditte, Maartje, Seul, Carianne and Pieter S went to Korea to be part of the Haja creativity Summit.





"When you discover your mission, you will feel its demand. It will fill you with enthusiasm and a burning desire to get to work on it."
W. Clement

BERLIN - MISSION-U

Participants and alumni from the International Youth Initiative Program, Knowmads, Learning Lab, Schumacher College, MSLS, Kaospilots, Academy of Visionautics, Social Sculpture Unit, University Witten/Herdecke, De Universiteit, HPI School of Design Thinking, Wave Change and others co-created a mission based learning journey for 100 young change makers in Berlin with Otto Scharmer from June 25 - July 1 2012.

Small groups of students from these and other programs took on a three day mission around a project, dream, vision or challenge that a Berlin-based organization wanted to undertake or was in transition towards. Afterwards the groups reflected on the learnings with Otto Scharmer using Theory U.



[Video interview](#)
[Thieu Besselink](#)
[LearningLab](#)



[Video interview](#)
[Pieter Ploeg](#)
[Yip Sweden](#)

[Video interview](#)
[Oto Scharmer](#)
[Presencing Institute](#)



Mission U – Berlin 2012

Over de groep

Evenementen

Foto's

Bestanden

Meldingen



Besloten groep

mission.u@groups.facebook.com

100 young Change makers – from innovative learning centres in Europe

3 days team Missions – to transform and inspire Berlin

2 day Theory U deep dive & climb – down and up the U with Otto Scharmer

1 day celebration Lab – re-integration and connection



Ignaz Anderson
Director bij Iona Stichting
Toegevoegd door Pieter Jacobus Daniël Ploeg ongeveer 6 maanden geleden



Marien Baerveldt
Werkt bij Utrecht University
Toegevoegd door Pieter Jacobus Daniël Ploeg ongeveer 6 maanden geleden



Maaike Boumans
Werkt bij Healthcare Leadership Summerschool
Toegevoegd door Maarten van Schie ongeveer 7 maanden geleden



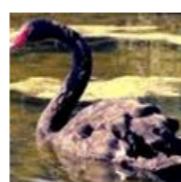
Dieter Van Den Broeck
Ondernemer bij EarthCollective
Toegevoegd door Pieter Jacobus Daniël Ploeg ongeveer 5 maanden geleden



Karen Schmidt
Collaborating, consulting, having fun bij Becota
Toegevoegd door Pieter Jacobus Daniël Ploeg ongeveer 6 maanden geleden



Eulen Spiegel
Werkt bij Südwest Presse
Toegevoegd door Pieter Jacobus Daniël Ploeg ongeveer 6 maanden geleden



Brigi Tree
Toegevoegd door Pieter Jacobus Daniël Ploeg ongeveer 7 maanden geleden



Oscar Westra Van Holte
UC Davis
Toegevoegd door Pieter Jacobus Daniël Ploeg ongeveer 7 maanden geleden



Benjamin Kafka
Werkt bij Impuls – Agentur für angewandte Utopien
Toegevoegd door Pieter Jacobus Daniël Ploeg ongeveer 7 maanden geleden

Vriend toevoegen



Maarten van Schie
Student Assistant bij Universiteit van Amsterdam
Toegevoegd door Pieter Jacobus Daniël Ploeg ongeveer 7 maanden geleden

Vriend toevoegen



Liza Rubinstein
Amsterdam
Toegevoegd door Maarten van Schie ongeveer 7 maanden geleden

Vriend toevoegen



Maurice Faber
Internet is my school, Google is my teacher.
Toegevoegd door Maaike Boumans ongeveer 7 maanden geleden

Vriend toevoegen



100 young Change makers - 3 days team Missions - 2 day Theory U - 1 day celebration

1 of 30

HO CHI MINH CITY

Knowmads Business School Amsterdam starts Knowmadic Learning Lab in Ho Chi Minh City!

Knowmads Amsterdam is an international creative business school and platform for people who want to make a positive difference in their world. We work from the principle: Head, Heart and Hands. Thinking, feeling and action. Because of our different way of learning we received a lot of positive attention in Europe.

In this 8-week program you can bring in your own passion and project idea and you will work in a motivated team that wants to start up and make projects happen! Experienced and international lecturers and coaches will come in to teach you about the main themes and to support you with your projects. Besides this, there is a lot of co-creation possible based on your own needs.

Program for young people with an entrepreneurial, curious, creative and brave attitude. We are looking for people that want to involve themselves and that are ready to make a positive change in the world.

Guus Wink



-COME HOME





Knowmads Business School Amsterdam
starts Knowmadic Learning Lab in HCM City!

www.knowmads.nl/program/learninglab





Knowmads is ... !



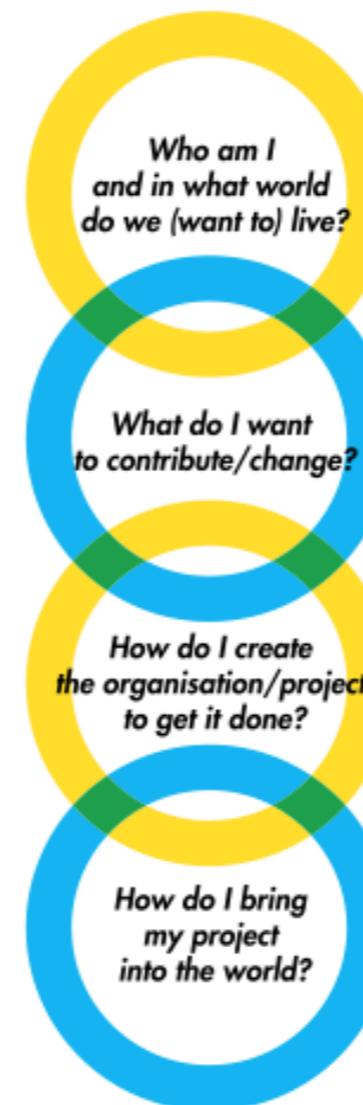
International creative business school



Platform for positive change in the world



The principle:
Head, Heart and Hands.



week 1

'Vision on the world of today'

week 2

'Who am I and what are my talents'

Professor Loek Hopstaken (N
Consultant, speaker)

Christopher Browning (USA)
Coach, Online marketing expert

week 3

'Social Innovation in Practice'

week 4

'Sustainable Surviving'

Nguyen Thuy Binh (VN)
Country leader Enactus Vietnam

Guus Wink (NL)
Education innovator

week 5

'Entrepreneurship & New Business Design'

week 6

'Project Management'

Mike Tran (VN)
Entrepreneur

Chris Zobrist (USA)
Deputy Director John von
Neumann Institute, Entrepreneur

week 7

'Creativity in Action'

week 8

'Entrepreneurial Marketing'

Guus Wink (NL)
Education innovator

Christopher Browning (USA)
Coach, Online marketing expert

Program can be changed due to needs of students and availability of lecturers.



Besides the lecturers and workshops around the main 4 Qs, there will be soft skill sessions with 8 topics.

creative sessions & brainstorming

teambuilding

coaching & mentoring

presentation skills

peer-to-peer learning

facilitated working on projects

presentations of companies

reflection and feedback

Welcome to Knowmadic Learning Lab!



In these 8 weeks, you can bring in your own passion and project idea.



You will work in a motivated team that wants to start up and make projects happen!

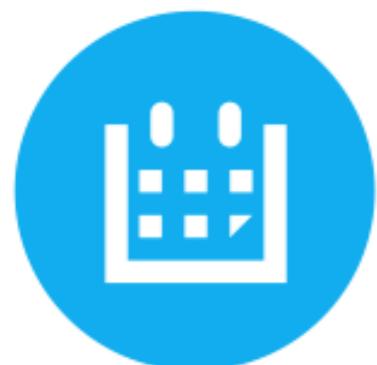


In the end of Knowmadic Learning Lab, you will have learned a lot about yourself, about the world and about (new) business.



We want to meet ... !

Young people between 20 and 30 years old who have a curious, creative and entrepreneurial attitude. People who want to involve themselves and are ready to make a positive change in the world! A good level of English is necessary.



Our schedule is ... !

The program will start on Saturday 15th of December 2012 and will be organized on Saturdays and Sundays from 10 AM to 5 PM. Sunday 3rd of February is the last day of the program.



Where ... !

Knowmadic Learning Lab will take place at the Start Center for Entrepreneurs.

8bis/14 Nguyen Thi Minh Khai, District 1, Ho Chi Minh City.



After program ... !

By successfully finishing the program you will earn a certificate of Knowmads Business School Amsterdam.



Join our information meeting ... !

On Saturday 8th of December, 10 AM
at the Start Center for entrepreneurs

Please register your attendance via website.
<http://keewi.me/event/infolearninglab>



More info ... !

Costs for the program are \$400,- per person.
(All program costs are covered)

We have space for 20 students. First come, first serve!
<http://keewi.me/event/8weeklearninglab>

Knowmads website: www.knowmads.nl/program/learninglab

Facebook group: Knowmadic Learning Lab Ho Chi Minh

Guus Wink: Guus@knowmads.nl / 01216569032



UNIVERSITY OF MINNEAPOLIS

We got an invite from the University of Minneapolis to give a keynote and a workshop at <http://intersections.design.umn.edu/>

The big day, going up to the conference hall, where 200+ people were waiting to hear the KaosPilot and Knowmads story about education and how to put the student in the center. It was great. Simon started with the KaosPilot story and gave a great talk about their way of working with a lot of examples. Then Fran and me took stage and introduced Knowmads to the audience. With success. The audience, business people, university students and lecturers got what we do, and connected to it. It felt like there is a great need in the UMN to change. Change the way education looks like, innovate and make

We gave a workshop for 106 people in the Weisman Museum. We let them work on wallpapers of 4 meters to make a collage of their ultimate UMN Lab, which has to start in september 2012

the student the center of learning. The workshop was great. With 200+ we divided them in teams of 10 and let them work according the new SMART from Floris Koot. What is the Story, how Meaningful is it, how does it Activate, what are the Resources and how Televisable is it? The attendants took their own ideas for the Twin Cities and MNU, and after letting them tweet about it, they hang up the flip-overs and people could vote for the best idea, after they presented it. By putting business cards on it the best three were voted and will be invited by John Foley of 4Front for a talk on how to make it happen.



YIP is a social entrepreneur training for youth who want to create a positive social change in the world.

YIP SWEDEN

40 participants aged 19 to 25, from all over the world, will live and study together for one year, exploring how to change the world through developing oneself.

The International Youth Initiative Program (YIP) is primarily concerned with strengthening the capacity of young people to take an active role in fostering positive cultural, social, environmental, and economic change that will benefit all sections of society and to eliminate social injustice, poverty, and inequality. YIP is global in scope and international in concept and sees real benefits in bringing young people together from all parts of the world to reflect on the meaning and impact of globalization. YIP pays tribute to young peo-

ples' potential and ability as cultural creatives within local communities and society at large.

The International Youth Initiative Program is a social entrepreneur training: exploring inner and outer aspects of life, and developing the skills to make a positive contribution in today's society.

Youth 19 to 25 work with international experts, doers and innovators, who give an overview of current global issues, challenges we face in society, and encourage an active role in the big picture. The participants learn the skills and knowledge needed to recognize social

challenges and use entrepreneurial principles to organize, create, and manage an initiative for social change.

The theory is combined with practical exercises, projects and internships, to make sure the participants get hands-on knowledge. There are also artistic topics. In addition to engagements at local organizations the curriculum includes a four-week internship abroad.

Background and Organization

YIP is planned and hosted by an international group of young people who met through the network of the YouthSection. YIP is a project under Vårdinge By Folk High School and hosted at Kulturcentrum Järna (formerly Rudolf Steinerseminariet) in Järna, Sweden.

Aims

YIP is action-oriented, and aims to provide young people with opportunities to recognize their potential to work with each other and with communities to enrich their lives and the lives of all those with whom they come into contact.

YIP is rooted in an understanding of comprehensive sustainable development, a commitment to social harmony, and in the importance of local solutions to local problems, with the full involvement of local communities.

The unique contribution of YIP is to bring the creative energies of young people into direct contact with the needs and aspirations of local communities. Through this engagement YIP facilitates the

growth and development of both the young people and the communities in which they develop their activities.

YIP is global in scope and international in concept and sees real benefits in bringing young people together from all parts of the world to reflect on the meaning and impact of globalization.



Touching hearts, stimulating minds and inspiring committed action for a truly sustainable world

"We cannot hope to create a sustainable culture with any but sustainable souls."
Derrick Jensen

EMBERCOMBE

In our Grundtvig, Life Long Learning Partnership we partnered up with Embercombe.

Embercombe is a charity and social enterprise established to champion a way of living that celebrates the opportunities inherent in this challenging time and that inspires people to contribute energetically towards the emergence of a socially just, environmentally sustainable and spiritually fulfilling human presence on earth.

It is our view that humanity now stands at a cross-roads - a defining time in which we will make choices that will greatly influence our collective future, for better or worse. We have become so numerous, so

industrious, so ambitious, and so technologically powerful, that we have the capacity to orchestrate the destruction of our species, habitat, and future. We also possess the imagination, the vision, and the intellect to learn from experience, meet our challenges, and build a positive, sustainable future. A radical shift in awareness, values, and behaviour is required to meet this critical transition.



"Young people should be empowered to unfold their full creative potentials."
Ludwig Muller

MOVING SCHOOL

The MOV!NG School is an enterprise of the Center of innovation and social change – Kassel. MOV!NG School gives an impression how it feels like studying in the Center of Innovation and Social Change!

Vision

In five years there will be two Academies: One in Kassel, one in Asia or Africa. Every year the MOV!NG School will move in the summer to another country.

Mission

Introducing a new way of learning through exchange of creative ideas, innovation and making friends!

Is it a new concept?

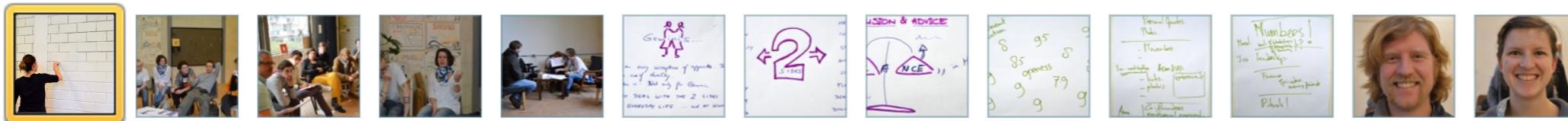
The education concept is based on the idea of new learning/education: innovation on achieving professional success by building the linkage of physical and spiritual, nature and nurture, new leaning environment and individual professional choice. MOV!NG School is a new concept for Kassel since this program covers a wide range of subjects such as dancing, sports, and interdisciplinary studies, as well. On the other hand, moving experience improve your worldwide image. The purpose is to create a life-long learning community. We work from the principle of a team setting based on Action Learning, Learning by doing and Service Learning!

10

WHAT'S NEXT?



GALLERY 10.1 Co-Creating a Knowmads strategy



CO-CREATING STRATEGY

HOW TO CREATE A STRATEGY

We actually are constantly creating and recreating our strategy. For this book for instance, we used chaordic design stepping-stones to facilitate a whole day with the tribe 6 and the Minor tribe to come up with our own vision and strategy.

We co-create a new vision sentence every year.

Students are able to give feedback on their curriculum and thereby help shape it for the next round of students.

Divide the mission statement from the strategy.



MEASURES & CRITERIA FOR SUCCESS

We ensure that every next tribe learns even more by:

- starting every learning journey with the end-presentations of the last tribe
- starting every learning journey with a week of joyful connections between 'old' and 'new' tribe members.

Our assignments have created change. We have a portfolio and positive references with partners.

Our council trusts its own organization

We employ people rather than working with free-lancers

Looking back at tribe 1, 2, 3, 4 it is clear that they are the shakers & movers of this world

40 students who can't wait to start in the next tribe on our door-step.

Partners are cuing to give assignments and get creative perspectives from Knowmads.

Our finances are in order and well organized.

Happy, learning council and tribe members.



TOWARDS MORE STUDENTS

Start a student fund for students to lend money during their studies.

We have to provide solutions for students to help them in their daily expenses during the year.

How can we empower our students to share the story of Knowmads as ambassadors? Mouth to mouth is the most effective marketing tool.

We have to be visible on social media, related to our partners and assignments.

We have to go to students physically at their universities and colleges.

We have to whisper to the right people rather than shout.



OTHER

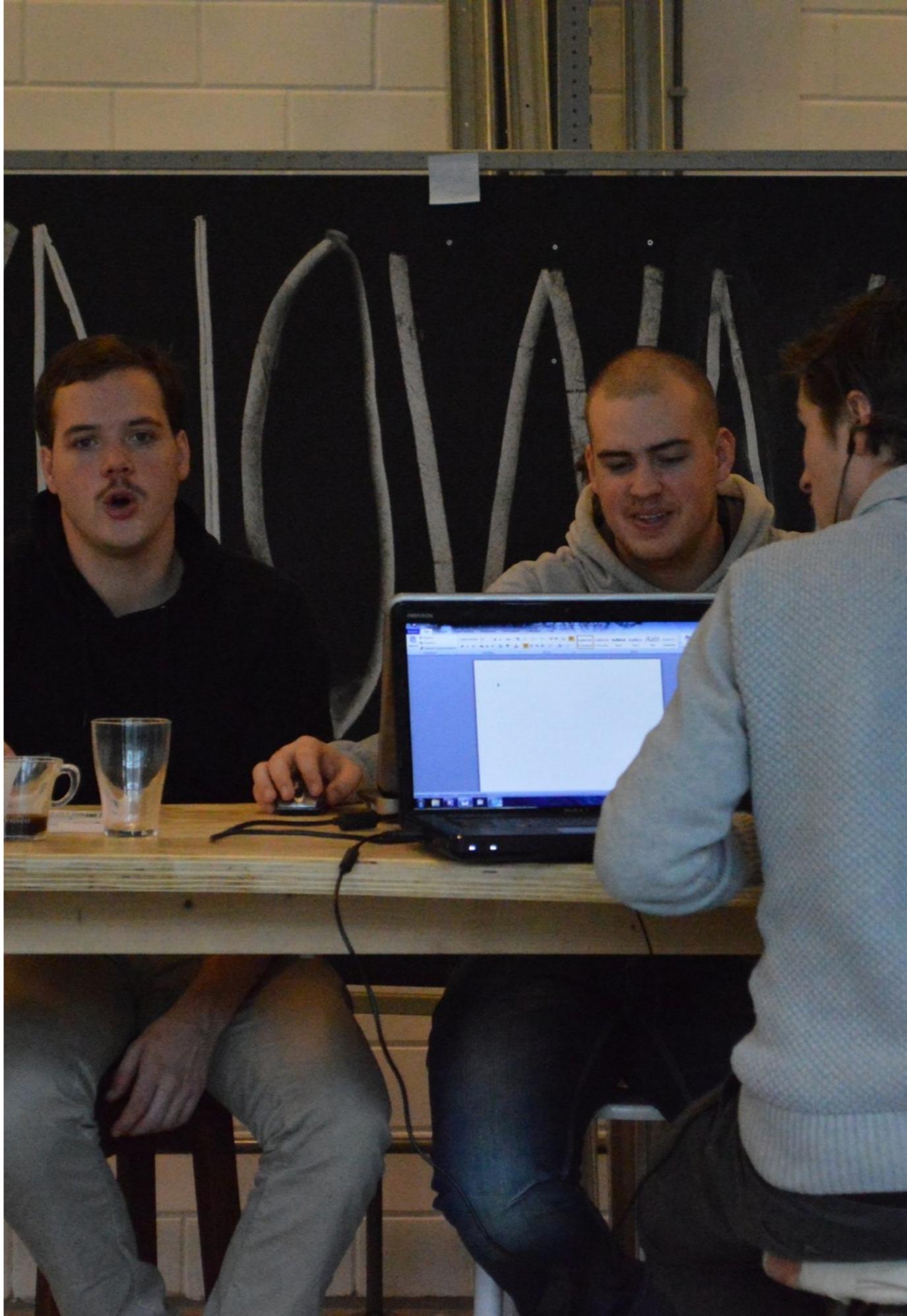
Vision: not internationally represented but small and strong in the Netherlands

Where do we get stuck?

What do we measure in our evaluation?

Should we help the students more starting their cooperation?

We work with small groups of students.



TOWARDS SOUND FINANCE

We work without subsidy

Make references tangible, have good cases to sell

We need 60 students / year to be financially independent.

We can use our assignments to get funds in.

We should start crowdfunding activities

input website.

Numbers
• incl. % Workshops
~~% Housing~~ ? o
~~% Salary~~
leadership.

Finance

Spenders.
evening frie

Leadership

What makes a leader?

Awareness of own qualities

Contribution to the group

Timing of contribution

Care for the collective well-being

What makes an exceptional leader?

Broadening of horizon

Teaching of independence

Define - What would Knowmads leadership mean to you?

Personal

In our definition of leadership, I feel I am often leading. Ways of doing so are:

- + I often lead by giving a process perspective, coaching and facilitation.
- + I often lead by listening, understanding and summarizing.
- + I sometimes lead by being very clear
- + I sometimes lead by being very honest, sharing my feelings.
- A big weakness of mine to be very practical.

So, I use my leadership qualities to support that part. When I was organizing the open day, my process view made it easy to envision everything. Yet, when it came down to the practicalities of the day, I found myself quite clueless. So, I used my coaching qualities to find a person who is amazing at practicalities. He then joined in as practical owner because he is an awesome guy and maybe because of my empathic qualities as well. The point of this story: A good leader is aware his of strengths AND weaknesses, so he can use his strengths to cover his weaknesses.

--Timothy--

Personal

I feel I am only just beginning to explore the idea of leadership.

I know many situations in my life where I have been a leader in a sense that people looked to me for guidance or where I took the lead when I thought it was necessary. These situations are usually situations of stress and chaos. I take the lead, when I feel the situation is uncomfortably chaotic and out of hand - and I am given the lead in chaotic situations where I am often still comfortable.

I am currently learning to refrain from taking the lead intuitively and out of stress, but to take it when I know that I can contribute and how. In that sense, I am on a quest to become aware of my own qualities as a leader.

So far, I see my specific quality not as a co-worker or even a leader, but as somebody that lives his dream and vision. On the way to get there, I trust, I will learn what leadership is.

--Ivo--

Personal - What about your own leadership?

Personal - What about your own leadership?

Advice

Information clarity

How are the guiding questions of Knowmads being used?

What is the plan?

Are there assumptions?

Are we assumed to be leaders already?

Action!

Leadership workshop if it is spectacular.

We do it ourselves by facilitating an open discussion.

Advice - How should leadership be organised/improved?

ON LEADERSHIP

Ivo Degn, Timothy

ON GROWTH

Towards a co-creation of flexibility and structure

Someone asked me how I envision the future of Knowmads and I couldn't directly come up with an answer. When I think about the future of this weird school, or (and!) platform, or (and!) community, I want to see rainbows and unicorns and sunshine. I'd like some of the problems I experience to be fixed. At the same time it's in part these problems that create a surrounding in which we can learn to deal with stuff. If everything would be perfectly organized at Knowmads, how the hell could we then learn to organize things ourselves?



Flexibility versus structure

So I'm struggling with this question of flexibility versus structure, as are we all. Is the co-creating of the space we work in important? Yes. Does it mean we as students should be the ones taking initiative on building the school? I don't know. How much time do we want to spend on building our community? And how much time do we want to spend on developing ourselves and our own ideas?

Do we commit to projects, even if at some point they do not seem to be what we hoped for? Or do we always follow our passion and our heart, not committing to anything?

Do we want to create our own education by bringing in and choosing our own workshops? Or do we trust the knowledge that is already there and direct our energy towards other things such as projects?

Personally I'd really like to find the ultimate answers to all these questions, the truth however is that the answers differ with the needs of every single person. For me commitment is important, for others it might not be, for me clearly scheduling time for the community and time for myself is important, especially since I tend to let the time for myself be consumed by the community.

The future

So what can I, in the end, say about the future of Knowmads? Nothing. I can only hope it'll still be this imperfect place where people find out what is important to them, whether this is sport, nature, personal time, community time, clarity, chaos or structure. Because, in the end, it is not the goal (e.g. a perfect school), but the process that matters. And at Knowmads we're very good in creating an inter-

esting process, a surrounding where anything can happen and where things only happen if you really put your mind to it. And then, no matter what happens, whether you succeed or fail, whether business is going well or not, the Knowmads are always there to have your back and to support you. They are caring people, and that is all you can really expect. So if we ever find the perfect co-creation between flexibility and structure, that would be awesome, but for now I'm also very content with 'just' having these great people around me who support me in the decisions I make, just because they acknowledge it's important for me and everyone here to really find out what we are or want to be here for on this lovely planet.

Wieneke Olthof

Acceleration and Development at Knowmads

Definition

For Knowmads acceleration and growth would mean to maintain its flexibility or freedom for opportunities to arise, while also, with every 'batch' of new students, building on the collective wisdom that is already present within the organization.

The reason why

We want Knowmads to accelerate and develop, because it's education makes us realize we're not doing what we want to do (e.g. work on our dreams) and the frustration of that actually makes us choose for and work on our dreams. We try to formulate and reformulate them to get clarity of what it is we really want, and because Knowmads pushes us like this, we feel it contributes to a better world.

So how can we accelerate?

The Knowmadic community can accelerate by creating collective awareness of, and co-creating the base infrastructure and principles of this school. Next to that we feel it would benefit all the people who are involved with Knowmads to go beyond the concept of a school and to think of Knowmads as a 'community of inspired people where learning is facilitated with workshops and personal feedback'.

Concrete advise

Community-wide teambuilding, process clarity and principles setting. We believe the newly implemented monthly X-mas is a good place for this. Especially the current intertribal relationships can be strengthened. Ideally, we would like to achieve a harmony where everyone can focus on their individual needs while still moving forward as a whole.

11

CHANGEMAKERS



TRIBE 1



Modelminds

Manuel Sturm and Oscar Westra van Holthe started their own company; Modelminds.

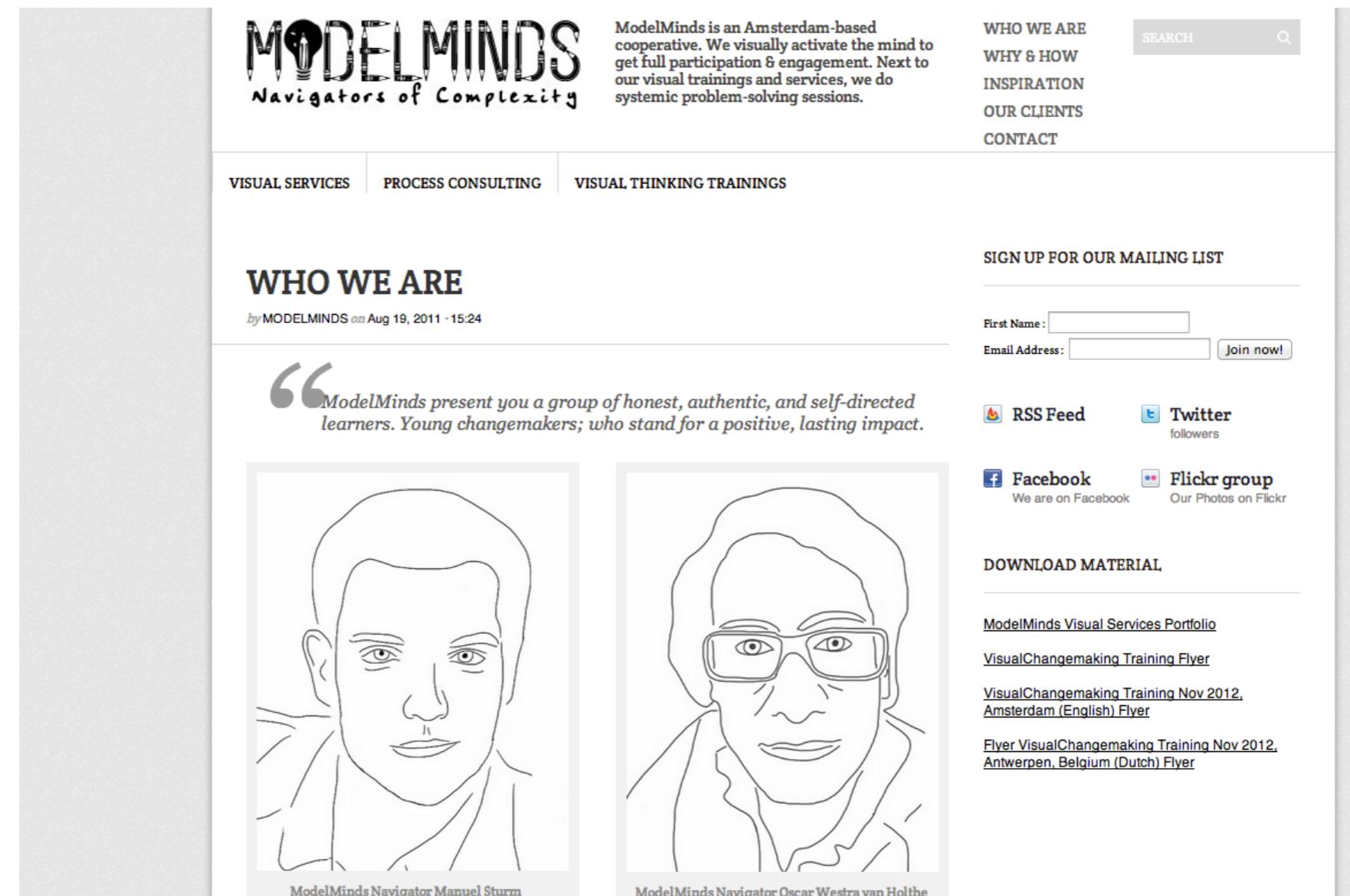
Vision

A picture says more than a thousand words. Imagine getting rid of the thousand words, and getting the picture. At Model Minds, we help to overcome the complexity of organizations and concepts by offering an exciting new approach: Visual thinking.

ModelMinds is an Amsterdam-based cooperative. We create Radical Honest business cultures by using visual & model thinking to transform conflicts into social and product innovation.

Method

We follow a three step approach. First we work together to establish the roots of the problem, define solution directions and choose our approach. Now that we have established the best approach, we will set up a meeting with relevant stakeholders to engage in visual thinking. Complexity disappears and creative solutions start to take shape.



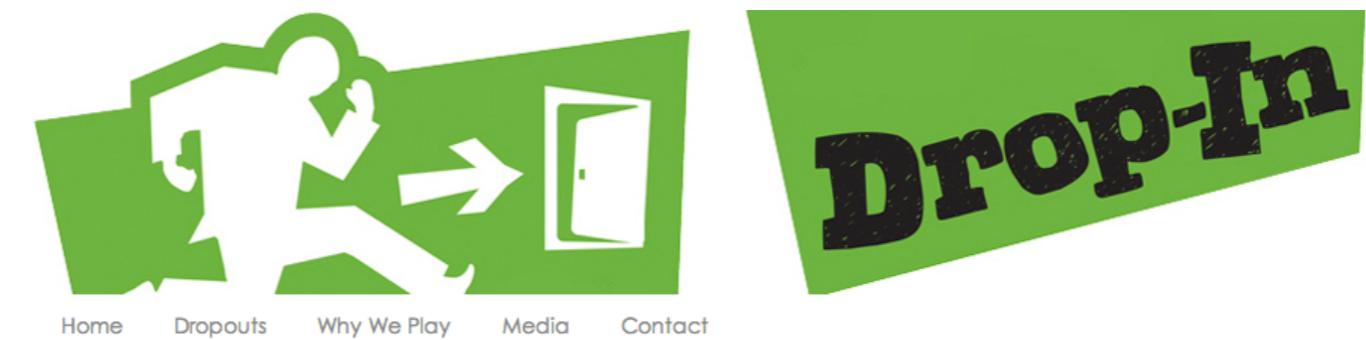
The screenshot shows the homepage of the ModelMinds website. The header features the logo "MODEL MINDS" with the tagline "Navigators of Complexity". Below the logo is a brief description: "ModelMinds is an Amsterdam-based cooperative. We visually activate the mind to get full participation & engagement. Next to our visual trainings and services, we do systemic problem-solving sessions." The navigation menu includes links for WHO WE ARE, WHY & HOW, INSPIRATION, OUR CLIENTS, and CONTACT. A search bar is located in the top right corner. The main content area has tabs for VISUAL SERVICES, PROCESS CONSULTING, and VISUAL THINKING TRAININGS. A section titled "WHO WE ARE" contains a quote from Manuel Sturm: "ModelMinds present you a group of honest, authentic, and self-directed learners. Young changemakers; who stand for a positive, lasting impact." Below the quote are two line-drawn portraits of the founders: Manuel Sturm on the left and Oscar Westra van Holthe on the right. To the right of the main content are several social media and contact links: RSS Feed, Twitter, Facebook, Flickr group, and download material links for various training flyers.

Drop-In

Marianne Slegers started Drop-In with Mike de Bruijnesteijn, but has now continued with Kristin Higy from Tribe 5.

Drop-In empowers people who feel stuck in their lives, thoughts or patterns. They facilitate and initiate the unleashing of your power you have within to the world. Drop-In gives you the opportunity to experience different connections, with people, with networks, and organizations. Breaking through established thought patterns you will learn to make conscious choices and take responsibility for your decisions.

Drop-In empowers people to create the life they want to live through enabling awareness, facilitating choices and having connections.



Wanna Drop-In

Working on a personal question about setting or reaching a goal? Don't know what you want to do or even can do?

Drop-In facilitates your personal innovation in a creative way.



Dropouts



Wanna Drop-In



Contact



Why We Play

Drop-In

Drop-In empowers people who feel stuck in their lives, thoughts or patterns. We facilitate and initiate the unleashing of your power you have within to the world. Drop-In gives you the opportunity to experience different connections, with people, with networks, and organizations. Breaking through established thought patterns you will learn to make conscious choices and take responsibility for your decisions. Your next steps will become clear through setting goals and experimenting!

Drop-In works in co-creation and collaboration with others. We're not the types to 'work for' someone.

facebook.

twitter

Pinterest

Brave New Friends

Franziska Krueger started the company Brave New Friends.

With a preference for projects within the creative industries and education, Brave New Friends is a personal playground and test lab for both commercial and non commercial projects, often in collaboration with other freelancers. Specializing in the impacts of the digital world on communication and interaction and building on design principles, BNF helps companies and organizations see the world through the eyes of their customers on challenges ranging from innovation and business development to branding and communication.

BRAVENEWFRIENDS

Search

[HOME](#)

[A'DAM SUSJAM](#)

[CONTACT](#)

[ARCHIVE](#)



Meeting @petervanwaart at #picnic11 and talking about how to connect #GSusJ11 Amsterdam and Rotterdam. Stay tuned!

[Follow on Twitter](#)

Call for partners



While we are busy setting up our website and connecting social media like [Facebook](#) and [Twitter](#) pages the first people and organizations have been contacted. We are still looking for partners for a location (although we are already in contact with an amazing place) and other sponsoring (food, loads of Post-it's and other equipment, maybe give-aways for a goodie bag) and people with vast experience in Service Design, Design Thinking and Sustainability for an inspiring introductory keynote and to join our panel. So if you know anybody who you might like to connect to this great event and cause please contact and connect us! Of course you can also invite people to the [event on Facebook](#)! Let's jam!

New member for the organisation team of A'dam Sustainability Jam



After a great initial meeting we also have a new member joining the organisation team. Miranda Willems just graduated from [Imagin Heroes](#) and works now as a Creative Facilitator. Welcome Miranda, great to have you on board!

First partner

Knowmads

Today we are happy to announce our first partner for the A'dam Sustainability Jam:

[Knowmads](#), a creative, entrepreneurial school and platform for entrepreneurs. Knowmads will kindly allow us to use their facilities for the Jam, so we are also happy to announce, that we have a location!

TRIBE 2



Co-Pilots

Roy Captijn and Ditte de Graaff started Co-Pilots.

Their company develops and implement projects that lead to social innovation. Their main activity is realizing the connection between people and organizations and organizations amongst each other.

How do they do that? By asking sharp questions and creating space for dialogue. They do so in changing organizations with creative sessions, knowledge sharing, co-creating meetings and just by giving energy and inspiration.

Co-Pilots design, facilitate and organize social innovation.

Nederlands • English



Home Co-Pilots offers Vision & approach Portfolio Inspiration About Co-Pilots Contact

What Co-Pilots offers

Co-Pilots develops, facilitates and organizes social innovation projects that aim to achieve:

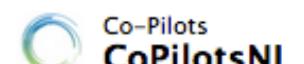
- Community Empowerment
- Sustainable Business Concepts
- Design & Creation

Co-Pilots does this by offering creative dialogue, workshop, or co-creative sessions depending on the question of the customer. During the process Co-Pilots uses creative working methods and tools to motivate and inspire participants to create new ideas, initiatives, concepts or products.



Community Empowerment

Strengthening communities: connecting people, organizations and ideas and creating value exchange. With the aim of stronger connected communities in which good collaboration takes place.



CoPilotsNL Learning by Design:
It's Not What You Know, But How
You Think
good.is/posts/learning... – via
@GOOD
8 hours ago · reply · retweet · favorite

CoPilotsNL How do you take an
idea off the table and into the
marketplace?
fastcompany.com/mba/2537/ellie
via @FastCompany
yesterday · reply · retweet · favorite

CoPilotsNL "The world is full of
magic things, patiently waiting

TRIBE 3





TRIBE 4

Bite Me

Jonas Grøn, Anastasia Dimitriadou and Marlies van Duijn have started Bite Me!

Bite Me offers good food, good people, good fun & good creations with the goal of making food social.

They cater for meetings, social events, give workshops to companies and individuals and do projects to promote healthy, sustainable and social food and cooking.

Making food social

bite me
- making food social -

who we are

what we do

why we do it

Supplies

Education

Lunches

Social Projects

news

blog

contact

join us

TRIBE 5



MINOR
TRIBE 1





TRIBE 6



“When the student is ready, the teacher will appear.”
Siddhārtha Gautama

The beauty of teaching

Why? Why would I? Why in the world would I like to be a teacher? I've been asking myself this question ever since. I didn't even know whether it was a true wish of mine - I still don't know. So I studied it. Both, Mathematics and Philosophy, in order to become a teacher - one day.

While working on my bachelor thesis, I realized that the distance between me and this wish had become bigger. I felt close to philosophy, close to maths (even closer), but far away from being a teacher. Away - from standing in front of a class, trying to get the attention simply by doing some magic on the blackboard. It didn't work. It felt like I had to sell my knowledge instead of just passing it on. I had this dream one week ago: while standing in front of the class, a huge force was pushing me down to the floor and I couldn't resist it. I couldn't

reach the students anymore. All I wanted was to let go, to let every single part of my body go down to the floor. What I then did was sitting down, trying to stand up again, saying: „It's alright, we'll soon go on.“

But it's not alright. There is something that still makes me not wanting to go into a classroom as a teacher but rather joining a crazy school like Knowmads, which at the first sight, doesn't lead to this being-a-teacher-thing at all. But it does. At Knowmads I figure out what the beauty of teaching is for me. It is being there for each other, it is listening, it's discovering, it's an adventure and we don't know yet where we're going. And yes, that is what bothered me most about my learnings at university: it was all fixed. We all knew what our future students had to learn. We already knew where they're supposed to be at the end of the year. The goal was set. And those who



"A teacher affects eternity; he can never tell where his influence stops."

Henry Adams

couldn't reach it, obviously, did something wrong.

How can we ever give a child this feeling of being wrong, of lacking something, of not being good enough? How violent can we be with our words, with our corrections? How many children are coming home from school, knowing exactly what they are not good at and what they are still missing. I'm asking myself whether I really want to put my time and energy in it. Can I judge a student, for not being able to tell me what the root of 25 is? There is no root of 25 - there is not even a five! We just made it up - or lets say we discovered it and then mathematics meets philosophy. So if I can choose for a world, which I think I can, then every single child is already good as it is. It has got all the knowledge, all the curiosity and all the beauty within. Just by being there. There's nothing wrong in being there. Nor in trying to be good.

For I haven't seen a person who didn't try to be good (whatever their perception of good was). And even if somebody did something really „wrong“, in my world it then happened because we couldn't manage to give that person the right attention. Being a teacher, for me, is about giving the right attention. It is giving the amount of time, the love and all the support the student needs. That is: being fully there. And while doing so, we can allow the student to do the same. And yes, in that sense, I would love to be a teacher - one day.

And if that dream comes back to me, I would love to let go, to ease all pressure and tension and let myself lie down, right there on the floor, saying: I cannot do this. And I wonder what would happen.

Maria Jacobi



"See life as poker make small bets to finally do your all-inn on 1 project."
Evert

Evert as young boy had a decent time tomorrow during primary school. Although he was teased a bit, that is not something special or worth complaining about. Yet, what really stuck with him were his teachers. At they would punish him without him knowing any reason to do so. He felt misunderstood and treated unfair by this. So, the young Evert dreamed of becoming a teacher himself. "I'll do it better myself!"

He choose an education path that would lead him that way. In specific, he choose the more practical path, as he felt more at home in that area. "Let's learn by doing, not from some vague theory." As he met more and more people in this world, he also found different kinds of schools. Some schools were public and some schools were private. In particular his curiosity led him to one special school in nature filled area. He voiced his enthusiasm in his final paper and showed it

around to all the other educators. However, he quickly discover they were not so open to this new school or his enthusiasm. Many were quite harsh, trivialized the school and claimed it to be impossible and unrealistic, even though Evert noted that is has already been done. "The school exists already for many years!"

Fortunately, Evert is a fighter in both mind and body. Despite being hit by all that criticism, he jumps back up and keeps going. This lead him to a conference about innovating education. At this fascinating place he meets a red bearded Danish guy, who talks seems to be talking about some alternative school called Knowmads. Yet, Evert really could not understand a word this guy was saying...

So he switched to a very tall girl named Marianne. They spoke about many things, which didn't all fully make sense



"If you can turn any situation into a inspiring story then the situation doesn't matter anymore."

Evert

at the time, for example there was a discussion Green Zones... WTF would that be? Why does a school even need one? Nevertheless, Knowmads seemed to be the buzz of the conference. Many other people were very enthusiastic about it and would really wanted to start there themselves! Yet, they were all too busy and had fixed obligations in life, so they couldn't take this amazing chance.

Luckily, Evert did have the freedom to let this surprise into his life. As the positivity around him was so contagious, he decided to try his luck and follow his dreams!

Welcome Home Evert!



"Gemini know the power of words. Expect them to leave horny voice mails or texts just to keep you interested."

Unknown

GEMINI

... have an easy acceptance of opposites. Their world is one of duality (and everyone who met a Gemini certainly knows what we are talking about).

The question is - not only for Geminis: "How to deal with the two sides of us in everyday life?"

Out of a Gemini perspective (the two authors of this text happen to be born in June), we try to give an answer – filled with our personal perspective and experiences:

What are the two sides?

Do you, too, happen to have struggles with opposing feelings, aims, characteristics? Are you, too, sometimes torn apart between ...

Love - Hate

Connection - Individuality

Vulnerability - Strength

Calmness - Hot headedness

Chaos - Structure

Tradition - Flexibility

Optimism - Drama queen

Dreaming - Down to earth

Transparency - Ambiguosity

Creativity - Rituals

Variety - Boredom

...

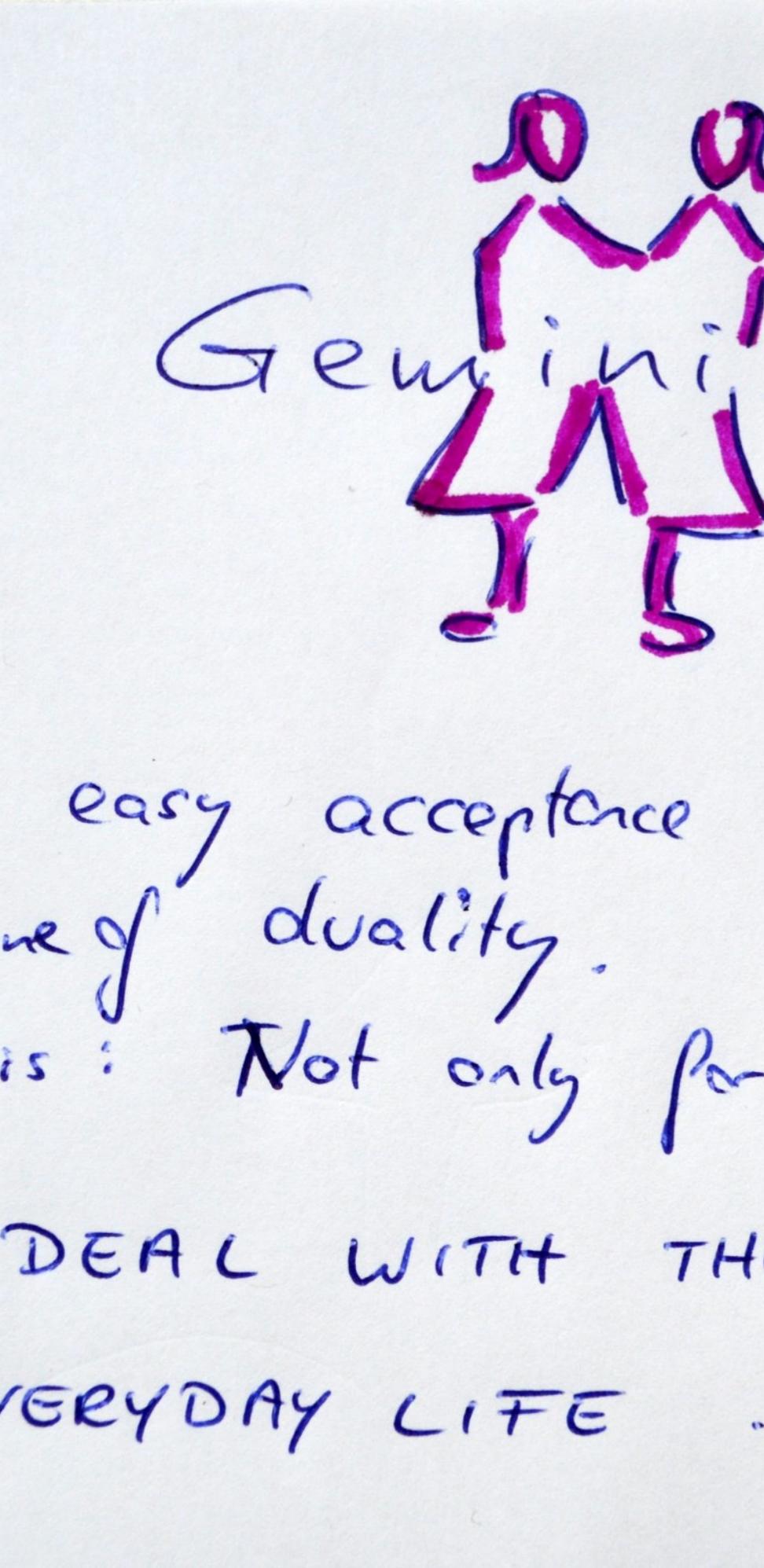
?

Well, you are not alone!

So, how to deal with those two sides?

It might sound a little simple, but it's as easy as that:

You just got to **know, accept** and **appreciate** your strengths and pitfalls!



Discover your own strengths, get to love them, and then make use of them and let them grow.

Most people are pretty aware of their pitfalls and downsides, so discovering won't be needed. But: Challenge and learn from your pitfalls – try to reflect on your downsides and thereby let yourself grow.

An example:

Astrid: She is a caretaker – and by focussing on all the people around her, tend to forget to meet her own needs. She has the awareness of what is good for people (health wise, psychologically, ...), but completely neglected all her knowledge when it came to herself. Her pitfall was she self! But she became aware of that and slowly recognized that if she continues with her "helping syndrome" and neglect of her own needs, a point would sooner or later follow where she brakes down... She started to change her patterns and analyzed typical situations. She changed to the better, and now is trying to put all her empathy, pragmatism and appreciation first into

herself, and then to the others. She finds a more suitable balance...

What is our conclusion and advice?

Life is full of opposites, for sure! Life is diverse, it doesn't fit into a box, it's colorful, it's dynamic, it's friction, it makes you cry and laugh – sometimes even at the same time.

Duality is the elixir of life. But the challenge is to find the right balance.

Give space for each quality in your life.
Give feedback on pitfalls to make people (and yourself) be able to grow.

Enjoy the great variety of your
Qualities
Strengths
Struggles
Frictions
Growth

And this, by the way, is the essence of Knowmads.

To love & life!

Anna Brandes, Astrid van Eersel



MINI-MANIFESTO

Begin with ideas.

Embrace chance.

Celebrate coincidence.

Ad-lib and make things up.

Eliminate superfluous elements.

Subvert expectation.

Make something difficult look easy.

Be first or last.

Believe complex ideas can produce simple things.

Trust the process.

Allow concepts to determine form.

Reduce material and production to their essence.

Sustain the integrity of an idea.

Propose honesty as a solution.

Bas Pastoors



"But I don't want comfort. I want God, I want poetry, I want real danger, I want freedom, I want goodness. I want sin."
Aldous Huxley, Brave New World

A brave new world Or: the discovery of Knowmads

So a lot of you guys have been asking me what life is like outside the concrete walls of our University. I can tell you: it's a good place to be. I'm happy. I've been feeling quite frustrated and hurt as well. And it's good, I'm good.

It's a precious state of being, knowing that you're in the right spot, trusting what is happening, even though in the moment itself you can feel as shitty as the world can be.

In the end I didn't feel this trust of being in the right place anymore at our university, and that's why I decided to leave. It was the start of a whole new adventure. At first it generated a lot more feelings of doubt, insecurity and not knowing where to go, but now, because of this quest, I found a new place where I can fully express myself and work with all my inter-

ests. That place is Knowmads: Business School for Social Entrepreneurs.

"We educate changemakers"

It excites me to say that there is no definition of Knowmads. Sorry guys, Knowmads is and means something different for every single Knowmad you ask. Therefore, I can only tell you what it means to me, and even that differs somewhat from day to day. So, what Knowmads means to me right now... To me, Knowmads is the place that embraces and celebrates the magic of life. In stead of seeing education as a seperate thing, they, or actually > we < bring everything that interests us, everything that happens in the world and within ourselves to the school as a part of the curriculum, and we then try to make something out of it.

Knowmads is as much a concept, a feeling and a state of being, as it is a school,



*"Live as if you were to die tomorrow.
Learn as if you were to live forever."*
Mahatma Gandhi

a platform and a business. It's both inspirational and frustrating. It's a big experiment. It is people coming together. On the one hand because we think many opportunities and people need some freedom to grow. Next to that we believe that the 'I', the 'Us' and the 'World' are connected and that it's good to work on all this together. It is a place where both people who are allergic to structure go to, as people who thrive in a structured place. Nothing is wrong and everything is possible.

Knowmads is a place where YOU make your own curriculum, where YOU find your own dream, where YOU decide what you want to work on. And that might just be one of the most frustrating parts of the whole thing. You Choose, and if you don't, you will notice you don't feel good, because you're doing stuff you actually do not want to do.

There is always the tension between what you want, what other people want, and what is good for the school as a community.

So it's hard work, and it is as I said: I feel frustrated a lot of time, but I know I'm in the right place, and in the end, to me, that's the only thing that matters.

Nice vision. Now what does this school really offer?

Knowmads as a school offers workshops, (WTF) lectures, projects, business coaching, personal coaching and a place to experiment. The workshops are very diverse and focus on for instance group dynamics, management tools, business tools, conceptual thinking, visual tools, storytelling and the body. Then about the 'WTF Lectures': basically the only criterion for them is that at some point it makes you think: "WTF?!" We had, for instance, a lecture of Jan Bom-



"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
Maya Angelou

merez about emerging ideas and also a lecture of Ibrahim Issa and Eden Fuchs about the conflicts between Palestine and Israël and how they try to bridge this. Then last but not least: the projects. You can work on your own projects and/or you can work on projects which are presented by the school. Sometimes you work with small NGOs, other times it's big businesses such as KLM.

So in conclusion Knowmads does offer a structure, but it is as minimal as possible to make sure you work on your own ideas.

No books, no exams, it's just you and your passion!

And then we add the people...

So that's the raw construction of Knowmads... And then we add the people. These people do not agree to the structure. They want more of this and less of

that. They have their own ideas and projects which they start working on, which others can join in, or choose to stay out of. Some of the people are extremely community driven and (want to) work on building the group and the school, others are far more project driven and (want to) work on generating, conceptualizing and executing projects. And then there is this broad network of people who are no students, but extremely involved nonetheless and very willing to help you grow.

To me, it's not the structure, but it's the people that turn this grey building in 'Bos en Lommer' into a colorful and explosive pressure cooker of ideas and passion.

So, in conclusion, I wouldn't change my choice for the world. Just being at Knowmads for three months has already made me focus on finding out what it is I actually want to do. And even though it's not always easy or happy, I am extremely grateful for this experience.



*"You only live once, but if you do it right,
once is enough."*

Mae West

To you, dear reader: I hope you already do what you love, or otherwise start doing what you love, or start finding out what you love, and then do it, because, believe me, it's the best feeling there is. And if I can help you, if you want to connect to me or Knowmads, if you feel like sharing or discussing something, or if you just want to experience the place (because that is the best way to see what it is all really about): send an e-mail wieneke@knowmads.nl and drop by!

Enjoy life,

Wieneke Olthof



MINOR
TRIBE 2



CHECK-INS / CHECK-OUTS

The check-ins and check-outs are such an integral part of life at Knowmads that you'll soon start asking how you ever managed to live without them. Check-ins are meant as a way to give everyone the chance to share what they need to share with the group in order to be fully present. They're usually done in the morning, or before starting a new activity. Check-outs are done at the end of the day, or when finishing an activity, as a way to close things down. Check-ins and check-out are sometimes done with a specific question, but not always.

Related Glossary Terms

Drag related terms here

Index

[Find Term](#)

CO-CREATION

As an organization we take everyone seriously. We listen to what everyone has to contribute with. We have an (almost) flat structure where no-one is more important than others. We offer you certain things that we believe in (ideas, tools, experience, values, insights, workshops, lectures, etc.), but we don't act as a higher authority selling you prefabricated truths, ignorantly believing that we always know what is good for you. As a direct result, we encourage all Knowmads to create the school together with us - the programme, the physical space, our routines, our language, our ideas - everything that there is, and everything that there can be. We refer to this as co-creation, and we hold it as one of our basical pedagogical pillars. It's done by contributing to the daily dialogue among all of us about how to run Knowmads, by making your needs and ideas heard, and by you taking ownership of this process yourself.

Related Glossary Terms

Drag related terms here

Index

[Find Term](#)

COUNCIL

The Knowmads council make up the 'core team' working at Knowmads. We're the ones who are here almost every day, working hard to make Knowmads the best place it can be. We'll sometimes be giving workshops and lectures, but most of our time is spent on organizing, planning the program, coaching, networking, bringing in assignments, taking care of finances, and drinking loads of coffee. We love to listen to your input, ideas and criticism. We sometimes retreat to the little council room, so come find us there if you need to talk to us. We organize a weekly council meeting (usually on Thursdays) which you are also very welcome to join. One important aspect of the council is this: While we do work hard to support you in your various endeavors, ideas and projects, counting on us to execute them is...well...a bad idea! Chances are you'll end up waiting a long time for the execution to happen, simply because we believe that you'll learn much more by doing things yourself. (Yes, it's also partially due to laziness, of course, but the learning-by-doing aspect is also in there. Somewhere...) Another aspect to consider is that while we may very well be crazy about some idea that you come up with, we are operating on a budget. So we might turn down otherwise great ideas simply because we don't have the finances to support it. (But if you manage to get hold of the finances needed to carry out your idea - that's a different story altogether...)

Related Glossary Terms

[Tribe Leader](#)

[Index](#)

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GREEN ZONES

Some of the Knowmads dinosaurs might know the true history of the Green Zones. For the rest of us, almost everything about them is clouded in mystery. What are they? Who invented them? And why that name? For the time being we use the term Green Zone to describe a session where we sit down and talk about stuff that is important to us - as a whole group or as individual members of a tribe, on the educational level or personal level - whatever the topic may be. Green Zones are currently scheduled once a week (on Mondays), but everyone can call for a Green Zone if they feel the need to talk things over.

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OWNERSHIP

One of the most often used terms at Knowmads, ownership simply means that someone (an individual or a group) takes the responsibility of making something happen. Another way of saying 'So, who's in charge of this?' Without ownership the talking vs action ratio will be totally off, so own away!

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POWER HOURS

Once a week we spend 30 to 60 minutes tidying up the place, cleaning the space, throwing out stuff we don't need anymore, and generally speaking making Knowmads a nice, livable place for all of us to be. We call this a Power Hour (even if it only takes 30 minutes). We use an easy system with two notice boards: A 'To Do' and a 'Done' notice board. First, grab a note from the 'To Do' board - it will tell you what needs to be done. Do the little task the note tells you to do, put it on the 'Done' board, and grab a new note from the 'To Do' board. At the end all notes have moved from the 'To Do' to the 'Done' board - and our space is clean and livable once more. Hooray!

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TRIBE LEADER

In many ways what is stated about the council also applies to the tribe leaders. A tribe leader is not necessarily someone who initiates tons of projects for the tribe, or facilitates all the group processes, or generates one million ideas for how to do things. And s/he is certainly not one who executes your ideas. But s/he is usually very happy to assist and support the tribe and its individual members in their projects, processes, and other endeavours. You'll usually have your tribe leader with you on Mondays, and you're always free to invite him/her to join the tribe at other times during the week, or to schedule an individual talk. (Tip: Most of us also like coffee, so using that as bait will considerably raise your chances of us accepting your invitation...)

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WEEKLY HOST

The Hosts take turn being the ones to open up/shut down the building, welcome guests, etc.

Mondays:

- Prepare 9am Monday Morning Breakfast together.
- Check the calendar to see if we have guests joining us for the breakfast.

Mornings:

- Be at Knowmads 15 minutes earlier than program starts to open doors. Make coffee/tea.
Air out rooms (open outside doors for some fresh air for 5 minutes) Unload dishwasher

Before you leave Knowmads:

- Turn on dishwasher
- Close down Knowmads by closing windows, putting the heating down, locking the doors, putting candles out, putting key on hook.
If you're the last person in the building: check alarm instructions.

Welcoming guests (lecturers, workshop givers, etc.):

- Write 'Welcome (name of guest)' on the little whiteboard.
- Welcome guests (shake hand, offer coffee/tea/water, ask what they need spacewise).
- Follow up a guest visit by sending him/her a quick e-mail.
(And if you're a really cool host, you even send an e-mail beforehand asking what a guest will need for his/her visit. But hey, let's not get carried away here!)

While this might seem like a bunch of work, please know that you don't necessarily have to do this by yourself - you just have to make sure that it's being done, so you can ask others to help you.

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This project was
supported by the
European Social Fund

